



Acreditación Institucional
ALTA CALIDAD • MULTICAMPUS
Res. MEN No. 17229 del 24 de octubre de 2010 - 6 años - Vigente Hasta Indefinidamente

UNIVERSIDAD PONTIFICIA BOLIVARIANA
FACULTY OF EDUCATION GRADUATE PROGRAM
ADVANCED EDUCATION SYSTEM

MA IN LEARNING AND TEACHING PROCESSES IN SECOND
LANGUAGES (ML2)

RESEARCH SEMINAR I: DIMENSIONS OF QUALITATIVE RESEARCH

Course Sponsored by

LITERACIES IN SECOND LANGUAGES PROJECT

revisiting space, rethinking language, reinventing education

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Teaching Assistants

Schedule

On-Site Sessions:

March 13, 14, 27, 28; April 17-18
Fridays, 19:00 - 22:00
Saturdays, 11:00 -14:00

Room 11-518 (3/13, 3/14, 4/17, 4/18) and 11-519 (3/27 and 3/28)

Independent Work Sessions:

March 20, 21; April 3, 4, 24, 25

Attention to Students

By appointment

Land Acknowledgment

We acknowledge that this course takes place in the land historically inhabited by the Embera, the Senú, and the Tuna Kule. We also acknowledge the influence and heritage of the Afro-Colombian peoples forcibly brought upon this land. This course celebrates the rich cultural legacy to the diversity of our country from all these groups, as we seek new ways to rethink qualitative inquiry from indigenous perspectives that help highlight the power of the Global South as knowledge creators and activists.

Course Overview

From the latter half of the 20th century, and particularly in the last 20 years, the fields of ELT, literacy, linguistics, and education at large have shifted from quantitative and experimental studies to qualitative inquiry (QI). QI, inspired at first by the sociological work of the Chicago School, and in recent times by participatory and emancipatory paradigms, as well as ideas from critical theory, feminist theory, postcolonial and posthumanist studies, and indigenous epistemologies, to name a few, places a premium in approaching the social phenomena in depth, looking at the sites and protagonists involved in said phenomena (*verstehen*).

However, this shift toward a qualitative paradigm has been, in many cases, devoid of a strong conceptual background, sometimes driven by false beliefs about what QI *is not*, rather than by what QI *really is*. Novice researchers (and sometimes more veteran ones) have not had time to reflect on what conducting research from a QI paradigm entails. Choosing a qualitative paradigm has a series of historical, political, socio-cultural, and pedagogical influences and implications that researchers in training need to understand and incorporate in their own agendas. Becoming a qualitative researcher means to understand, as Forber-Pratt (personal communication, 1/29/2019) shared, that "qualitative research is more about stories, lived experiences, plays, case studies, and words," and how researchers weave all those elements in their own studies and larger agendas.

This course, as the first in the four-course sequence of the research cycle, intends to introduce students to what it means to do research at the master's level, as the stage where one develops in-depth understanding of the research phenomenon and begins to craft an epistemological stance towards the detailed comprehension of the research problem (Mora, 2015). The course will first situate master's level research within the three dimensions of qualitative research the MA program has proposed: historical-political, socio-cultural, and pedagogical. The bulk of the course will engage students in the discussions about what it really means to talk about Qualitative Research (Saldaña, 2011; Stake, 2010) and the epistemological implications of becoming a qualitative researcher, and how that nascent epistemological stance helps develop a researchable problem and question.

It is important to point out that Research Seminar I, as many of the courses you will take in the program, is conceived as a *survey course*. This means that throughout this course, you will discuss key concepts and authors related to qualitative research. In that sense, it is imperative that you confer with your instructor and seek further readings and resources that help expand the contents and debates in which we will engage in our on-site and independent work sessions.

You are strongly encouraged to bring your experiences and previous work as researchers to class and incorporate them as part of our discussions, considering the reflexive nature of this course. Courses in our program draw heavily from Bourdieu's idea of *reflexivity* (Bourdieu & Wacquant, 1992; Mora, 2011, 2012a, 2014) as the collective process of returning generated knowledge to the realities of our context. Therefore, you should always consider the sessions as spaces to reflect on how we as practitioners can use research as a viable means to improve the quality of second language learning and teaching in the local context of our schools in Medellín and Colombia.

All sessions will work under a seminar format, where we will discuss the different readings that we are sharing in order to create more knowledge as the result of every session.

Competences the Course will Promote

- I identify the epistemological foundations of research from three perspectives: historical-political, socio-cultural, and pedagogical.
- I relate epistemological traditions to qualitative research
- I organize the basic resources that support a conceptual framework.
- I organize relevant and pertinent sources to develop a literature review.
- I build the statement of the problem and a research question for my thesis project.
- I internalize the importance of ethics as a guiding focus of my work as researcher.

Assignments

We will have four assignments for this class. Each assignment is carefully crafted to support your MA thesis proposal and the thesis altogether and thus you should develop them thoroughly and carefully. You will write assignments 1, 2, and 4 as Google Documents (please do not upload PDF or Word files) and will save them in your personal folder. For these assignments, make sure to format them according to the APA style manual (7th Edition) and ensure that all documents are properly formatted and proofread for grammar and spelling. Proposals that are not properly formatted or contain extensive proofreading issues may not be assessed until they are in good standing. Please label the documents “Assignment 1/2/3/4” for easier recognition.

The Research Journal as Part of the Assignments.

As a researcher, research educator, and writer, I strongly believe in an old-school and new-school mix of learning to do and write research (Mora, 2017). As adviser, I have a long-standing tradition of asking my students to buy a fancy notebook and fancy pen combo as part of learning the craft. For this course, I kindly ask you all to have a *thesis journal*, one that I hope you will use till the very end of this journey.

The thesis journal will be the place where you will draft your assignments, organize your thoughts, and collect all your summaries and notes prior to writing them in Word. For all assignments (including Assignment 3), you must provide evidence of these notes when submitting (just submit pictures of your notes as attachments).

Assignment 1: A First Attempt at Your Statement of The Problem and Your Positionality Vis-À-Vis Your Study (30%).

This assignment will complement the work we will do in the first two on-site sessions and the independent work session. There are two parts to this assignment (**total page count: 6 to 8 double-spaced pages, APA style**):

- Part 1: You will begin to profile what you will inquire as a thesis topic. You should frame your problem keeping in mind the dimensions of research that we will discuss and the expectations for MA-level research we will discuss in class. You should also propose a purpose for your potential research and study and a working research question. For this, you will submit an initial draft, as the goal is for you to be able to frame your problem as simply as possible. One key question you will want to make sure your problem addresses is, “Why am I doing this?” (page count for this section: 4 to 6 double-spaced pages)
- Part 2: You will state your positionality in this study. In recent years, the presence of the researcher as both an instrument of the study (Stake, 2010) and as an individual whose presence is not on the background (Wasser & Bresler, 1996) is more visible in the research design. Sections such as “role of the researcher” are now relevant in the presentation of one’s methods, especially as there is a move toward auto/duoethnographic methods and more participatory and decolonizing forms of qualitative research. You will write here a draft discussing your role in

this study. This will help address the question “Who am I?” (page count for this section: 1 double-spaced page)

Assignment 2: Annotated Bibliography for Conceptual Framework and Literature Review (20%)

This assignment will complement the third and fourth on-site sessions, as well as the second independent work session. While you are not expected to outline a full-fledged conceptual framework and literature review (that will be something you should start to work on during the period between Research Seminar I and Research Seminar II), it is important for you to have a sense of direction about what you will read and why. You are supposed to offer an annotated bibliography that provides evidence of the resources you have read during the course and other materials you intend to read to continue writing your proposal. Please check the following blog post by OAC member Dr. Ian O’Byrne, <http://wiobyrne.com/annotated-bibliography/>, for some ideas to develop the assignment.

In addition, keep in mind the following parameters to carry out the assignment:

- Copy and paste the “Assignment 2 Template” spreadsheet into your individual folder.
- Keep the same layout Dr. O’Byrne suggested in his article (i.e. review, citation, annotation).
- Keep the annotations for each reference within 150 words maximum.
- Save the articles you used for this assignment in your corresponding Google Drive folder.
- You should provide at least five references for each section (i.e. 10 references in total). Remember that each section will require you to revise different kinds of sources.
- For the conceptual framework, make sure to search for references that provide a good basis for your discussion (even if they are not necessarily recent)
- For the literature review, we recommend you to use references from the past 5-10 years and you must provide evidence that you searched for articles in Colombian and Latin American journals
- Check Appendix B for additional resources

Assignment 3: 3MT Presentation (10%)

The ability to summarize your research is a very important skill you must develop if you want to be an active participant of the academic community. Presenting one’s work at conferences is an exercise in sharing your work as quickly and concisely as possible. This assignment will gauge your ability to synthesize your initial thoughts for your thesis topic (see Independent Work Session 3 for more details).

Assignment 4: Consolidated Draft of Research Proposal (40%)

This assignment will use the first two assignments as the build-up of a more cogent draft that will serve both as the basis of your thesis and as a foundation for the work you will do in Research Seminar II. Relying on the feedback you received for the first two assignments, you will write an updated version of your statement of the problem, purpose of the study, and research question. You will also include an outline for your conceptual framework and literature review (you may venture to propose an outline for your methods section, but that is entirely optional) and a brief (no more than 1-page) reflection of how you will consider matters of ethics in your research design. This assignment should not be longer than 12 double-spaced pages, including references. NOTE: Make sure you include all sections in the assignment.

Expectations

Classwork

All students must be on time for each session. 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 to the Google Drive folder I have set in place for the module. I will not accept any assignments via e-mail.

Participation

Since all of you 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

You will engage in class work for 6 hours every other Friday and Saturday plus about six hours on the virtual sessions. 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

All the course resources will be available on Google Drive (the GD folder will include resources for both research courses this year). In addition to online resources, you are supposed to have a notebook/journal with you at all times (in addition to the Thesis Journal). 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. Given the nature of the readings, I'd advise against reading from smartphones. Although we will have WiFi in class and access to Google Drive, you may also consider downloading the readings to your hard drives before the class. In the special case where you may need to print the readings (although I encourage you not to do so), please print using both sides of the sheet, 2 pages per side of the sheet, or use scrap paper. Regarding the use of cell phones and smartphones, let's try when humanly possible (i.e. you are in the middle of an emergency or

urgent situation that requires answering the phone in a hurry) to stay in “airplane mode” during the class sessions, unless instructed otherwise.

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.

In that sense, please keep that I will not respond to e-mails/messages that:

1. Do not come from the e-mail address (please refrain from using your personal e-mails, Facebook, or WhatsApp for class-related affairs UNLESS the specific situation requires so) that appears listed on your records.
2. Are not properly crafted with a clear subject line (I suggest using [ML2RS1] with the brackets as part of the subject line for easier identification) and a proper, formal greeting.

Check the following websites for information about academic e-mail etiquette, and make sure to practice these rules in any class-related communications:

- <https://www.insidehighered.com/views/2015/04/16/advice-students-so-they-dont-sound-silly-emails-essay>
- <https://medium.com/@lportwoodstacer/how-to-email-your-professor-without-being-annoying-af-cf64ae0e4087>
- <https://www.ugent.be/en/staff/academic-writing/email.htm>
- <http://akiraconnor.org/2011/11/03/e-mail-etiquette-how-to-make-contact-with-academics/>

Preparatory Readings Before Class

About the ML2 Program

- Mora, R. A. (2015d). La investigación cualitativa como continuum multidimensional. *ML2 Working Papers/Documentos de Trabajo ML2*, 3. Available at http://www.literaciesinl2project.org/uploads/3/8/9/7/38976989/document_o_de_trabajo_ml2_3_-_r._a._mora.pdf
- Mora, R. A. & Golovátina-Mora, P. (2017). A new model for reflexivity and advocacy for master's-level EIL in-service programs in Colombia: The notion of "learning and teaching processes in second languages". In A. Matsuda (Ed.), *Preparing Teachers to Teach English as an International Language* (pp. 35-50). Bristol, UK: Multilingual Matters. <https://doi.org/10.21832/9781783097036-005>

About the Thesis and the Thesis Proposal

- Bui, Y. N. (2014). *How to write a master's thesis (2nd Ed.)*. Thousand Oaks, CA: SAGE. (CHAPTER 1)
- Ravitch, S. M., & Carl, N. M. (2015). *Qualitative research: Bridging the conceptual, theoretical, and methodological*. Thousand Oaks, CA: SAGE. (CHAPTER 10)

Class Schedule

On-Site Session 1 – Friday, March 13

- What are we *really* talking about when we say, "Qualitative Research" and why are we doing it?

Readings (Choose two)

- Creswell, J. W. (2016). 30 essential skills for the qualitative researcher. SAGE. (CHAPTER 1)
- Holloway, I., & Biley, F. C. (2011). Being a qualitative researcher. *Qualitative Health Research*, 21(7), 968-975. <https://doi.org/0.1177/1049732310395607>
- Saldaña, J. (2011). *Fundamentals of qualitative research*. Oxford University Press (CHAPTER 1)
- Stake, R. E. (2010). *Qualitative research: Studying how things work*. The Guilford Press. (CHAPTER 1)

Additional Media/Readings (Optional)

- Arghode, V. (2012). Qualitative and Quantitative Research: Paradigmatic Differences. *Global Education Journal*. 4, 155-163.
- Benson, P., Chick, A., Gao, X., Huang, J., & Wang, W. (2009). Qualitative research in language teaching and learning journals, 1997-2006. *The Modern Language Journal*, 93(1), 79-90.
- Ellis, C., Bochner, A., Denzin, N., Lincoln, Y., Morse, J., Pelias, R., & Richardson, L. (2008). Talking and thinking about qualitative research. *Qualitative Inquiry*, 14(2), 254-284. <https://doi.org/10.1177/1077800407311959>
- Ercikan, K. & Roth, W-M. (2006). What good is polarizing research into qualitative and quantitative? *Educational Researcher*, 35(5), 14-23
- Esposito, J., Kaufmann, J., & Evans-Winters, V. (2018). Ethical quandaries: Qualitative research in a neoliberal age. *International Review of Qualitative Research*, 11(1), 116-131. <https://doi.org/10.1525/irqr.2018.11.1.116>
- Flick, U. (2014) *An introduction to qualitative research (5th Ed.)*. SAGE. (CHAPTER 2)
- Hall, L. A. (2018). What is the purpose of qualitative research? Retrieved from https://www.youtube.com/watch?v=9d_ks-OPQCE

- Hill, L. H. (2007) Thoughts for students considering becoming qualitative researchers - Qualities of qualitative researchers. *Qualitative Research Journal*, 7(1), 26-31, <https://doi.org/10.3316/QRJ0701026>
- Leavy, P. (2017). *Research design: Quantitative, qualitative, mixed methods, arts-based, and community-based participatory research approaches*. The Guilford Press. (CHAPTER 1)
- Ndimande, B. S. (2012). Decolonizing research in postapartheid South Africa: The politics of methodology. *Qualitative Inquiry*, 18(3), 215-226. <https://doi.org/10.1177/1077800411431557>

On-Site Session 2 - Saturday, March 14

- **So, you want to do a qualitative study: What's the issue? (with a huge nod to Yoda himself, Bob Stake!)**
 - **Finding and choosing a topic**
 - **Statement of the Problem, Purpose and Research Question**

Readings

- Agee, J. (2009). Developing qualitative research questions: A reflective process. *International Journal of Qualitative Studies in Education*, 22(4), 431-447. doi:10.1080/09518390902736512
- Creswell, J. W. (2016). *30 essential skills for the qualitative researcher*. SAGE. (CHAPTERS 11 and 12)
- Kross, J., & Giust, A. (2019). Elements of research questions in relation to qualitative inquiry. *The Qualitative Report*, 24(1), 24-30. Retrieved from <https://nsuworks.nova.edu/tqr/vol24/iss1/2>
- Lunenburg, F. C., & Irby, B. J. (2008). *Writing a successful thesis or dissertation: Tips and strategies for students in the social and behavioral sciences*. Corwin Press. <http://dx.doi.org/10.4135/9781483329659.n6> (CHAPTER 1).
- Lunenburg, F. C., & Irby, B. J. (2008). *Writing a successful thesis or dissertation: Tips and strategies for students in the social and behavioral sciences*. Corwin Press. <http://dx.doi.org/10.4135/9781483329659.n1> (CHAPTER 6)
- Macintosh, R., Bartunek, J. M., Bhatt, M. & MacLean, D. (2016). I never promised you a rose garden: When research questions ought to change. *Research in Organizational Change and Development*, 24, 47-82. doi: 10.1108/S0897-301620160000024012
- Neri de Souza, F., Neri, D. C., & Costa, A. P. (2016). Asking questions in the qualitative research context. *The Qualitative Report*, 21(13), 6-18. Retrieved from <http://nsuworks.nova.edu/tqr/vol21/iss13/2>
- Roberts, C. M. (2010). *The dissertation journey: A practical and comprehensive guide to planning, writing, and defending your dissertation*. Corwin Press. <http://dx.doi.org/10.4135/9781452219219.n4> (CHAPTER 4)
- Stake, R. E. (2010). *Qualitative research: Studying how things work*. The Guilford Press. (CHAPTER 4)

Independent Work Session 1 – March 20 and 21

- **Profiling my first epistemological stances toward research: Who am I as a researcher? What themes and issues would I like to explore as a thesis topic?**

Readings

- Berger, R. (2015). Now I see it, now I don't: Researcher's position and reflexivity in qualitative research. *Qualitative Research*, 15(2), 219-234.
<https://doi.org/10.1177/1468794112468475>
- Feuer, A. (2007). How qualitative research changed me: A narrative of personal growth. *The Qualitative Report*, 12(1), 122-130.
- Klehr, M. (2012). Qualitative teacher research and the complexity of classroom contexts. *Theory into Practice*, 51, 122-128.
<https://doi.org/10.1080/00405841.2012.662867>
- Mora, R. A., Pulgarín, C., Ramírez, N., & Mejía-Vélez, M. C. (2018). English literacies in Medellín: The city as literacy. In S. Nichols and S. Dobson (Eds.), *Learning Cities: Multimodal explorations and placed pedagogies* (pp. 37-60). Springer.
https://doi.org/10.1007/978-981-10-8100-2_4
- Saldaña, J. (2018). Researcher, analyze thyself. *The Qualitative Report*, 23(9), 2036-2046. Retrieved from <https://nsuworks.nova.edu/tqr/vol23/iss9/1>
- Semingson, P., O'Byrne, I., Mora, R. A., & Kist, W. (2017). Social scholarship and the networked scholar: Researching, reading, and writing the web. *Educational Media International*, 57(4), 360-372.
<https://doi.org/10.1080/09523987.2017.1391525>
- Stake, R. E. (2010). *Qualitative research: Studying how things work*. The Guilford Press. (CHAPTER 1)
- Wasser, J. D., & Bresler, L. (1996). Working in the interpretive zone: Conceptualizing collaboration in qualitative research teams. *Educational Researcher*, 25(5), 5-15.

Media

- Hall, L. A. (2018a). How to write a clear, concise research question.
<https://www.youtube.com/watch?v=UMUlcGBS-C0>
- Hall, L. A. (2018b). How to write a good research question.
<https://www.youtube.com/watch?v=UeE68mylpx8>
- Luther, B. (2012a). Research problem and purpose statement.
<http://www.youtube.com/watch?v=fbwxQBLrkfc>
- Luther, B. (2012b). Research question development.
<http://www.youtube.com/watch?v=FiwQaP0pnjl>
- George Mason University (2011). Writing a research question.
http://www.youtube.com/watch?v=XXkiCE_MBLM

ASSIGNMENT 1 DUE BY THURSDAY, MARCH 26**On-Site Session 3 – Friday, March 27**

- **The conceptual framework: Establishing a dialogical relationship between ideas**

Readings

- Collins, C. S., & Stockton, C. M. (2018). The central role of theory in qualitative research. *International Journal of Qualitative Methods*, 17(1), 1-10.
<https://doi.org/1609406918797475>
- Dressman, M. (2008). *Using social theory in educational research: A practical guide*. Routledge. (CHAPTER 3)

- Jabareen, Y. (2009). Building a conceptual framework: Philosophy, definitions, and procedure. *International Journal of Qualitative Methods*, 8(4), 49-62.
- Rallis, S. F. (2018). Conceptual framework. In B. B. Frey (Ed.), *The SAGE Encyclopedia of Educational Research, Measurement, and Evaluation* (pp. 355-356). SAGE. <http://dx.doi.org/10.4135/9781506326139.n134>
- Ravitch, S. M., & Carl, N. M. (2015). *Qualitative research: Bridging the conceptual, theoretical, and methodological*. SAGE. (CHAPTER 2)
- Stinson, D. W. (2009). The proliferation of theoretical paradigms quandary: How one novice researcher used eclecticism as a solution. *The Qualitative Report*, 14(3), 498-523.

On-Site Session 4 – Saturday, March 28

- **The literature review: Accounting for what is out there and what we know remains to be discovered**

Readings

- Blair, L. (2016). *Writing a Graduate Thesis or Dissertation*. Sense Publishers. (CHAPTER 4)
- Boote, D. N., & Beile, P. (2005). Scholars before researchers: On the centrality of the dissertation literature review in research preparation. *Educational Researcher*, 34(6), 3-15. <https://doi.org/10.3102/0013189X034006003>
- Creswell, J. W. (2016). *30 essential skills for the qualitative researcher*. SAGE. (CHAPTER 8)
- Gill, S. L. (2017). Reading qualitative research. *Journal of Human Lactation*, 33(4), 670-671. <https://doi.org/10.1177/0890334417726315>
- Lunenburg, F. C., & Irby, B. J. (2008). *Writing a successful thesis or dissertation: Tips and strategies for students in the social and behavioral sciences*. Corwin Press. <http://dx.doi.org/10.4135/9781483329659.n7> (CHAPTER 7)
- Stake, R. E. (2010). *Qualitative research: Studying how things work*. The Guilford Press. (CHAPTER 6)

Additional Media/Readings

- Aronin, L. & Spolsky, B. (2010). Research in English language teaching and learning in Israel (2004-2009). *Language Teaching*, 43(3), 297-319. doi:10.1017/S0261444810000042
- Hall, L. A., & O'Byrne, I. (2018). Eight steps to write a literature review: Scholarly advice from Ian O'Byrne. <https://www.youtube.com/watch?v=nm4u2f7pF48&t=25s>
- Myhill, D., & Watson, A. (2014). The role of grammar in the writing curriculum: A review of the literature. *Child Language Teaching & Therapy*, 30(1), 41-62. doi:10.1177/0265659013514070
- O'Byrne, I. (2018a, February 9). Eight steps to write a literature review. <http://wiobyrne.com/literature-review/>
- O'Byrne, I. (2018b, February 15). The four-step process needed to write an annotated bibliography. <http://wiobyrne.com/annotated-bibliography/>
- Onwuegbuzie, A. J., Leech, N. L., & Collins, K. M. (2012). Qualitative Analysis Techniques for the Review of the Literature. *The Qualitative Report*, 17(28), 1-28. <http://nsuworks.nova.edu/tqr/vol17/iss28/2>

Independent Work Session 2 – April 3 and 4

- **Statement of the Problem and Conceptual Framework Redux**

Media

- Desjardins, F. J. (2010). Theoretical framework.
<http://www.youtube.com/watch?v=EcnufigQzMjc>
- Luther, B. (2012). What is a literature review.
http://www.youtube.com/watch?v=CxVnULI_080
- Rockinson-Szapkiw, A. (2013). Theoretical framework.
http://www.youtube.com/watch?v=VkiKK8sj_bs
- Sevillano, L. (2010). The literature review.
<http://www.youtube.com/watch?v=jKL2pdRmwc4>

NOTE: In addition to these videos, you will need to revisit the readings from On-Site Sessions 3 and 4 for this independent work session.

ASSIGNMENT 2 DUE BY FRIDAY, APRIL 17
On-Site Session 5 – Friday, April 17

- **Caring for everybody involved in your study, including ourselves – An introduction to ethics in qualitative research**

Readings

- Cieurzo, C., & Keitel, M. A. (1999). Ethics in qualitative research. In M. Kopala & L. A. Suzuki (Eds.), *Using Qualitative Methods in Psychology* (pp. 64-76). SAGE.
<http://dx.doi.org/10.4135/9781452225487.n6>
- Costley, C., & Gibbs, P. (2006). Researching others: Care as an ethic for practitioner researchers. *Studies in Higher Education*, 31(1), 89-98.
<https://doi.org/10.1080/03075070500392375>
- Denzin, N. K. (2010). *The qualitative manifesto: A call to arms*. Left Coast Press. (APPENDIX TWO)
- Levy, N. (2016) Emotional landscapes; discomfort in the field. *Qualitative Research Journal*, 16(1), 39-50. <https://doi.org/10.1108/QRJ-08-2014-0036>
- Lindorff, M. (2010). Ethics, ethical human research and human research ethics committees. *Australian Universities Review*, 52(1), 51-59.
- Preissle, J. (2008). Ethics. In L. M. Given (Ed.), *The SAGE Encyclopedia of Qualitative Research Methods* (pp. 274-277). SAGE.
<http://dx.doi.org/10.4135/9781412963909.n140>
- Rager, K. B. (2005). Self-care and the qualitative researcher: When collecting data can break your heart. *Educational Researcher*, 34(4), 23-27.
- Sherry, E. (2013). The vulnerable researcher: Facing the challenges of sensitive research. *Qualitative Research Journal*, 13(3), 278-288.
<https://doi.org/10.1108/QRJ-10-2012-0007>

Online Resources

- Summary of ethical principles: <https://oprs.research.illinois.edu/ethical-principles>
- About informed consent: <https://oprs.research.illinois.edu/education-training/instructions-informed-consent>
- Considerations for recruiting our own students: <https://oprs.research.illinois.edu/recruiting-from-courses>
- Additional information for research participants: <https://oprs.research.illinois.edu/rights-consent>

On-Site Session 6 - Saturday, April 18

- Figuring out qualitative research and qualitative studies

A Zoom Conversation**Guest Speaker: Dr. Stephanie Anne Shelton, University of Alabama****Readings**

Roulston, K., & Shelton, S. A. (2015). Reconceptualizing bias in teaching qualitative research methods. *Qualitative Inquiry*, 21(4), 332-342.
<https://doi.org/10.1177/1077800414563803>

Saldaña, J. (2014). Blue-collar qualitative research: A rant. *Qualitative Inquiry*, 20(8), 976-980. <http://doi.org/10.1177/1077800413513739>

OTHER READINGS SUGGESTED BY DR. SHELTON TBD

Independent Work Session 3 - April 24 and 25

- Revisiting Chapter 1: Three-Minute Thesis

For this independent work session, all students will prepare a short video where they will introduce their current musings about their potential thesis topic, research question, and conceptual framework using the Three-Minute Thesis (3MT) format. Videos cannot be longer than 3 minutes. You must upload the video to the 3MT folder on Google Drive.

Here's a word about 3MT,

Three Minute Thesis (3MT®) celebrates the exciting research conducted by PhD students around the world. Developed by The University of Queensland (UQ), the competition cultivates students' academic, presentation, and research communication skills. Presenting in a 3MT competition increases their capacity to effectively explain their research in three minutes, in a language appropriate to a non-specialist audience. Competitors are allowed one PowerPoint slide, but no other resources or props. (<https://threeminutethesis.uq.edu.au/about>)

Reading

Bui, Y. N. (2013). *How to write a master's thesis* (2nd Ed.). SAGE. (CHAPTER 5)

Media

ANU TV (2015). 3MT: three tips to help you prepare a winning presentation.
<https://www.youtube.com/watch?v=U9czKztZK1I>

The University of Western Australia (2012). Three minute thesis (3MT) 2011 winner - Matthew Thompson. <https://www.youtube.com/watch?v=pvjPzsLlyGw>

MiamiOHnews (2017). Three minute thesis 2017 winner.
<https://www.youtube.com/watch?v=dexCh39jEg4>

ASSIGNMENT 3 DUE BY FRIDAY, MAY 13**ASSIGNMENT 4 DUE BY SATURDAY, MAY 20**

**Appendix A:
Baseline Resources for this Class**

Suggested Books on Qualitative Research

(NOTE: These are books we recommend for your personal libraries. Buying them is not mandatory!):

- American Psychological Association (2009). *Publication manual of the American Psychological Association (6th Ed.)*. APA. (https://www.amazon.com/Publication-Manual-American-Psychological-Association/dp/1433805618/ref=sr_1_1?ie=UTF8&qid=1518818707&sr=8-1&keywords=apa+manual)
- Bui, Y. N. (2013). *How to write a master's thesis (2nd Ed.)*. SAGE. (https://www.amazon.com/How-Write-Master%E2%80%B2s-Thesis-Yvonne/dp/1452203512/ref=sr_1_1?ie=UTF8&qid=1518812699&sr=8-1&keywords=how+to+write+a+master%27s+thesis)
- Creswell, J. W. (2016). *30 essential skills for the qualitative researcher*. SAGE. (https://www.amazon.com/30-Essential-Skills-Qualitative-Researcher/dp/145221686X/ref=sr_1_1?ie=UTF8&qid=1518979974&sr=8-1&keywords=creswell+30+essential+skills)
- Luneburg, F. C., & Irby, B. J. (2008). *Writing a successful thesis or dissertation: Tips and strategies for students in the social and behavioral sciences*. SAGE. <https://sk-sagepub-com.consultaremota.upb.edu.co/books/writing-a-successful-thesis-or-dissertation> (NOTE: You can access this book directly from our database via the SAGE Ebooks catalog!)
- Leavy, P. (2017). *Research design: Quantitative, qualitative, mixed methods, arts-based, and community-based participatory research approaches*. The Guilford Press. (https://www.amazon.com/Research-Design-Quantitative-Community-Based-Participatory/dp/1462514383/ref=sr_1_1?ie=UTF8&qid=1518812450&sr=8-1&keywords=research+design+patricia+leavy)
- Saldaña, J. (2011). *Fundamentals of qualitative research*. Oxford University Press (https://www.amazon.com/Fundamentals-Qualitative-Research-Understanding-2011-03-18/dp/B01JXOWCWC/ref=sr_1_2?ie=UTF8&qid=1518812559&sr=8-2&keywords=fundamentals+of+qualitative+research+saldana)
- Stake, R. E. (2010). *Qualitative research: Studying how things work*. The Guilford Press. (https://www.amazon.com/Qualitative-Research-Studying-Things-Work/dp/1606235451/ref=sr_1_fkmr1_1?ie=UTF8&qid=1518812647&sr=8-1-fkmr1&keywords=understanding+qualitative+research+stake)

Appendix B: Additional Resources on Education and Qualitative Inquiry

Databases

- The Directory of Open Access Journals (<http://doaj.org>) offers multiple options for you to explore articles free of charge. Just for the topic “language” alone, they have 249 journals available.
- Scielo (<http://www.scielo.org.co/>) and Redalyc (<https://www.redalyc.org/home.oa>) are two of the main databases for Latin America and the Spanish peninsula.
- Our campus database (<http://consultaremota.upb.edu.co>) features plenty of articles on topics related to education and qualitative inquiry:
 - SAGE catalogs: SAGE Journals and SAGE Ebooks. They have very good resources at your disposal, including peer-reviewed articles and book chapters.
 - Education databases for *EBSCO* and *Emerald*.
 - Collections from *JSTOR*, *SCOPUS*, *Taylor and Francis*, and *Springer*.
- We also recommend looking at the Education Resources Information Center (ERIC - <http://eric.ed.gov>). You can find articles and papers on different education and qualitative research topics.
- Google Scholar (<https://scholar.google.com.co/>) and Google Books (<https://books.google.com.co>) are two valuable resources to search for academic articles on different topics.
- Other sites worth exploring, both for academic searches and to build your own scholarship, include Academia (<http://academia.edu>) and Research Gate (<http://researchgate.net>) [Pro-Tip: Check if any scholars you like are there, follow them, and eventually reach out to them!]
- The International Institute of Qualitative Inquiry (<http://iiqi.org>) at the University of Illinois offers several interesting resources for qualitative researchers, including materials, syllabi, and publications.
- In addition to these databases, you will find in the “Syllabi and other resources” folder in Google Drive the file *Periodicals of Interest in Applied Linguistics & TESOL* (Compiled by Prof. Michael Lessard-Clouston at Biola University). This file features 34 pages of journals from all over the world!

International Open Access Journals Specialized in Qualitative Research:

- International Journal of Qualitative Methods - <http://ejournals.library.ualberta.ca/index.php/IJQM/index>
- Forum: Qualitative Social Research - <http://www.qualitative-research.net/index.php/fqs>
- The Qualitative Report - <http://www.nova.edu/ssss/QR/>
- Turkish Online Journal of Qualitative Inquiry - <http://www.tojq.net/>
- QRE - Qualitative Research in Education - <http://www.hipatiapress.com/hpjournals/index.php/qre>
- QRJ - Qualitative Research Journal (NOTE: As UPB students, you can access all issues of QRJ since 2006 free!) - <http://www.emeraldinsight.com.consultaremota.upb.edu.co/loi/qrj>

Appendix C:
Latin American Peer-Reviewed Journals Specialized in TESOL and Applied Linguistics

See the Google Map detailing all the journals at
<https://www.google.com/maps/d/viewer?hl=en&mid=1sf46vBLP1nQwhtIGvYRqB0JoLYx3vYJK&ll=-17.86087092914133%2C-100.6433200582344&z=2>

Argentina

- AJAL Argentinian Journal of Applied Linguistics
<http://www.faapi.org.ar/ajal/current.html>
- ARTESOL EFL Journal
<http://artesosol.org.ar/publications/efl-journal>
- ARTESOL ESP Journal (Argentina)
<http://artesosol.org.ar/publications/esp-journal>
- Quintú Quimün
<http://revele.uncoma.edu.ar/htdoc/revele/index.php/linguistica/index>
- Revista argentina de historiografía lingüística
<http://www.rahl.com.ar/>
- Revista Signo y Señal (Argentina)
<http://novedades.filo.uba.ar/novedades/revista-signo-y-se%C3%B1al>

Brazil

- Alfa: Revista de Linguística
<https://periodicos.fclar.unesp.br/alfa/>
- BELT - Brazilian English Language Teaching Journal
<http://revistaseletronicas.pucrs.br/ojs/index.php/belt/index>
- DELTA: Documentação e Estudos em Linguística Teórica e Aplicada
<https://revistas.pucsp.br/delta>
- EntrePalavras
<http://www.entrepalavras.ufc.br/revista/index.php/Revista>
- Revista Brasileira de Linguística Aplicada
http://www.scielo.br/scielo.php?script=sci_serial&pid=1984-6398&lng=en&nrm=iso
- Revista de Estudos da Linguagem <http://periodicos.letras.ufmg.br/index.php/relin>
- Revista Letras e Letras
<http://www.seer.ufu.br/index.php/letraseletras>
- Signum: Estudos da Linguagem
<http://www.uel.br/revistas/uel/index.php/signum/index>
- The ESPecialist
<https://revistas.pucsp.br/esp/index>
- Trabalhos em Lingüística Aplicada
http://www.scielo.br/scielo.php?script=sci_serial&pid=0103-1813&lng=en&nrm=iso
- Versalete
<http://www.revistaversalete.ufpr.br/>

Chile

- Lenguas Modernas (Chile)
<https://lenguasmodernas.uchile.cl/index.php/LM/index>
- RLA (Revista de Lingüística Teórica y Aplicada, Chile)
<http://www2.udec.cl/rla/>
- Revista Signos. Estudios de Lingüística (Chile)
<http://www.revistasignos.cl/index.php/signos/index>

Colombia

- PROFILE Journal (Universidad Nacional)
<http://revistas.unal.edu.co/index.php/profile/index>
- HOW Journal (ASOCOPI)
<http://www.howjournalcolombia.org/index.php/how/index>
- Revista Q (UPB) <http://revistaq.upb.edu.co/>
- Latin American Journal of Content and Language Integrated Learning - LACLIL (Universidad de la Sabana) <http://laclil.unisabana.edu.co/index.php/LACLIL>
- ENLETAWA Journal (UPTC)
http://revistas.uptc.edu.co/revistas/index.php/enletawa_journal
- Opening Writing Doors Journal (Universidad de Pamplona)
<http://owdj.unipamplona.edu.co/>
- Revista Íkala (Universidad de Antioquia)
<http://aprendeenlinea.udea.edu.co/revistas/index.php/ikala>
- Colombian Applied Linguistics Journal (Universidad Distrital)
<http://revistas.udistrital.edu.co/ojs/index.php/calj>
- Revista Matices en Lenguas Extranjeras (Universidad Nacional)
<http://revistas.unal.edu.co/index.php/male>
- Revista Lenguaje (Universidad del Valle)
<http://revistalenguaje.univalle.edu.co/>
- GiST Journal (Universidad UNICA)
<https://latinjournal.org/index.php/gist/index>
- Revista Palabra (UPB-Montería) <http://srvzenu.monteria.upb.edu.co/revistapalabra/>

Costa Rica

- Revista de Lenguas Modernas (Costa Rica)
<https://revistas.ucr.ac.cr/index.php/rm/index>

México

- CIEJ Journ@l
<http://ciex.edu.mx/journalv2/index.php/CJ>
- Estudios de Lingüística Aplicada
<http://ela.enallt.unam.mx/index.php/ela>
- Lenguas en Contexto
<http://www.facultaddelenguas.com/lencontexto/>
- MexTESOL Journal
<http://www.mextesol.net/journal/>
- ReLingüística Aplicada
<http://relinguistica.azc.uam.mx/no004/index.htm>
- Verbum et Lingua
<http://verbumetlingua.cucsh.udg.mx/>

Perú

- Lengua y Sociedad
<http://revista.letras.unmsm.edu.pe/index.php/lis/index>
- Lexis
<http://revistas.pucp.edu.pe/index.php/lexis>

Venezuela

- Lingua Americana (Venezuela)
<http://www.produccioncientifica.luz.edu.ve/index.php/lingua/issue/archive>

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