

**EDUC 6770
QUALITATIVE METHODS I**

UTAH STATE UNIVERSITY
Fall, 2007

Syllabus

Instructor: Sherry Marx, PhD Phone: 797-2227
Class Time: Mondays 4:30-7:00 Office: EEJ Education 341
Meeting Place: EDUC Office Conference Room Email: sherry.marx@usu.edu
Office Hours: Mon 3:30-4:20 & Tues 11:00-11:50 & by appointment

You are responsible for all information shared in this syllabus. It is, essentially, a contract between instructor and student. Please read it all very carefully.

Purpose/Overview

This course is a hands on introduction to qualitative research in the social sciences. Throughout the course, you will be reading articles and chapters that 1) offer specific research advice and 2) exemplify successful qualitative research. The class is also a workshop that requires you to 1) deeply reflect on the materials read, 2) examine different orientations of qualitative design, 3) attain Protection of Human Research Subjects certification, 4) learn about the literature/previous research in your area of interest, 5) practice qualitative techniques, and 6) design and conduct a small-scale study. Throughout the class, you are encouraged to analyze how the various authors approach qualitative research. You, like the authors you read this semester, are encouraged to think flexibly about qualitative research.

It is essential that students come prepared to every class meetings with homework completed and assignments read.

Required Readings

- * Glesne, C. (2006). *Becoming qualitative researchers (third edition)*. Boston: Pearson Education, Inc.
- * EDUC 6770 Articles available on electronic course reserve. Password: MAR6770. Find at <http://eres.usu.edu/eres/courseindex.aspx?page=search>
- * Most recent APA Style Manual (fifth edition)

Schedule

Readings/Assignments Due this Day

Aug 27	Introduction ➤ Introductions, Possible Research Ideas, Expectations
Sept 3	No Class – Labor Day

Sept 10	<p>What is Qualitative Research?</p> <ul style="list-style-type: none"> ➤ Homework Due: Write a one-page paper reflecting on what you have learned most from the assigned readings – what has made the strongest impression on you? Also include 2 questions to offer to the class for discussion. Due next class period. ➤ Assigned Readings Due <ul style="list-style-type: none"> ○ Denzin, N. & Lincoln, Y. (2005). Introduction: The discipline and practice of qualitative research. In N. Denzin & Y. Lincoln (Eds.), <i>The Sage handbook of qualitative research</i>, 1-32. Thousand Oaks, London, New Delhi: Sage. ○ Glesne, Chapter 1, <i>Meeting Qualitative Inquiry</i>, 1-20. ○ Goldstein, L. & Lake, V. (2000). “Love, love, and more love for children”: Exploring preservice teachers’ understanding of caring. <i>Teaching and Teacher Education</i>, 16, 861-872. * Examine Goldstein & Lake’s article as a good example of a relatively simple qualitative research project. * Examine the approach the authors take to qualitative research.
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Sept 17	<p>Database Searches in Your Area of Interest</p> <ul style="list-style-type: none"> ➤ Meet in Merrill-Cazier Library Lobby (we will then go to room 122) ➤ Homework Due: Write a one-page paper about what qualitative research is to you at this point and what kind of qualitative study you would like to pursue, taking into consideration our readings and class discussions.
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Sept 24	<p>Fundamentals</p> <ul style="list-style-type: none"> ➤ Homework Due: Carefully examine the Ruth-Sahd & Tisdell article for the prestudy tasks Glesne discusses. In a one-page paper, discuss how the authors do or do not give evidence of Glesne’s recommendations. Include 2 questions that can contribute to thoughtful class discussion. ➤ Summary of 5 Articles Related to Your Narrow Topic of Interest Due ➤ Draft Research Question Due (write after you read Glesne Chapter 2) <ul style="list-style-type: none"> * Will be presented to class for discussion and critique ➤ Assigned Readings Due <ul style="list-style-type: none"> ○ Glesne, Chapter 2, Prestudy tasks: Doing what is good for you. ○ Ruth-Sahd, L., & Tisdell, E., (2007). The meaning and use of intuition in novice nurses: A phenomenological study. <i>Adult Education Quarterly</i>, 57 (2), 115-140. * Discuss how the Ruth-Sahd & Tisdell article relates to Glesne article * Examine the approach the authors take to qualitative research.
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Oct 1	<p>Ethics, Representation, & Trustworthiness</p> <ul style="list-style-type: none"> ➤ Homework Due: Carefully examine the Halem and Magolda articles for the ethical considerations Glesne discusses. In a one-page paper, discuss how the Halem <u>and/or</u> Magolda articles give evidence of Glesne’s recommendations. Include two questions that can contribute to thoughtful
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	<p>class discussion.</p> <ul style="list-style-type: none"> ➤ Summary of <u>5 More</u> Articles Related to Your Narrow Topic of Interest Due ➤ Polished Research Question Due <ul style="list-style-type: none"> * Present to class for feedback * Turn in to instructor with any modifications ➤ Assigned Readings Due <ul style="list-style-type: none"> ○ Glesne, Chapter 6, But is it ethical? Learning to do right. ○ Magolda, P. (2000). Being at the wrong place, wrong time: Rethinking trust in qualitative inquiry. <i>Theory into Practice</i>, 39 (3), 138-145. ○ Marx, S. (2006). Looking in the mirror: Confronting racism with tutors (Chapter 4). <i>Revealing the invisible: Confronting passive racism in teacher education</i>, 93-126. New York: Routledge. <ul style="list-style-type: none"> * Discuss how Marx and Magolda articles relate to Glesne article. * Examine the approaches the authors take to qualitative research.
Oct 8	<p>Rapport & Reflection</p> <ul style="list-style-type: none"> ➤ Homework Due: After reading next week’s assignments, write a one-page reflection on how you will incorporate reflectiveness into your own proposed research, citing how the authors read do so. As you do this, reflect on the questions Glesne asks on page 127, Exercise 2. Include two questions for class discussion. ➤ CITI Course Documentation Due ➤ Assigned Readings Due <ul style="list-style-type: none"> ○ Glesne, Chapter 5, The personal dimension: Rapport, subjectivity, and reflexivity. ○ Johnson-Bailey, J. (1999). The ties that bind and the shackles that separate: race, gender, class, and color in a research process. <i>International Journal of Qualitative Studies in Education</i>, 12 (6), 659-670. ○ Piirto, J. (2002). “Motivation is first – then they can do anything”: Portrait of an Indian school for the gifted and talented. <i>Gifted Child Quarterly</i>, 46(3). <ul style="list-style-type: none"> * Examine the self-reflective dimension of today’s articles * Examine the approach the authors take to qualitative research.
Oct 8-12	<p>Introduction to Your Research Project, Including Literature Review, and Research Methodology Proposal Due When You Meet with Instructor This Week.</p> <p>Meet with instructor individually this week for individual conferences on your research project and paper so far.</p>
Oct 15	<p>Field Notes</p> <ul style="list-style-type: none"> ➤ Homework Due: Write about the ways that Valenzuela’s observations become part of the text she writes. This is a masterful example of writing up

	<p>field notes and interviews. She won the 2004 AERA Book Award for this book. Include two questions for class discussion.</p> <ul style="list-style-type: none"> ➤ Assigned Readings Due <ul style="list-style-type: none"> ○ Glesne, Chapter 3, Being there: Developing understanding through participant observation. ○ Valenzuela, A. (1999). Teacher-student relations and the politics of caring (Chapter 3). <i>Subtractive schooling: US-Mexican youth and the politics of caring</i>. Albany: State University of New York Press. ○ Valenzuela, A. (1999). Research Methodology, Appendix. <i>Subtractive schooling: US-Mexican youth and the politics of caring</i>. Albany: State University of New York Press. * Discuss how Valenzuela demonstrates what Glesne advises. * Examine the approach(es) the author takes to qualitative research. * Practice field notes and narratives on campus
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Oct 22	<p>Interviewing</p> <ul style="list-style-type: none"> ➤ Homework Due (2 Assignments): 1) Go to a place you find interesting and/or best for your study and practice taking field notes. Follow the directions given by Glesne in Exercise 1, page 77. Turn in field notes and written vignette. 2) Write a one-page paper on the ways the Marx chapter incorporates interviews into the text. The dissertations behind this book won two AERA Outstanding Dissertation awards (for methodology and social context). Include two questions for class discussion. ➤ Letter of Informed Consent Due ➤ Assigned Readings Due <ul style="list-style-type: none"> ○ Glesne, Chapter 4, Making words fly: Developing understanding through interviewing. ○ Scheurich, J. (1997). A postmodernist critique of research interviewing. In J. J. Scheurich, <i>Research method in the postmodern</i>, 61-79. ○ Marx, S. (in press). Popular white teachers of Latina/o kids: The strengths of personal experiences and the limitations of whiteness. <i>Urban Education</i>. * Examine the approach the author takes to qualitative research. * Listen to http://www.npr.org/templates/story/story.php?storyId=5625218 ➤* Share interview questions with classmates. Practice interviewing.
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Oct 29	<p>Analyzing Data</p> <ul style="list-style-type: none"> ➤ Homework Due (2 Assignments): 1) Interviews must be conducted and transcribed by today. Transcriptions are due today. Note: One hour of interview usually results in 5 hours of transcribing. Budget your time carefully. 2) In a one-page paper, examine how Arce analyzes her data, comparing what is visible in her text with Glesne's recommendations. Include two questions for class discussion. ➤ Assigned Readings Due
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	<ul style="list-style-type: none"> o Glesne, Chapter 7, Finding your story: Data analysis o Worthy, J. (2005). 'It didn't have to be so hard': The first years of teaching in an urban school. <i>International Journal of Qualitative Studies in Education</i>, 18(3), 379-398. * Examine Worthy's story -- How did she analyze her data? What do you think of her story? * Examine the approach the author takes to qualitative research.
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Nov 5	<p>Crafting Your Writing – narrative</p> <ul style="list-style-type: none"> ➤ Preliminary Coding Project Due ➤ Homework Due (2 Assignments): 1) Begin analyzing your data, looking for themes. Turn in list of codes and be able to show you have an organization scheme. Bring to class to share, receive feedback from classmates. 2) Write about how Valdés, another masterful writer, employs the self-reflective narrative style discussed by Foley and Glesne in a one-page paper. Include two questions to share with class. ➤ Assigned Readings Due <ul style="list-style-type: none"> o Glesne, Chapter 8, <i>Writing your story: What your data say.</i> o Valdés, G. (1996). Raising Children (Chapter 6). <i>Con Respeto: Bridging the distances between culturally diverse families and schools.</i> New York: Teachers College Press. o *Foley, D. (1998). On writing reflexive realist narratives. In G. Shacklock & J. Smyth, (Eds.), <i>Being reflexive in critical educational and social research</i>, Falmer: London: Falmer. *[this reading is optional!] * Examine Valdés's writing style * Examine the approach the author takes to qualitative research. * Share rough drafts with one another
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Nov 12	<p>Crafting Your Writing – experimentations</p> <ul style="list-style-type: none"> ➤ Homework Due: In a one-page paper, examine the writing approaches taken by Lather and Richardson. What are your impressions? (reflect – don't react) Discuss some of the strengths and weaknesses of this contribution to qualitative inquiry. Also discuss some ways your own research could be expressed in a nontraditional manner. Be creative and include one question about some of the alternative writings read. Follow with two specific questions about your research at this point. What questions would you like to address in class? Much of class will be devoted to student questions and concerns about research projects. ➤ Draft of Analysis Due ➤ Rough Draft of Significance of Findings and a Section on What You Have Learned and How You Could Expand a Similar Study in the Future -- do after analysis is okay'd by instructor. ➤ Assigned Readings Due <ul style="list-style-type: none"> o Glesne, Chapter 9, <i>Improvising a song of the world: Language and representation.</i>
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	<ul style="list-style-type: none"> ◻ Lather, P. (1997). <i>Troubling the angels: Women living with HIV/AIDS</i>. Boulder, CO: Westview Press, xix-11. ○ Richardson, L. (2000). My left hand: Socialization and the interrupted life. <i>Qualitative Inquiry</i>, 6(4), 467-473. ○ *Tierney, W. (2002). Getting real: Representing reality. <i>International Journal of Qualitative Studies in Education</i>, 15(4), 385-398. *[this reading is optional!] <p>* Examine the approach the authors take to qualitative research.</p>
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Nov 15-16, 19-20	Students will meet with instructor sometime during these days to polish final papers if necessary. Bring a close-to-finished final draft to this meeting.
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Nov 26	➤ Student Presentations on Completed Studies
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Dec 3	Final Papers Due ➤ Student Presentations on Completed Studies
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Assignments

All assignments are due on the day stated as an emailed Microsoft Word attachment to the instructor by the beginning of class time (4:30 Mondays). To prevent these emails from getting lost, please write MARX 6770 in the subject line. This method enables the instructor to get feedback to you quickly on email.

Assignments to be shared with classmates must also be presented in paper form.

Late assignments will not be accepted unless in case of documented emergency.

All assignments must be typed in 12-point font with 1" margins. Weekly homework assignments must use single spacing. Longer assignments (i.e., transcriptions, proposal, final paper, etc.), must use double spacing. Please adhere to length requirements.

Student must acquire a tape-recording devise in order to record interviews. Students must also gain access to a transcription machine to transcribe taped interviews. The SCED office has one that can be checked out. Check with your departments as well.

<p>Participation Participation is a critical component of a doctoral class. Without quality discussion, the class cannot succeed. Therefore, your verbal participation is crucial. Make sure that you verbally contribute to the class with questions, comments, and insights each time we meet. Please also make sure that you do not dominate discussion and, therefore, silence others.</p>	10%
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<p>Reflective Homework Assignments Homework assignments are required nearly every week to encourage thoughtful reflection on the topic at hand. Evidence of thoughtfulness, careful analysis, and willingness to learn new things (and not just reject what you're reading) are necessary for full credit. You are encouraged to reflect rather than react.</p>	10% (1% each)
<p>Draft Research Question Based on what you are learning about qualitative research, present a research question that gets at the heart of something you would like to study. Have a hard copy you can pass out to your classmates and instructor (required for grade). You will receive constructive feedback from classmates and instructor.</p>	3%
<p>Polished Research Question Based on feedback from classmates and instructor, present an improved, more focused research question. Have a hard copy you can pass out to your classmates and instructor (required for grade). It is likely that your question will change and/or grow more refined over the course of the semester, but you must show significant progress towards a good question for full credit.</p>	5%
<p>Abstracts of 10 articles in your narrow field of interest This assignment is directly related to your research question. Read the recent empirical journal articles on your topic – focusing on the last 10 years. Use what you've learned in the library research experience to find 10 relevant articles you can use as a mini-literature review for your research project. Each abstract should be about half a page in length. Include an APA-style bibliographical reference for each article (see APA format on electronic reserve article). <i>You must write the abstracts yourself in order to process the information. This is not a cut-and-paste assignment but a reflective, analytical one.</i> Cut and paste (i.e., plagiarized) abstracts will be given no credit.</p> <p>At least 8 of the pieces reviewed must be peer-reviewed. The other two could be dissertations or books if they are important contributions to your field. Do not use unpublished and/or internet articles that are not published in journals.</p> <p>This assignment is divided into 2 parts: 5 abstracts due one week, 5 abstracts due the next week.</p>	10%
<p>CITI Course in The Protection of Human Research Subjects You must go to this website: https://www.citiprogram.org/default.asp and complete the CITI Course in The Protection of Human Research Subjects. This course takes several hours to complete, so budget your time wisely. You must be certified through this cite to receive future USU IRB approval and to proceed with your research project in this class. Print out the statement declaring you have successfully passed this course and turn it in to instructor.</p>	3%

<p>Introduction to your research project, including literature review Informed by class readings and discussion, write the first part of a research project including: 1) introduction to the topic/problem, 2) brief literature review of the topic/problem, 3) statement of the investigation you are planning, and 4) brief methods – make sure you can triangulate with at least three points of data collection. You must include a self-reflective dimension to this assignment.</p> <p>(cont.) In your methods section, include 1) a statement of who you will interview (just one person for this assignment), 2) the questions you plan to ask, and 3) the observations you will make. Clearly explain how you will triangulate your data collection (Glesne, p. 36). Align your proposal to one of the typical kinds of qualitative methods we have discussed and read about through Glesne, chapter 1. The methods section should be ½ to 1 page plus interview questions (these are preliminary)</p>	10%
<p>Letter of Informed Consent In order to interview anyone, you need to ask their permission and have them formally sign a letter of informed consent. In the future, when you go through the complete IRB process (necessary to publish any of your findings), you will need to have these letters approved by the USU IRB committee. As this is a practice interview, your instructor will evaluate the letters and offer feedback. Look at the sample letters of consent on course reserves before you start writing. You need to follow the examples given in these letters carefully. Letters signed by participants are required for your research project to continue.</p>	5%
<p>Field Notes & Written Vignette You must turn in the field notes and a written vignette that tells the story of your experience. Your grade depends upon the quality of your notes and the following vignette. Notes may be hand written; vignette must be typed (assignment is Glesne’s Exercise 1, page 77 – look at it carefully).</p>	5%
<p>Interview Transcriptions You must turn in typed, organized transcriptions of your interview. Your grade depends upon the quality of your interview and the organization of your transcriptions.</p>	5%
<p>Preliminary Coding Scheme Using what you’ve learned thus far, begin analyzing your data, looking for themes that seem to emerge. Turn in a list of codes you have come up with and some description of how you have decided to organize your data. If possible, bring in your organizational scheme to show/share with your classmates (files, computer files, coding book, etc.).</p>	5%
<p>Draft of Analysis Once you finish coding, move on to your analysis. Use a descriptive title for this section of your paper such as "In the Classroom," etc. Your major codes should be</p>	5%

<p>your major subheadings in this section, with minor subheadings for minor codes.</p> <p>This is probably the hardest part of your paper. Give yourself time to do this. Follow this section with a "Significance of Findings" section that discusses the importance of your findings.</p>									
<p>Rough Draft of Findings and a Section on What You Have Learned and How You Could Expand a Similar Study in the Future</p> <p>Discuss the findings you've gleaned from your research, being sure to discuss the educational significance of it. Look at all the articles we've read for examples of how others have done this well. Also include substantial discussion of what you have learned from this research experience and how you could strengthen this study for future, more rigorous exploration.</p>	3%								
<p>Final Paper</p> <p>String all the parts of your paper together and strengthen the whole thing. This should be a very well written qualitative exploration of a question, including:</p> <ol style="list-style-type: none"> 1. introduction 2. literature review 3. statement of problem(s)/issue(s)/question(s) you are investigating 4. description of your study with emphasis on triangulation and the methods you used 5. significance of findings 6. what you have learned from this experience 7. how you can strengthen this research design for a future, more rigorous study that is likely publishable <p>(with modifications, these can be your subheadings) About 15 pages</p>	15%								
<p>Final Presentation</p> <p>Presentation should be conference quality. Must be shown on PowerPoint or similar presentation software. 20 minute presentation must use following format:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1. introduction</td> <td style="width: 50%;">5. Significance of findings</td> </tr> <tr> <td>2. research question</td> <td>6. what you've learned</td> </tr> <tr> <td>3. study methods</td> <td>7. areas for future research</td> </tr> <tr> <td>4. description of study</td> <td></td> </tr> </table> <p>Please adhere to the time constraints. Make your presentation streamlined.</p>	1. introduction	5. Significance of findings	2. research question	6. what you've learned	3. study methods	7. areas for future research	4. description of study		6%
1. introduction	5. Significance of findings								
2. research question	6. what you've learned								
3. study methods	7. areas for future research								
4. description of study									

Attendance

Students are expected to attend all class periods – to come on time and to stay the full class period. Only documents emergencies will be excused.

Grades

The following final grades will be given:

A	A-	B+	B	B-	C+	C	C-	D+	D	F
100-93	92-90	89-87	86-83	82-80	79-78	77-73	72-70	69-68	67-60	<59

Policies

It is expected that students come to class having **carefully read the assigned readings** and **completed assigned homework**.

It is expected that students will **verbally and intellectually contribute to the class** by sharing insights, opinions, and other thoughts about the topics we will be discussing **in a respectful manner**. Sharing your ideas and contributing to class discussion is absolutely critical to the success of this class.

It is expected that students will **come to every class on time and stay the whole class period**. Please talk with instructor ahead of time if you expect to be absent. Only documented emergencies will be excused.

It is expected that, as graduate students, **you set high standards for yourself in the areas of presenting and writing**. Poorly written papers, papers with poor grammar, spelling, and editing, or papers that merely express opinions without making reference to readings will be graded down. Think of all your assignments as possible future published articles.

Late papers or re-assigning a project will only be possible in the case of dire emergency, with advanced notice, and with accompanying documentation. **Late papers or rescheduled presentations without an acceptable excuse will not be accepted.**

All your work is expected to be of very high quality. Your grade on each assignment is a reflection of the quality of your work. Mediocre work earns a mediocre grade. A's are only given for very strong work.

Qualified students with disabilities may be eligible for reasonable accommodations. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, 797-2444 voice, 797-0740 TTY, or toll free at 1-800-259-2966. Please contact the DRC as early in the semester as possible. Alternate format materials (Braille, large print or digital) are available with advance notice.

Academic honesty is expected for all students. Details of the USU Honor Code, expectations, and disciplinary procedures can be found on this website:
http://studentlife.tsc.usu.edu/stuserv/pdf/honor_system.pdf

Because the purpose of this syllabus and reading list is to meet the needs of the class, **some materials or assignments may change with class dynamics**.

Recommended Readings **Incomplete, but a place to start**

General

American Psychological Association (2001). *Publication manual of the American Psychological Association (fifth edition)*. Washington, DC.: American Psychological Association.

Denzin, N. K. & Lincoln, Y. S. (Eds.) (2005). *The Sage handbook of qualitative research (third edition)*. Thousand Oaks, London, New Delhi: Sage.

Galvan, J.L. (2004). *Writing literature reviews*. Glendale, CA: Pyrczak Publishing. Especially pages 53-62.

Zeni, J. (Ed.) (2001). *Ethical issues in practitioner research*. New York & London: Teachers College Press.

Marx, S. (2001). Turning a Blind Eye to Racism No More: Naming Whiteness and Racism with Pre-Service Teachers working with English Language Learners of Color, PhD Dissertation. Available <http://www.lib.umi.com/dissertations/fullcit/3008388>.

- * This dissertation won the AERA Division D & Qualitative SIG Outstanding Dissertation Award for qualitative methodology. It also won the Division G Outstanding Dissertation Award for its content.
- * It's worth taking a look at as a model for dissertation writing.

Ethnography

Coffey, A. (1999). *The ethnographic self: Fieldwork and the representation of identity*. London, Thousand Oaks, New Delhi: Sage Publications.

Marx, S. (2006). *Revealing the invisible: Confronting passive racism in teacher education*. New York: Routledge. (ethnographic methods – not “pure” ethnography)

Valdés, G. (1997) *Con respeto: Bridging the distance between culturally diverse families and schools*. New York: Teachers College Press.

Valenzuela, A. (1999). *Subtractive schooling: US-Mexican youth and the politics of caring*. Albany: State University of New York Press.

Foley, Douglas. (1990). *Learning Capitalist Culture: Deep in the Heart of Tejas*. Philadelphia: University of Pennsylvania Press.

Foley, Douglas. (1995). *The Heartland Chronicles*. Philadelphia: University of Pennsylvania Press.

R. Emerson, R. Fretz, L. Snow. (1995). *Writing Ethnographic Fieldnotes*. University of Chicago Press.

Menchaca, Martha. (1995). *The Mexican Outsiders: A Community History of Marginalization and Discrimination in California*. Austin, TX: University of Texas Press.

Zaharlick, A. (1992). Ethnography in anthropology and its value in education. *Theory into Practice*, xxxi (2), 116-125.

Life History

Ball, S., & Goodson, I. (1985). *Issues in education and training series: Vol. 3. Teachers' lives and careers*. London and Philadelphia: Falmer.

Behar, R. (1993). *Translated woman*. Boston: Beacon.

Behar, R. (1996). *The vulnerable observer*. Boston: Beacon.

Goodson, I. F. (1981). Life histories and the study of schooling, *Interchange*, Ontario, 11 (4), 62-76.

Goodson, I. F. (Ed.). (1983). *School subjects and curriculum change*. London: Routledge and Kegan Paul.

Case Study

Merriam, S. (1998). *Qualitative research and case study applications in education*. San Francisco: Jossey-Bass Publishers.

Schön, D. A. (1991). *The Reflective turn: Case studies in and on educational practice*. New York: Teachers College Press.

General Qualitative Research Methods

Denzin, N. K. & Lincoln, Y. S. (2003). *The landscape of qualitative research: Theories and issues (2nd Edition)*. Thousand Oaks, London, New Delhi: Sage Publications.

Janesick, V. (2004). *"Stretching" exercises for qualitative researchers (second edition)*. Thousand Oaks, London, New Delhi: Sage publications.

Patton, M. Q. (2002). *Qualitative research & evaluation methods (3rd Edition)*. Thousand Oaks, London, New Delhi: Sage Publications.

Scheurich, J. J. (1997). *Research method in the postmodern*. London; Washington, DC: Falmer Press.

Journals Centered on Qualitative Research

International Journal of Qualitative Studies in Education
Qualitative Inquiry
Qualitative Research

Journals That Frequently Publish Qualitative Research, Although That Is Not Their Main Focus

Urban Education
Action in Teacher Education
Equity & Excellence in Education
American Educational Research Journal (AERJ)
Theory into Practice