



Acreditación Institucional  
ALTA CALIDAD • MULTICAMPUS  
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UNIVERSIDAD PONTIFICIA BOLIVARIANA  
FACULTY OF EDUCATION GRADUATE PROGRAM  
ADVANCED EDUCATION SYSTEM

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

RESEARCH SEMINAR II: QUALITATIVE RESEARCH METHODS

Course Sponsored by

**LITERACIES IN SECOND LANGUAGES PROJECT**  
revisiting space, rethinking language, reinventing education

Raúl Alberto Mora, Ph.D. (he/his/him)  
[raul.mora@upb.edu.co](mailto:raul.mora@upb.edu.co)  
*Instructor-of-Record*

Edison F. Castrillón-Ángel, M.A. (he/him/his)  
[edison.castrillonan@gmail.com](mailto:edison.castrillonan@gmail.com)  
Zeidy Y. Agudelo-Lopera, M.A. (she/her/hers)  
[zeidy.agudelo@gmail.com](mailto:zeidy.agudelo@gmail.com)  
*Teaching Assistants*

**Schedule**

*Class sessions (on Teams)*

Friday: July 17, 31, 14, 28 – 16:00 to 19:00

Saturday: July 18 & August 1 – 08:00 to 11:00

*Group Advisories (Sign-Up)*

August 14 – ML2/UNICA Students (18:00 to 21:00)

August 22 – ML2/UNICA Students (09:00 to 12:00)

August 28 – ML2 Cohort 7/8 (18:00 to 21:00)

**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

Designing a qualitative study is an ongoing and iterative process throughout. Defining and refining one's project is something that will happen until the final version is ready to submit to examiners or reviewers, depending on the outlet. There is a constant need to read and reread the literature on the topic and later, one's data during the analysis and interpretation cycles. There are plenty of moments of writing and rewriting that also make part of the endeavor. One of those sections that brings the ongoing and iterative within is profiling your research methodology. During this process, researchers have to make decisions about where to do the study and with whom to work (key informants, participants, etc.). Researchers also have to decide the kinds of data they will collect, whether they will visit sites, talk to people, collect documents and samples from classroom activities, record audio and video materials, or seek information online. In addition, researchers need to find how they will make sense of the data they collected, or what we call analyze and interpret the data as the basis for the narratives that will comprise one's findings and implications. All the methodological considerations also need to be articulated with the problem, research question, conceptual framework, and literature review, as these sections help inform those decisions and the methodological considerations also involve revising the initial ideas to find a good balance across your research project.

This course, which is the second course in the formative research sequence of the research cycle, provides students with some foundational elements to write their methodology chapter for their thesis. The course builds from the initial proposals students have created to decide those issues related to data collection, participant selection, and data analysis to ensure they have a fully fleshed-out proposal by the end of the course. Having a full proposal ready is important to help students find their future thesis directors and they can make the transition to their thesis work as smoothly as possible.

Research Seminar II, as is the case of most courses you will take in the program, is conceived as a survey course. Throughout this course, you will discuss key concepts and authors related to qualitative research and research design. In that sense, it is imperative that you confer with your instructor to seek further readings to expand the contents and debates in which we will engage in our on-site and virtual 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 adapt the foundational underpinnings of the different research approaches to the specific context of the research problem to be developed.
- I determine how different research methodologies and approaches converge in the methodological design of a thesis proposal.
- I produce a thesis proposal that articulates conceptual and methodological elements for the presentation of a research problem.

- I organize procedures to design my fieldwork with ethical principles about human subjects caring.

### **Classwork in This Course**

Based on the schedule organization at ML2, we will have six class sessions via Microsoft Teams and six independent work sessions:

- Class sessions (via Teams): These are the sessions where we will discuss conceptual and practical matters regarding the research design of your proposals. For each session, there are a series of readings. Assume the readings mostly as follow-up materials that you can use to support the class discussions and as references for your own proposals. The course instructor has selected the readings and media to reflect recent trends in qualitative research and some key authors in qualitative methodology.
- Independent Work Sessions: You will use the independent work sessions to work on different sections of your proposals. We will also devote time in the last three dates for the independent sessions to meet and discuss your proposals in more detail. We will meet under the study group methodology, where I will meet 3 students during one hour to talk about your projects. I strongly recommend learning about your compadres' ideas and make groups that share some conceptual or methodological similarities.

### **Assignments**

We will have two assignments for this class. Each assignment intends to support your MA thesis proposal and the thesis altogether. Therefore, you should develop them thoroughly and carefully. You will write them all 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 (7<sup>th</sup> Edition) and ensure that all documents are properly formatted and proofread for grammar and spelling.

#### ***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 until 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, you must provide evidence of these notes when submitting (just submit pictures of your notes as attachments).

#### ***Assignment 1: Virtual Fieldwork exercise (40%)***

Since this course focuses on research design, this activity is a hands-on experience related to fieldwork and team data collection (as well as team building). This time around, this will be a virtual exercise. In small groups (3-4 people), you will agree on making a virtual tour to a museum and checking out a street cam (you will find all relevant instructions in the handout for this activity). You should also meet and go over your notes and provide some collective interpretation (polyangulation) of your data. You will upload

your field notes, your interpretive notes and your reflexivity of the experience to Google Drive.

### **Assignment 2: Full Draft of Research Proposal (60%)**

Students will submit a full version of their research proposal in preparation for the work with their thesis directors in Research Seminar III. The proposal will include an updated version of your statement of the problem, purpose of the study, and research question. You will also update your ideas for your conceptual framework and literature review and will write some ideas related to your methodology and timeline for the completion of your research study. The proposal should not be longer than 30 double-spaced pages (not including references) and should follow APA style (7<sup>th</sup> Ed.) guidelines. To prevent delays in assessment, please proofread very carefully your documents (we will be very demanding about this because this will be the version we will submit to your thesis directors as soon as the course is finished).

### **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. As we are in the middle of very special circumstances due to the pandemic, we will set deadlines that you all can meet in due time. If you foresee a conflict, talk to me immediately so we can make proper arrangements. As I indicated in the Assignments section, you must submit your work directly on Google Drive. 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, in addition to the time spent in the independent work sessions. You should also organize your schedules to ensure enough time to work on your research proposals.

#### **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](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, as a space to socialize and share work with each other (NOTE: Any readings that may not appear in the folders, they are available online. Check the links in the citations). 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.

### Class Schedule

#### Teams Session 1 – July 17

- **Revisiting the meaning of “Qualitative Research”**

#### Readings

- Creswell, J. W. (2016). 30 essential skills for the qualitative researcher. Thousand Oaks, CA: SAGE. (CHAPTER 1)
- Flick, U. (2014). An introduction to qualitative research (5<sup>th</sup> Ed.). SAGE. (CHAPTER 2)
- Leavy, P. (2017). Research design: Quantitative, qualitative, mixed methods, arts-based and community-based participatory research approaches. The Guilford Press. (CHAPTER 1)
- 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)

- **What kind of fieldwork can I make when there is no “field”? An introduction to alternative research studies**

#### Methodological Readings

- Breault, R. A. (2016). Emerging issues in duoethnography. *International Journal of Qualitative Studies in Education*, 29(6), 777-794. <https://doi.org/10.1080/09518398.2016.1162866>
- Castaño, W. (2020). Duoethnography. *LSLP Micro-Papers*, 78. <https://www.literaciesinl2project.org/uploads/3/8/9/7/38976989/lslp-micro-paper-78-duoethnography.pdf> [Available Online]
- Cooper, H. M. (2004). Meta-analysis. In M. S. Lewis-Beck, A. Bryman, & T. F. Liao (Eds.), *The SAGE Encyclopedia of Social Science Research Methods* (pp.636-639). SAGE. <https://doi.org/10.4135/9781412950589.n551>
- Ellis, C., Adams, T. E., & Bochner, A. P. (2011). Autoethnography: an overview. *Historical Social Research*, 36(4), 273-290. <https://doi.org/10.12759/hsr.36.2011.4.273-290>
- Holman Jones, S., Adams, T., & Ellis, C. (2013). Introduction: Coming to know autoethnography as more than a method. In S. Holman Jones, T. E. Adams, and C. Ellis (Eds.), *Handbook of Ethnography*. Routledge.
- Mora, R. A. (2020). Critical literature review. *LSLP Micro-Papers*, 77. <https://www.literaciesinl2project.org/uploads/3/8/9/7/38976989/lslp-micro-paper-77-critical-literature-review.pdf>
- Ramírez, N. (2020). Meta-analysis. *LSLP Micro-Papers*, 79. <https://www.literaciesinl2project.org/uploads/3/8/9/7/38976989/lslp-micro-paper-79-meta-analysis.pdf>

- Sandelowski, M. (2011). Qualitative meta-analysis. In M. S. Lewis-Beck, A. Bryman, & T. F. Liao (Eds.), *The SAGE Encyclopedia of Social Science Research Methods* (pp.892-894). SAGE. <https://doi.org/10.4135/9781412950589>
- Sawyer, R. D. & Norris, J. (2013). *Duoethnography*. Oxford University Press (CHAPTER 1)
- Schreiber, J. (2008). Meta-analysis. In L. M. Given (Ed.), *The SAGE Encyclopedia of Qualitative Research Methods* (p. 507). SAGE. <https://doi.org/10.4135/9781412963909.n261>
- Thorne, S. E. (2008). Meta-synthesis. In L. M. Given (Ed.), *The SAGE Encyclopedia of Qualitative Research Methods* (pp. 511-513). SAGE. <http://doi.org/10.4135/9781412963909.n265>
- Timulak, L. (2014). Qualitative meta-analysis. In U. Flick (Ed.), *The SAGE Handbook of Qualitative Data Analysis* (pp. 481-495). SAGE. <https://doi.org/10.4135/9781446282243.n33>
- Walsh, D., & Downe, S. (2005). Meta-synthesis method for qualitative research: a literature review. *Journal of Advanced Nursing*, 50(2), 204-211.

### Examples

- Castaño Ramírez, W. & Londoño Mazo, J. M. (2019). A duoethnography of gamers as second language learners and teachers: Translating, polylinguaging, and translanguaging. [Senior Thesis]. Universidad Pontificia Bolivariana. <https://repository.upb.edu.co/handle/20.500.11912/4933> [Available Online]
- Denzin, N. K. (2003). Performing [auto]ethnography politically. *The Review of Education, Pedagogy, and Cultural Studies*, 25, 257-278. <https://doi.org/10.1080/10714410390225894>
- Forber-Pratt, A. J. (2015a). "It's not like you're going to college anyway!": A performative autoethnography. In R. Berger & L. Lorenz (Eds.), *Disability and Qualitative Inquiry: Methods for Rethinking an Ableist World* (pp. 175-207). Ashgate.
- Forber-Pratt, A. J. (2015b). "You're going to do what?" Challenges of autoethnography in the academy. *Qualitative inquiry*, 21(9), 821-835. doi:10.1177/1077800415574908
- Ke, F. (2011). A qualitative meta-analysis of computer games as learning tools. In *Gaming and simulations: Concepts, methodologies, tools and applications* (pp. 1619-1665). IGI Global. <http://eportfolio.lib.ksu.edu.tw/user/T/0/T093000259/repository/Fengfeng-A%20qualitative%20meta%20analysis%20of%20computer%20games%20as%20learning%20tools.pdf>
- Mirra, N., & Garcia, A. (2020). In search of the meaning and purpose of 21st-century literacy learning: A critical review of research and practice. *Reading Research Quarterly*. Advance online publication. <https://doi.org/10.1002/rrq.313>
- Mora, R. A. (2004). A framework for additive ESL/Bilingual Education instruction in urban schools: A reflection on the United States situation. *HOW, A Colombian Journal for Teachers of English*, 11, 55-74. <https://www.howjournalcolombia.org/index.php/how/article/view/179/228/view/179/228>
- Mesa Escobar, H. F. (2019). Coming to terms with my teaching self: exploring the interplay between my personal and professional identity [Unpublished master's thesis]. Universidad Pontificia Bolivariana.

**Supplementary Readings (about the research proposal and ML2)**

- Bui, Y. N. (2013). How to write a master's thesis (2<sup>nd</sup> Ed.). Thousand Oaks, CA: SAGE. (CHAPTER 1)
- 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). Multilingual Matters. <https://doi.org/10.21832/9781783097036-005>
- Mora, R. A. (2015d). La investigación cualitativa como continuum multidimensional. ML2 Working Papers/Documentos de Trabajo ML2, 3. [http://www.literaciesinl2project.org/uploads/3/8/9/7/38976989/document\\_o\\_de\\_trabajo\\_ml2\\_3\\_-\\_r.\\_a.\\_mora.pdf](http://www.literaciesinl2project.org/uploads/3/8/9/7/38976989/document_o_de_trabajo_ml2_3_-_r._a._mora.pdf) [Available Online]

**Teams Session 2 – July 18**

- **The Methodology Section of your thesis**

**Readings**

- Foster, D. J., Hays, T., & Alter, F. (2013). Facing the methodological challenges of re-using previously collected data in a qualitative inquiry. *Qualitative Research Journal*, 13(1), 33-48. <https://doi.org/10.1108/14439881311314522>
- Gaus, N. (2017). Selecting research approaches and research designs: A reflective essay. *Qualitative Research Journal*, 17(2), 99-112. <https://doi.org/10.1108/QRJ-07-2016-0041>
- Leavy, P. (2017). Research design: Quantitative, qualitative, mixed methods, arts-based, and community-based participatory research approaches. The Guilford Press. (CHAPTER 5)
- Probst, B. (2016). Both/and: Researcher as participant in qualitative inquiry. *Qualitative Research Journal*, 16(2), 149-158. <https://doi.org/10.1108/QRJ-06-2015-0038>
- Rimando, M., Brace, A. M., Namageyo-Funa, A., Parr, T. L., Sealy, D-A., Davis, T. L., Martinez, L. M., & Christiana, R. W. (2015). Data collection challenges and recommendations for early career researchers. *The Qualitative Report, The Qualitative Report*, 20(12), 2025-2036. <http://nsuworks.nova.edu/tqr/vol20/iss12/8>
- Saldaña, J. (2011). *Fundamentals of qualitative research*. Oxford University Press (CHAPTER 3)
- Stake, R. E. (2010). *Qualitative research: Studying how things work*. The Guilford Press. (CHAPTER 5)

**Media**

- Kay, R. (2016). Methods section – Thesis. Retrieved from <https://www.youtube.com/watch?v=oJ7BjVGwIIA>

**Independent Work Session 1 – July 24 and 25**

- **Updating your Statement of the Problem, Purpose, and Research Question**

**Supplementary Readings**

- Agee, J. (2009). Developing qualitative research questions: A reflective process. *International Journal of Qualitative Studies in Education*, 22(4), 431-447. <https://doi.org/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. <https://nsuworks.nova.edu/tqr/vol24/iss1/2>
- Luneburg, 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. <https://doi.org/10.4135/9781483329659.n6> (CHAPTER 1).
- Luneburg, 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. <https://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. <https://doi.org/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. <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. <https://doi.org/10.4135/9781452219219.n4> (CHAPTER 4)
- Stake, R. E. (2010). *Qualitative research: Studying how things work*. The Guilford Press. (CHAPTER 4)

**Supplementary Media**

- 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](http://www.youtube.com/watch?v=XXkiCE_MBLM)
- Sevillano, L. (2010). The research proposal. <http://www.youtube.com/watch?v=zJ8Vfx4721M>

**Teams Session 3 – Friday, July 31**

- **Data collection procedures I (discussions and practical demonstrations)**
  - **Fieldwork**
  - **Observations**
  - **Field Notes**
  - **Interviews**
  - **Artifacts**
  - **Documents and archival data**
  - **Research Studies as Data (for Critical Lit Reviews and Meta-analyses)**



**Readings**

- Blommaert, J. & Dong, J. (2010). *Ethnographic fieldwork: A beginner's guide*. Bristol, UK: Multilingual Matters. (pp. 29-42)
- Bowen, G. A. (2009). Document analysis as a qualitative research method. *Qualitative Research Journal* 9(2), 27-40.  
<https://doi.org/10.3316/QRJ0902027>
- Conteh, J. & Toyoshima, S. (2005). Researching teaching and learning: Roles, identities and interview process. *English Teaching: Practice and Critique*, 4(2), 23-34.
- Creswell, J. W. (2016). *30 essential skills for the qualitative researcher*. Thousand Oaks, CA: SAGE. (CHAPTER 14)
- Creswell, J. W. (2016). *30 essential skills for the qualitative researcher*. SAGE. (CHAPTER 15)
- Iacono, J., Brown, A., & Holtham, C. (2009). Research methods: A case example of participant observation. *The Electronic Journal of Business Research Methods*, 7(1), 39 – 46. Available online at [www.ejbrm.com](http://www.ejbrm.com)
- Lankshear, C. & Knobel, M. (2004). *A handbook for teacher research: From design to implementation*. New York, NY: Open University Press. (CHAPTER 9)
- Polkinghorne, D. E. (2005). Language and meaning; Data collection in qualitative research. *Journal of Counseling Psychology*, 52(2), 173-145.  
<https://doi.org/10.1037/0022-0167.52.2.137>
- Saldaña, J. (2011). *Fundamentals of qualitative research*. Oxford University Press (CHAPTER 2)
- Saldaña, J. (2011). *Fundamentals of qualitative research*. Oxford, UK: Oxford University Press (CHAPTER 2)
- Tinggaard, L. (2009). The research interview as a dialogical context for the production of social life and personal narratives. *Qualitative Inquiry*, 15(9), 1498-1515. <https://doi.org/10.1177/1077800409343063>
- Yin, R. K. (2011). *Qualitative research: From start to finish*. The Guilford Press. (CHAPTER 7)

**Media**

- Curry, L. (2015b). *Fundamentals of qualitative research methods: Interviews*.  
<https://www.youtube.com/watch?v=6PhcgI0GFg8>
- MeanThat (2016a). 5.3 Unstructured, semi-structured and structured interviews.  
<https://www.youtube.com/watch?v=gzwGEBJGz8s>
- MeanThat (2016b). Participant observation and structured observation.  
<https://www.youtube.com/watch?v=hGB4WdfEXRU>

**Teams Session 4 – Saturday, August 1**

- **Virtual Fieldwork Activity (see handout for details)**

**Independent Work Session 2 – August 8 and 14**

- **Reloading your conceptual framework**
- **August 14 (Friday) – Advisory Session for ML2/UNICA (8 students)**

**Supplementary 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. <https://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. <http://www.nova.edu/ssss/QR/QR14-3/stinson.pdf>

**Supplementary Media**

- Demers, K., Strom, K., Weiser, G., & Mora, R. A. (2020, March 27). Conceptual Frameworks [Webinar]. LSLP in Session, 10. <https://youtu.be/Fd2op8xjoro>
- Desjardins, F. J. (2010). Theoretical framework. <http://www.youtube.com/watch?v=EcnufigQzMjc>
- Rockinson-Szapkiw, A. (2013). Theoretical framework. [http://www.youtube.com/watch?v=VkiKK8sj\\_bs](http://www.youtube.com/watch?v=VkiKK8sj_bs)

**Teams Session 5 – Saturday, August 15**

- **Data analysis I: Conceptual considerations**
  - **Categories**
  - **Coding and data reduction**
  - **Why “triangulation” when you can do “polyangulation”?**

**Readings**

- Hsu, T-c. (2005). Research methods and data analysis procedures used by educational researchers. *International Journal of Research and Method in Education*, 28(2), 109-133. <https://doi.org/1080/01406720500256194>
- Ortlipp, M. (2008). Keeping and using reflective journals in the qualitative research process. *The Qualitative Report*, 13(4), 695-705.  
<http://www.nova.edu/ssss/QR/QR13-4/ortlipp.pdf>
- Peshkin, A. (2000). The nature of interpretation in qualitative research. *Educational Researcher*, 29(9), 5-9.  
<https://doi.org/10.3102/0013189X029009005>
- Saldaña, J. (2013). *The coding manual for qualitative researchers* (2<sup>nd</sup> Ed.). SAGE. (CHAPTER 1)
- Srivastava, P. & Hopwood, N. (2009). A practical iterative framework for qualitative data analysis. *International Journal of Qualitative Methods*, 8(1), 76-84.  
<https://doi.org/10.1177/160940690900800107>

- Stake, R. E. (2010). Qualitative research: Studying how things work. The Guilford Press. (CHAPTER 8)
- Watkins, D. C. (2017). Rapid and rigorous qualitative data analysis: The “RADaR” technique for applied research. *International Journal of Qualitative Methods*, 16, 1-9. <https://doi.org/10.1177/1609406917712131>

### Media

- Curry, L. (2015a). Fundamentals of qualitative research methods; Data analysis. <https://www.youtube.com/watch?v=opp5tH4uD-w>
- Schulz, J. (2012). Analysing your interviews. <https://www.youtube.com/watch?v=59GsJhPolPs>

### • Data analysis II: Trustworthiness

#### Readings

- Carlson, J. A. (2010). Avoiding traps in member checking. *The Qualitative Report*, 15(5), 1102-1113. <http://www.nova.edu/ssss/QR/QR15-5/carlson.pdf>
- Creswell, J. W. (2016). 30 essential skills for the qualitative researcher. SAGE. (CHAPTER 22)

### Media

- Communication Research Methods (2015). Quality of qualitative research. <https://www.youtube.com/watch?v=IJSnSLCVsP0>

### Teams Session 6 – Friday, August 21

#### • Other elements of research design:

- Limitations
- Role of the researcher
- Proposed timeline
- Ethical issues

#### 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. <https://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/0.1080/03075070500392375>
- 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. <https://files.eric.ed.gov/fulltext/EJ877047.pdf>
- Preissle, J. (2008). Ethics. In L. M. Given (Ed.), *The SAGE Encyclopedia of Qualitative Research Methods* (pp. 274-277). SAGE. <https://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. <https://doi.org/10.3102/0013189X034004023>

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>

- **Writing up your research study:**
  - **Research proposal**
  - **The Thesis itself**
  - **Presentations and publications**

### **Readings**

- Cameron, J., Nairn, K., & Higgins, J. (2009). Demystifying academic writing: Reflections on emotions, know-how and academic identity. *Journal of Geography in Higher Education*, 33(2), 269-284. <https://doi.org/10.1080/03098260902734943>
- Golding, C. (2017). Advice for writing a thesis (based on what examiners do). *Open Review of Educational Research*, 4(1), 46-60. <https://doi.org/10.1080/23265507.2017.1300862>
- Cullion, J. S. (2015). *Writing Ethnography*. Sense Publishers. (SELECTED CHAPTERS)
- Ravikumar, C. P. (2000). On writing a thesis. *IETE Journal of Education*, 41(1-2), 45-52. <https://doi.org/10.1080/09747338.2000.11415721>

### **Independent Work Session 3 – August 22 and 28**

#### **Expanding your literature review and your methodology**

- **August 22 (Saturday) – Advisory Session for ML2/UNICA (8 students)**
- **August 28 (Friday) – Advisory for Cohort 7 & 8 Students**

### **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. [https://doi.org/10.4135/9781483329659.n7\\_](https://doi.org/10.4135/9781483329659.n7_) (CHAPTER 7)
- Stake, R. E. (2010). *Qualitative research: Studying how things work*. The Guilford Press. (CHAPTER 6)

### **Media**

- Mora, R. A. (2020, March 28). Literature review – Part 1: definition and purpose. LSLP in Session, 11. [https://youtu.be/r\\_UUafk\\_ljQ](https://youtu.be/r_UUafk_ljQ)
- Langtiw, C. L., Wozolek, B., & Mora, R. A. (2020, March 28). Literature review – Part 2: crafting your lit review. LSLP in Session, 11. <https://youtu.be/reZwHHKz-Bo>
- Hernando-Llórens, B. (2020, March 29). Literature review – Part 3: Final thoughts. LSLP in Session, 11. <https://youtu.be/waHh3iRpuME>

**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 (2020). Publication manual of the American Psychological Association (7th Ed.). APA.  
(<https://www.bookdepository.com/Publication-Manual-American-Psychological-Association-American-Psychological-Association/9781433832161?ref=grid-view&qid=1595382046796&sr=1-1>)
- Bhattacharya, K. (2017). *Fundamentals of qualitative research: A practical guide*. Routledge.  
(<https://www.bookdepository.com/Fundamentals-Qualitative-Research-Kakali-Bhattacharya/9781611321333?ref=grid-view&qid=1595382078076&sr=1-2>)
- Bui, Y. N. (2019). *How to write a master's thesis* (3rd Ed.). SAGE.  
(<https://www.bookdepository.com/How-Write-Masters-Thesis-Yvonne-N-Bui/9781506336091?ref=grid-view&qid=1595382111096&sr=1-1>) )
- Creswell, J. W. (2016). *30 essential skills for the qualitative researcher*. SAGE.  
(<https://www.bookdepository.com/30-Essential-Skills-for-Qualitative-Researcher-John-W-Creswell/9781452216867?ref=grid-view&qid=1595382373155&sr=1-1>)
- 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.consultaremoti.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.bookdepository.com/Research-Design-Patricia-Leavy/9781462514380?ref=grid-view&qid=1595382161634&sr=1-1>)
- Saldaña, J. (2011). *Fundamentals of qualitative research*. Oxford University Press  
(<https://www.bookdepository.com/Fundamentals-of-Qualitative-Research/9780199737956>)
- Stake, R. E. (2010). *Qualitative research: Studying how things work*. The Guilford Press.  
(<https://www.bookdepository.com/Qualitative-Research-Robert-E-Stake/9781606235454?ref=grid-view&qid=1595382200492&sr=1-1>)

## 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.
- Our campus database (<http://consultaremota.upb.edu.co>) features plenty of articles on topics related to education and qualitative inquiry. Specifically, we invite you to look at the databases for *EBSCO*, *Taylor & Francis*, *SAGE*, *Emerald*, *JSTOR* and *SCOPUS*.
- We also recommend looking at the Education Resources Information Center (ERIC – <http://eric.ed.gov>). You can also 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>)
- 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.

### Colombian Peer-reviewed journals

- 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](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)  
<http://www.publicacionesunica.com/gist/index.php/gist/index>
- Revista Palabra (UPB-Montería)  
<http://srvzenu.monteria.upb.edu.co/revistapalabra/>

### International Open Access journals specialized on 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.tojqi.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/qri>

*Syllabus designer:  
Dr. Raúl Alberto Mora  
For the MA in Learning and Teaching Processes in Second Languages  
Universidad Pontificia Bolivariana, Sede Central Medellín  
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