

CI 1905 Formalized Curiosity: Introduction to Educational Action Research Methods Freshman Seminar

Spring 2025, 3 credits, Civic Life and Ethics No
prerequisites

Susan Staats Peik 275A staats@umn.edu Office Hours: Mondays and Wednesdays 10 am to 11 am and by appointment	Class is in-person Mondays and Wednesdays 11:15 to 12:30 Peik Hall, Room To Be Announced
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Course Description

Behind every positive social change, there's a story of people asking questions together. Asking and answering questions is an important part of the research mission of the University of Minnesota - but what does it mean to do research for the public good? As anthropologist Zora Neale Hurston explained, research is "formalized curiosity. It is poking and prying with a purpose." In this class, you'll learn how research can transform curiosity into action.

This class introduces you to action research, an approach used globally for educational and professional development purposes in schools, communities and workplaces. Action research values democratic participation, relationships, with the goal of positive social change. Our textbook explains action research as a Look, Think, Act cycle. The Look stage involves gathering information about a social setting through established research methods; the Think stage involves reflection and analysis of the information; and Act refers to proposing a changeoriented response. You'll dig into the details of this cycle by learning qualitative research techniques including survey and interview design, text analysis, and systematic approaches to summarizing the information you gather.

At its core, action research is about improving civic life through collaborative, ethical inquiry. To this end, you'll learn fundamental ethical frameworks - from research ethics principles of consent and justice to broader philosophical approaches like virtue ethics and ethics of care. Through reflective activities and group processes, you'll examine your own social identities and values as they relate to ethical research practice. You'll learn systematic techniques of "poking and prying" such as interviewing, survey design, and thematic analysis, culminating in an action research proposal or research report. This hands-on experience will help you understand how to gather information, analyze it, and present it as the first step towards positive change.

This approach requires constant engagement with ethical questions: Whose knowledge counts? Who benefits from the research? How do we ensure our work serves the interests of a social group at the center of the research? By wrestling with these questions while learning to conduct ethical research, you'll develop both practical research skills and a deeper understanding of your role in creating positive change as a member of both our local and global communities.

And you may feel invigorated to pursue further qualitative research activities during your undergraduate studies at the University of Minnesota.

Required Materials

Stringer, E., & Ortiz Aragón, A. (2021). *Action Research* (5th ed.). Sage. The textbook is referred to as S & OA in the course schedule.

Other readings listed in the course bibliography will be available through the Canvas website.

Civic Life and Ethics Theme

This course addresses a compelling contemporary issue: How can groups of people use university-developed research methods to improve their own social worlds? A research toolkit known as “qualitative methods” is accessible to anyone with training to use them. As our textbook demonstrates, qualitative research methods have fostered responsive, democratic civic engagement among teachers, workers’ organizations and community organizations around the world—from teachers in the U.S. and U.K. to workplaces in the U.K., to indigenous-led educational and community development in New Zealand and Australia. Aspiring to develop research for social change requires knowledge of distinct ethical approaches and continuous reflection on how ethics interacts with on-going research activities.

Throughout the semester, you'll develop a vocabulary for analysing distinct approaches to ethics, drawing from philosophical frameworks, university approaches to research ethics, and ethical positions commonly used in action research. You'll use the Social Identities Wheel and textbook commentaries on “researcher positionality” to understand how people’s social and ethical attitudes influence qualitative research and its outcomes, both in negative forms that are commonly known as “bias” and positive forms that support collective decision-making and potential for socially beneficial outcomes. You'll learn to create qualitative research tools—text analysis methods, observations, surveys, interviews—while noticing the ethical decision making that informs all your detailed choices in these research processes. You'll tackle complex questions: How do we ensure research is truly collaborative? How can qualitative methods help us understand educational experiences? What makes research serve the public good?

The course assignments are designed to introduce you to the techniques of educational action research and gradually build your ability to analyze ethics and techniques of civic engagement underlying them. You'll participate in several “jigsaw discussions” of methods throughout the semester in which you take responsibility for reading and reacting to an assigned section of a reading. You'll enact the action research attitude of collective responsibility for community development by helping to facilitate a class discussion on your assigned section of the reading—sharing points that make sense to you and questioning ones that are unclear. Canvas quizzes will test you on the course content and include short responses to ethics in research case studies. In your final research project group, you will contribute through a series of guided discussion posts, including ethical analysis of your group's research planning.

The course culminates in a group action research proposal or research report where you'll apply both ethical principles and qualitative research methods to real educational situations. This collaborative project introduces you to the possibilities that open up when researchers and communities share responsibility for improving their social worlds. Through this process, you'll

develop a deeper understanding of how qualitative research methods can be used ethically and effectively by groups working toward positive change, preparing you to engage with research opportunities throughout your university career and beyond.

Course Goals and Objectives Students

will:

- Understand how action research promotes improvement in various educational settings including schools, workplaces, and communities.
- Analyse research activities through multiple ethical frameworks - from research ethics principles of consent and justice to broader philosophical approaches like virtue ethics and ethics of care.
- Learn qualitative research methods essential to action research, including interviewing, survey design, and thematic analysis.
- Practice collaborative research skills through group discussions, jigsaw activities, and a final group research project.

Student Learning Outcomes and Key Assignments

Can Identify, define, and solve problems. Students identify social issues in educational settings that can be addressed through action research, developing skills to propose research-based solutions through collaborative inquiry. Key assignments: Short case studies in textbook; development of research questions and methods for the final project.

Can communicate effectively. Students will develop novice-level skills in posing research questions, writing methods statements, and presenting research findings. Key assignments: Jigsaw discussions, research group discussions, final project write-up.

Have acquired skills for effective citizenship and lifelong learning. The Civic Life and Ethics activities in the class strengthen skills for citizenship and lifelong learning. By engaging issues of research ethics and by understanding the civic potential and participatory dilemmas presented by action research, students will complete the class with improved abilities to conduct and evaluate qualitative research that address citizenship issues. Key assignments: Learning details of qualitative research methods as tested in quizzes; ethics discussions and quiz responses; development of final project.

Can First Year University Students Do Research?

Yes! But the class has been designed to recognize that you are a beginner researcher, and that there is value to spending time learning research methods before you fully enact them. The final project is planned with important kinds of flexibility that will allow you to maintain ethical relationships with people involved in your research planning.

The final group research project will take the form of either a proposal to do research or a report of research that your group has accomplished during the semester. Both options involve creativity, insight, and both fully demonstrate your learning of action research methods during the semester. Your instructor will prepare some possible research activities associated with other Curriculum and Instruction courses for first year students. Your group may instead choose to do a text-analysis project with publicly-available material. Or you may organize a small research activity with one of your social groups, as long as it does not engage sensitive issues..

For your final project, if you begin to collect data but find that it is not working out for some reason, for example, if participants are not as available as they thought they would be during the semester, then your group can switch to the research proposal option at any time. There are only a few sections that need to be written differently, and so the shift is manageable. This ensures that your grade does not require you to pressure participants to engage with your research, so that you will be able to maintain ethical relationships with your research participants. In a single semester, you will not be expected to enact social change, but in class and through the final research project, you will propose responsive possibilities.

The University of Minnesota allows students in research methods courses to practice research activities without the university review known as an IRB protocol as long as these activities do not create vulnerable situations for research participants. The UMN [Investigator Manual](#) provides guidelines and limitations for all the practice research activities in our course (quoted below, version revised August 23, 2024, p. 66). Within these guidelines, it is acceptable for student researchers to either member check or report back anonymised findings to research participants (UMN IRB staff, personal communication, December 17, 2024).

Research projects that occur within courses are designed to provide students an opportunity to practice various research methods such as interview, observation and survey techniques, as well as data analysis. Typically, such projects are quite limited in scope and are not intended for dissemination or to contribute to generalizable knowledge. Course-based research projects and data collection activities:

- *Should not include potentially vulnerable participants or participants younger than 18 years of age;*
- *Should not collect or include sensitive, personal or potentially incriminating information or otherwise put participants at risk; and*
- *The data must be recorded anonymously (i.e., with no name, social security number, or any other code that can be linked to a participant).*

Departmental Commitment to Social Justice

The Department of Curriculum and Instruction is committed to promoting social justice and dismantling racial, socioeconomic, gender and language injustices in education. We actively work to eliminate barriers and obstacles created by institutional discrimination. We are committed to developing future teachers, practitioners, technologists and researchers who are

equipped to identify and challenge systems and structures of racism and oppression in their field(s), locally, and globally.

Attendance and Make-up Work Policy

Although grading is not based on attendance, your attendance is expected at every class because you will be working collaboratively in every class. If you must miss class, please work with the instructor to make-up your assignments within one week. Each assignment includes information on how it can be made up, and the point reduction for being more than a week late. There is one extra credit opportunity: Complete any or all of the university's CITI ethics training (Social Behavioral and Humanistic Research course). Canvas will have more information about accessing this online training.

Assignments

Jigsaw Discussions

- Canvas and in-class components, 4 points each
 - Instructor assigns you to report on one section of a reading
 - Sign up for five jigsaw discussions during the semester
- 20 points

Canvas Quizzes

- Two quizzes during the semester
 - Includes multiple choice questions
 - Includes written ethics analysis for given scenario
 - Two attempts for each quiz
 - Second attempt is in class in groups
 - 15 points each quiz
- 30 points

Research discussion posts

- Five posts during the semester, 4 points each
 - Some posts are group-written
 - Some posts are individually written
- 20 points

Research project and presentation

- In-class presentation, 10 points
 - Short summary of project
 - Explain individual contributions •

Written project

- Uses a google doc or powerpoint template
 - 20 points
- 30 points

There is no final exam in this course Total points
100 points

Optional Extra Credit: CITI Ethics Training CITI
Training on:

Social / Behavioral or Humanist Research Investigators and Key Personnel.

Submit reports for any or all completed modules

5 points for completing all modules

5 points

Schedule

Week	Session 1	Session 2
Introduction: Exploring our concepts of research and of researchers		
1	Welcome to our class on qualitative research methods, with a focus on educational action research! By choosing the University of Minnesota for your undergraduate training, you have chosen a public research university. Research is one of the primary activities that takes place at UMN, but do you know what this means? Can you envision yourself as a potential researcher? In our first class session, we will explore your images of “research” and of “education.” What does it mean to do research? Where does research take place? Who does it? What issues does it address? What does “qualitative research” mean? If research is to serve the public, what kinds of relationships and knowledge should the researcher possess? In small groups, you’ll use drawing tools, “serious play” legos and other objects to build an image of research and researcher. We’ll photograph your constructions, preserve them on our Canvas website, and return to them periodically throughout the class to reflect on your changing views of qualitative research.	
	As a foundation for working together well as a class this semester, and for understanding ethical and purposeful dimensions of qualitative research, we will discuss the Social Identities Wheel, a tool for analyzing our varied and intersecting positions in society. Your assignment for the next class section is to analyze your social identities and select some to discuss in our next class session.	

2	Action research involves several commitments that distinguish it from other forms of research: that the goal of research should be to improve social life; that the researchers' beliefs and social positions influence research processes and outcomes; and that research should be organized through some level of collaboration between researchers and research participants. Chapter 1 of the S & OA textbook outlines ways in which the frame of "education" is relevant in various professional activities such as schools, informal educational settings, workplaces, community work and activism. Learning is fundamental to action research; researchers must adopt an attitude of learning from research participants. We also learn in this chapter that action research can utilize any research method, or technique of gathering and analyzing information, as long as this is carried out ethically. Our goal for this week is to explore how a researcher's social identity can influence an action research project in positive and in limiting ways. We will begin to develop an ethical vocabulary to prepare us for the collaboration and reflection that action research requires. Our first framework for understanding research ethics introduces us to a vocabulary of ethics including: deontological ethics, consequentialist ethics or utilitarianism, virtue ethics, and ethics of care. We will share aspects of our social identities, and then return to the images of research that we created in week 1. We will discuss how personal ethical stances can influence how we can understand the act of carrying out research. We will select and adjust one of the research images to reframe it as an educational endeavor, and then we will analyze it using S & OA's explanation of action research.	
	Due: Due: S & OA, pp. 1-24 Come prepared to discuss one or more of your social identities Kalichman, M. (2010). <u>Introduction: What is research ethics?</u>	(first half of chapter 1).
Research Methods for Analysing Texts		

3	Over the next few weeks, we will continue to learn about action research and broader features of qualitative research with our S & OA textbook. We will also practice our first research methods which involve several techniques of analysing written discourse using publicly available texts such as policy statements, educational mission statements, and public testimonials from educators. There are fewer ethical limitations on analyzing publicly available written texts compared to collecting and analysing information directly from people. This week's method will focus on Carol Gilligan's research technique known as poetic inquiry. She asks researchers to identify all the "I" pronouns in a text as a way of understanding the speaker or writer's social position and perspective. Gilligan's technique is closely associated with her concept of "ethics of care." This week, we will practice constructing and interpreting "I" poems with written texts drawn from an educational situation provided by the instructor. Gilligan's ethics of care emphasizes attending to relationships during the research process. While S & OA do not reference Gilligan's research, their treatment of ethics in chapter 1 is similar, dedicated to the many ways in which action researchers must attend to relationships, between themselves and research participants, and relationships that could change amongst participants who share the research context. We will compare Gilligan's sense of ethics as situated in relationship to those presented by S & OA.	
	Due: Gilligan, C., Spencer, R., Weinberg, M. K., & Bertsch, T. (2006). On the Listening Guide. [Watch my short video overview first] [Jigsaw option 1]	Due: S & OA, pp. 25-42 (second half of chapter 1).

4	This week introduces Critical Discourse Analysis (CDA), which reveals how language carries social power in texts. We'll explore Norman Fairclough's ten questions that help identify how writers and speakers embed power relationships in their word choices and grammar. For instance, we'll learn how vocabulary reflects specific value systems and how grammar structures like passive voice can obscure people's responsibility for social events. You'll work with text samples in small groups to identify these features of texts, focusing on five each day. You'll develop skills to recognize these patterns and understand what "social power" means in practice. As we begin to uncover social power working through texts, we will use these insights to analyze what ethical assumptions authors seem to make, using our ethics vocabulary of deontological ethics, consequentialist ethics/utilitarianism, virtue ethics, and ethics of care. Critical Discourse Analysis will offer you practical tools for both analyzing others' communication and strengthening your own.
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	Due: Fairclough, N. Language and Power, Chapter 5: Critical Discourse Analysis in Practice: Description. Part 1, pp. 109-125 [Watch my short video overview] [Jigsaw option 2]	Due: Fairclough, N. Language and Power, Chapter 5: Critical Discourse Analysis in Practice: Description. Part 1, pp. 126-139 [Watch my short video overview] [Jigsaw option 3]
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5	This week completes our introduction to action research fundamentals. The S & OA textbook distinguishes between qualitative and quantitative research approaches, focusing on how action research creates practical benefits and involves community participation. The authors offer a framework for understanding levels of civic involvement through action research - from passive activities like reading and reflection, to more active engagement through group decision-making and implementing changes in social settings. Building on our previous discussions about language and power, chapter 2 challenges us to use research to examine the taken-for-granted practices of daily life that may prevent people from achieving everything they wish during the research process. This week's lectures will also introduce you to university perspectives on research ethics. University research ethics focus on three core principles: ensuring participants freely choose to participate (voluntary consent), making sure the research benefits outweigh any risks (beneficence), and selecting participants fairly (justice). We will learn about the origins and operation of university committees that review research to ensure that it is ethical (taken up again in S & OA chapter 3). In this class, you are allowed to practice research methods with adults, provided the topics aren't sensitive or potentially distressing, but you cannot present your research outside of class. The exception to this is that text-focused methods such as poetic and critical discourse analysis are not subject to these restrictions. This class will be a time to learn and practice research methods, and hopefully, a time when you will come to see more formal research activities as part of your professional future. This week, you will be introduced to an extra credit opportunity that you can work on throughout the semester, to complete the online ethics training that is the first stage of working with a university research review board.
	Due: S & OA, pp. 43-59 (first half of chapter 2). Due: S & OA, pp. 59-81 (second half of chapter 2).

Qualitative Data Collection Methods

6	Questionnaires Questionnaires are fundamental research tools that require precise design to collect reliable data. Good questionnaire design involves crafting clear questions, choosing appropriate response formats, and considering how question sequence might affect participant answers. Poorly designed questionnaires can produce unreliable data or create discomfort for participants. After a jigsaw discussion on the readings, we will work in groups to critique sample questionnaires by identifying effective and problematic questions. On our second class day, the first 30 minutes will be dedicated to completing Canvas Quiz 1 in small groups. In order to work in a group, you must submit your individual first attempt before class. For the remainder of class, we will examine how ethical frameworks - from basic research principles like voluntary consent to broader perspectives like care ethics - inform responsible questionnaire design.
	Due: Trochim, W.M.K. Research Methods Knowledge Base, four webpages: • <u>Analyzing the question's purpose</u> • <u>Analysing how you want the participant to respond.</u> • <u>How to word the questions</u> • <u>How to sequence the questions</u> [Watch my short video overview] [Jigsaw option 4] Due: • Before coming to class, complete your first attempt on the Canvas quiz. • In class, I will open a second attempt for you, and you will work in small groups to finalize everyone's quiz answers.
7	Observation methods This week introduces observation as a key qualitative research method, with special attention to using formal observation protocols and ethical research practices. While interviews give us people's stated experiences, careful observation allows us to witness behaviors and interactions directly. We'll learn how to use two-column observation protocols that separate descriptive notes (what actually happens) from reflective notes (our interpretations and questions). You'll learn to create detailed field notes using structured protocols while maintaining high ethical standards that protect participants' rights and dignity. The readings provide specific examples of observation protocols and guidelines

	for ethical decision-making in field research. Chapter 3 of S & OA addresses decisions that you must make in the initial stages of an action research project, such as introducing yourself and your research idea to a group of people, understanding social relationships in this community, and the authors' commentary on the institutional research ethics introduced in week 5. The short case studies in Chapter 3 explain that action researchers adopt university requirements of research ethics but usually hold themselves to additional requirements that prioritize relationships and participants' satisfaction with the research, in a similar manner as Gilligan's ethics of care framework.	
	Due: S & OA, pp. 86-106 (first half of chapter 3). Creswell & Creswell Báez (2020). Conducting a good observation. [Jigsaw option 5]	Due: S & OA, pp. 107-121 (second half of chapter 3).
8	Interviews and Focus Groups Interviews and focus groups are powerful ways to gather detailed information about people's experiences and perspectives. While questionnaires give us numbers and basic responses, these methods allow for deeper conversations and unexpected insights. This week, we'll learn when to choose interviews versus focus groups, and how to plan them effectively. Chapter 4 of S & OA provides our foundation for understanding these methods. Lecture also summarizes recommendations from key researchers Breen (2006) and Patton (2015), whose work offers additional practical guidelines for crafting good questions, structuring conversations effectively, and selecting focus group participants. While these supplementary readings are available on the course website, they are not required reading.	
	Due: S & OA, pp. 122-137 (first half of chapter 4).	Due: S & OA, pp. 138-161 (second half of chapter 4).
Research Planning		

9	Form research groups
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	During this week, we'll form about five groups to work on the final research project in the class. You'll work with this group frequently for the rest of the semester. On day 1 this week, the full class will discuss and outline possible research topics, with guidance from the course instructor. The instructor will present possible research participant groups associated with the Department of Curriculum and Instruction, though your group can also propose to research with a different participant group of non-vulnerable adults. Then we'll organize everyone into research teams. You'll revisit the Social Identities Wheel from early in our class, and share ideas about what draws you to this research topic, and ways in which your social identities or organizational approaches to group work bring strengths and challenges to the shared project. You'll begin to craft a research question, and choose one data collection tool that you think will fit the research goals well. On Day 2 this week, in class, your group will complete a Google survey that will serve as the plan for your final project. Through the survey, you'll develop a research question, explain who your research participants will be, decide between the conduct and propose research options, select a data tool that you will prepare. The survey will be editable, so you will be able to adjust the plan as you get deeper into your research experience. The survey will be viewable by the full class.	
	Due: Review the Social Identities Wheel	Due: Research discussion 1: Proposal and research question / goal (one post per group)

10	Develop data collection tool On both days this week, you'll spend time in your final project group to develop a data collection tool for your project—a survey, an interview or focus group plan, or an observation protocol. If your group is doing a text-oriented project such as poetic inquiry or critical discourse analysis, you'll select your text, and then develop a statement of about 200 words to explain your planned approach, including a brief, preliminary example. Also this week, Chapter 5 of the S & OA textbook addresses the second stage of the action research cycle Look-Think-Act. In our textbook, "Think" refers to analyzing information collected through your research activities. This sets the stage for the next few weeks in class on various ways to analyze data. S & OA give a non-technical and accessible overview of analytical ideas known as coding, thematic analysis, and analysis through diagramming, in a manner that could be carried out collaboratively with research participants if that's how the project is designed. Lectures this week will also highlight qualitative, nonprobabilistic sampling strategies.
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	Due: S & OA, pp. 162-178 (first half of chapter 5).	Due: Research discussion 2: Data collection tool (one post per group) S & OA, pp. 179-195 (second half of chapter 5).
Data Analysis		

11	Coding This week builds on our introduction to data analysis from Chapter 5, focusing on different approaches to coding - ways of organizing and making sense of your data. Lectures will explore inductive coding, where you let categories emerge from your data, including hands-on techniques like process coding (focusing on actions) and in vivo coding (using participants' own words). We'll also cover deductive coding, in which you use your knowledge of a situation to choose important ideas that you are going to tag or note before you begin reading responses. If you end up collecting data during your final project, you'll choose between an inductive or deductive coding approach. During group work time, you'll plan whether to implement your group's data tool with research participants organized in consultation with the course instructor, or whether your group prefers to work towards a research proposal format for the final paper. On day 2 this week, each group member will post a 50-word summary of a source relevant to your project, with proper APA citation. Your group should organize so that at least one post includes a scholarly source.		
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 10px; vertical-align: top;"> Due: Due: Delve, Ho, L., & Limpaecher, A. (2024a, November 21). <i>Deductive and Inductive Coding in Qualitative Research</i> https://delvetool.com/blog/deductiveinductive S & OA, pp. 196-223 (chapter 6). </td><td style="width: 50%; padding: 10px; vertical-align: top;"> Research discussion 3: APA style reference (one post per person) </td></tr> </table>	Due: Due: Delve, Ho, L., & Limpaecher, A. (2024a, November 21). <i>Deductive and Inductive Coding in Qualitative Research</i> https://delvetool.com/blog/deductiveinductive S & OA, pp. 196-223 (chapter 6).	Research discussion 3: APA style reference (one post per person)
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12	Thematic analysis This week we move from coding to the broader process of thematic analysis - finding meaningful patterns across your coded data. Chapter 5 introduced these ideas, and we'll deepen our understanding through lecture and a step-by-step video demonstration. The video will reinforce concepts from your textbook, showing how researchers move from initial codes to larger themes that tell the		

	story of what they found in their data. During group work time, you'll practice identifying themes in your own project data or sample data, with instructor consultation available. We'll discuss strategies for organizing themes visually and writing about them clearly - skills you'll need for your final project presentation. With this week, we'll finish our work with the S & OA textbook with their "Act" chapter on planning and implementing action steps. A key idea here is that action research can use both short and long Look-Think-Act cycles. For example, revising a survey based on initial stakeholder feedback could be an action in a short cycle, that contributes one small action leading to more comprehensive actions as the project matures. The chapter also discusses critical decisions that researchers must make in representing and presenting participants contributions to the research project. Both these components of the "Act" stage will involve us in analysis of ethics and issues of civic engagement.	
	Due: Due: Nothing S & OA, pp. 234-266 (chapter 6). Delve. (2020, September 8). Thematic analysis Explanation and step by step example [Video]. YouTube. https://www.youtube.com/watch?v=rvMf1cbctYM	
Finalizing Research		

13	With this week, we'll begin class completion activities. On Day 1 of this week, you'll return your Day 1 group to reflect on the image of research that you created on the first day of class. Your discussion will uncover your deeper understanding of qualitative research, ethics, and the potentials for qualitative research to serve goals of civic life. This in-class discussion will prepare you for a paragraph-length reflection that will be part of Canvas Quiz 2. On our second class day, the first 30 minutes will be dedicated to completing Canvas Quiz 2 in small groups. In order to work in a group, you must submit your individual first attempt before class. On each class day, you'll have collaborative work time in your research project groups. You'll use the project templates to craft an impactful research proposal or report. Groups will meet individually with the instructor for guidance and feedback. Depending on the trajectory of your project, you may be analyzing interview or survey data, carrying out one of the text-oriented analysis methods that we've studied, crafting positionality statements or statements about the significance of your idea for research, or polishing the APA style reference	
	section for your project.	
	Due: Research discussion 4: Report progress on a personal contribution (one post per person)	Due: • Before coming to class, complete your first attempt on the Canvas quiz. • In class, I will open a second attempt for you, and you will work in small groups to finalize everyone's quiz answers.
14	Each class session this week focuses on collaborative work time for research project completion. Groups will meet individually with the instructor for guidance and feedback. We'll also gather as a full class for 30 minutes each day, during which groups will share their progress, raise questions, and engage in collaborative problem-solving with their peers. These discussions will help refine projects and address common challenges that emerge during the final stages of research.	
	Due: Due: Nothing Research discussion 5: Progress report for research participants. Peshkin (1988). <i>In search of subjectivity: One's own.</i>	
15	Presentations and Class Party	

	This week brings us to the end of our class! Throughout the semester, we've explored qualitative research methods and how action research can create meaningful change in communities. We've examined research through ethical frameworks and considered our responsibilities as engaged citizens and researchers. I hope you've gained both practical research skills and an understanding of how thoughtful, ethical research can be a powerful tool for social impact. As you continue your journey at the University, you'll find many opportunities to engage with research - whether through coursework, independent projects, or working with faculty. These opportunities can help you further develop as both a researcher and an ethical contributor to civic life. Your final research projects are due on Canvas. On our last day of class, you'll present your work to the class, and we'll have a class party!
	Due: Research project Research presentation

Assignment Rubrics and Make-up information

Jigsaw Discussion (On Canvas and in Class)	
Canvas post complete Length is 40 to 50 words	1 point
Canvas post: Explain a point from the reading	1 point
Canvas post: Explain a question you have	1 point
In class: Respond to others with one of your Canvas observations	1 point
How to make up this assignment	

Extended discussion post:

- Complete the Canvas post
- Your post should be about 100 words.
- It should respond to your classmates' ideas.
- After one week, you can still complete the post, but your grade is reduced by 1 point.

Canvas Quiz (Open book and notes)**Multiple choice section**

10 points

Response to ethics scenario

5 points

How to make up this assignment**Arrange to make up the quiz within 1 week**

- You get two attempts—one before class and one during class.
- Open book and notes
- You are allowed to confer with classmates about the quiz, but you won't be able to use class time in groups for it.
- After one week, you can complete the quiz, but your grade is reduced by 4 points.

Research Project Discussions (On Canvas)**Complete post**

The prompt varies as indicated in the weekly schedule. Some posts are developed as a group, and some are based on your individual contribution. These posts are organizational – They help your research group move through the stages of the research project.

2 point

Thoroughness of post

You responded to the prompt in a thoughtful way that is useful to your group.

3 points

How to make up this assignment
Arrange to make up the post within 1 week • Even if it is late, your post must contribute something useful for your group's development of the research project. • After one week, you lose 1 point.

Research Project and Presentation (On Canvas)	
Share project with the class Your group will need to upload a copy of your project to our class sharing folder. This allows people in the class to view your project but protects it from people outside our class.	1 point
Upload project to Canvas In a second step, you need to submit a copy to the Canvas assignment for grading	1 point
Presentation • Organized, well-prepared six minute summary. • Each member participates. • Explain the specific contributions of each group member. • Explain at least one ethics decision. • Explain at least one methods decision associated with your data collection tool or process.	10 points

Project • Includes components specified in the project template. • Includes a description of methods. • Includes a data collection tool. • Includes ethics statement. • Reference section includes sources from the class and group. • Well-written and organized. • Uses APA style.	10 points
How to make up this assignment	
Because this is due on the last day of class, there are no make ups unless pre-arranged with the instructor.	

Ethics Training Extra credit	
Submit evidence of working on CITI ethics training (any portion, any score)	2 points
Submit completion report	3 points
Submit any time before the last day of class. No make ups unless pre-arranged with the instructor.	

Course Bibliography

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University Policies

Workload Expectations

Student workload expectations per undergraduate credit. For fall or spring semester, one credit represents, for the average University undergraduate student, three hours of academic work per week.

Student Conduct Code

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected to adhere to Board of Regents Policy: *Student Conduct Code*. To review the Student Conduct Code, please see:
https://regents.umn.edu/sites/regents.umn.edu/files/2022-07/policy_student_conduct_code.pdf

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach and/or a student's ability to learn." The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities.

Use of Personal Electronic Devices in the Classroom

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each instructor to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference: <https://policy.umn.edu/education/studentresp>.

Scholastic Dishonesty

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code:

https://regents.umn.edu/sites/regents.umn.edu/files/201909/policy_student_conduct_code.pdf)

If it is determined that a student has cheated, the student may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: <https://policy.umn.edu/education/instructorresp>.

The Office for Community Standards has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: <https://communitystandards.umn.edu/avoid-violations/avoiding-scholastic-dishonesty>. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class, e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

Makeup Work for Legitimate Absences

Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see: <https://policy.umn.edu/education/makeupwork>.

Appropriate Student Use of Class Notes and Course Materials

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond

the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: <https://policy.umn.edu/education/studentresp>.

University Grading Scales

The University has two distinct grading scales: A-F and S-N.

A-F grading scale. The A-F grading scale allows the following grades and corresponding GPA points:

Grade	GPA Points	Definitions for undergraduate credit
A	4.000	Represents achievement that significantly exceeds expectations in the course.
A-	3.667	
B+	3.333	

B	3.000	Represents achievement that is above the minimum expectations in the course.
B-	2.667	
C+	2.333	
C	2.000	Represents achievement that meets the minimum expectations in the course.
C-	1.667	
D+	1.333	

D	1.000 -	Represents achievement that partially meets the minimum expectations in the course. Credit is earned but it may not fulfill major or program requirements.
F	0.000	Represents failure in the course and no credit is earned.

S-N grading scale. The S-N grading scale allows for the following grades and corresponding GPA points:

Grade	GPA Points	Definitions for undergraduate credit
S	0.00	Satisfactory (equivalent to a C- or better)
N	0.00	Not Satisfactory

For additional information, please refer to: <https://policy.umn.edu/education/gradingtranscripts>.

Sexual harassment, sexual assault, stalking and relationship violence

The University prohibits sexual misconduct, and encourages anyone experiencing sexual misconduct to access resources for personal support and reporting. If you want to speak confidentially with someone about an experience of sexual misconduct, please contact your campus resources including the Aurora Center, Boynton Mental Health or Student Counseling

Services (<https://eoaa.umn.edu/report-misconduct>). If you want to report sexual misconduct, or have questions about the University's policies and procedures related to sexual misconduct, please contact your campus Title IX office or relevant policy contacts.

Instructors are required to share information they learn about possible sexual misconduct with the campus Title IX office that addresses these concerns. This allows a Title IX staff member to reach out to those who have experienced sexual misconduct to provide information about personal support resources and options for investigation. You may talk to instructors about concerns related to sexual misconduct, and they will provide support and keep the information you share private to the extent possible given their University role.

https://regents.umn.edu/sites/regents.umn.edu/files/2019-09/policy_sexual_harassment_sexual_assault_stalking_and_relationship_violence.pdf

Equity, Diversity, Equal Opportunity, and Affirmative Action

The University provides equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, membership or activity in a local commission created for the purpose of dealing with discrimination, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy:

https://regents.umn.edu/sites/regents.umn.edu/files/2019-09/policy_equity_diversity_equal_opportunity_and_affirmative_action.pdf.

Disability Accommodations

The University views disability as an important aspect of diversity, and is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center (DRC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

- If you have, or think you have, a disability in any area such as, mental health, attention, learning, chronic health, sensory, or physical, please contact the DRC office on your campus (UM Twin Cities - 626.1333) to arrange a confidential discussion regarding equitable access and reasonable accommodations.
- Students with short-term disabilities, such as a broken arm, can often work with instructors to **minimize** classroom barriers. In situations where additional assistance is needed, students should contact the DRC as noted above.
- If you are registered with the DRC and have a disability accommodation letter dated for this semester or this year, please contact your instructor early in the semester to review how the accommodations will be applied in the course.
- If you are registered with the DRC and have questions or concerns about your accommodations please contact your (access consultant/disability specialist).

Additional information:

- Crookston - <https://www.crk.umn.edu/units/disability-resource-center>, myers062@crk.umn.edu

- Duluth - <http://www.d.umn.edu/disability-resources>, access@d.umn.edu • Morris - <http://www.morris.umn.edu/academicsuccess/disability/>, hoekstra@morris.umn.edu
- Rochester - <http://r.umn.edu/student-life/student-services/disability-resources>, sdzavada@r.umn.edu
- Twin Cities - <https://diversity.umn.edu/disability/>, drc@umn.edu

Mental Health and Stress Management

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: <http://www.mentalhealth.umn.edu>.

Academic Freedom and Responsibility, *for courses that involve students in research*

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom and conduct relevant research. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.* When conducting research, pertinent institutional approvals must be obtained and the research must be consistent with University policies.

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost. *[Customize with names and contact information as appropriate for the course/college/campus.]*

** Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".*