

THE UNIVERSITY OF ALABAMA

Course Inventory

Date 09/29/17 Department Ed. Studies College College of Education

PROPOSAL TO OFFER A NEW COURSE, CHANGE AN EXISTING COURSE, OR DELETE AN EXISTING COURSE

(Please attach a copy of course syllabus for Office of Academic Affairs)

Course No. BER 636

Add Change Inactivate

Type of modification:

Title _____ Description _____ Credit hours _____

Type _____ Grade _____

Number _____ Old _____
New _____

Classification of Instructional Programs (CIP) # _____

Title Qualitative Interviewing

Short Title (30 characters or less) _____

FILL IN ALL REMAINING PARTS FOR A NEW COURSE, BUT MARK ONLY THE APPLICABLE PORTIONS FOR CHANGES TO AN EXISTING COURSE.

DESCRIPTION:

This course serves as an introduction to qualitative interviewing in human subjects research. Topics covered include:

- 1) Types of qualitative interviews (e.g., phenomenological, ethnographic, feminist, and focus group interviews);
- 2) The ways that theoretical frameworks have historically shaped interviewing and the ways that theories inform students' interviewing approaches; 3) The ethical concerns of conducting different forms of interviews with different populations.

1. Credit Hours 3

2. Prerequisites BER 631 or equivalent

3. Corequisites _____

4. Cross Listed (Equivalent Courses) _____
Cross listed courses refer to the same course offered at the same level by different departments at the same time in the same room.

5. Slash Listed (Equivalent Courses) _____

Slash listed courses refer to the courses offered by the same department at different levels.

... Please note policy regarding slash listing of courses for undergraduate and graduate credit on reverse side of this page. Attach separate forms for graduate and undergraduate slash-listed courses, and ensure that the catalog descriptions and course requirements reflect the graduate/undergraduate differentiation.

6. Mark one of the following course grading patterns:

(a) Letter grade _____

(b) Pass/fail _____

7. Indicate one of the following types of instruction:

(a) Seminar _____ (b) Lecture _____

(c) Independent Study _____ (d) Laboratory _____

(e) Thesis/Dissertation _____ (f) Field Experience _____

(g) Recitation/Discussion/Quiz _____ (h) Lecture/Laboratory _____

(i) Activity/Performance/Studio _____ (j) Clinic _____

(k) Research _____ (l) Online _____

(m) Blended _____ (n) Lec w/Recitation/
Discussion/Quiz _____

8. Attributes

(a) Service Learning _____

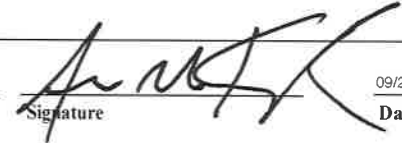
(b) Honors _____

9. If this is a change for an existing course, indicate the nature of the change, and whether substantive changes have been made in either course content or requirements, and list programs that might be affected by the change.

10. Maximum Repeat: 3 (Total number of credit hours; not total number of times)

11. If the content of this course might overlap with other existing courses, describe your efforts to consult other departments about potential course duplication.

Department Head: Dr. Aaron Kuntz


Signature

09/29/17017

Date

October 10, 2017

Dear AIC Members:

I am submitting this proposal for a new course, BER 636: Qualitative Interviewing, for the Educational Research Program, specifically in the Qualitative Research program of study. This course was taught as a BER 695: Special Topics in Educational Research course during spring semester 2017.

Attached is the Course Inventory as well as 10 copies of the syllabus and course schedule. Please feel free to contact me with any questions.

Thank you,



Stephanie Anne Shelton, Ph.D.
Assistant Professor of Educational Research
Department of Educational Studies
sashelton@ua.edu

**COLLEGE OF EDUCATION
NEW COURSE PROPOSAL FORM**

COURSE NUMBER/NAME BER 636: Qualitative Interviewing

- A. Complete the University of Alabama *Course Inventory* form and attach it as the cover page to this request.
- B. Attach a syllabus for the course which includes:
1. Course number, title and number of credit hours
 2. Catalog course description, including all prerequisites.
 3. Course goals and specific educational objectives for each major instructional unit.
 4. Required text(s) and/or readings.
 5. Description of required clinical experiences and assignments, if appropriate.
 6. Description of assignments.
 7. Number and nature of examinations, including policy for make-up tests.
 8. Grading procedures for tests and assignments.
 9. Procedures for determining final grades.
 10. Attendance policy.
 11. Policy on academic misconduct.
 12. Policy on reasonable accommodation.
 13. Course bibliography, if appropriate.
- C. Provide the following information for review by the Department Head.
1. Describe the rationale for the course.

This course serves as an introduction to qualitative interviewing in human subjects research. Topics covered include: 1) Types of qualitative interviews (e.g., phenomenological, ethnographic, feminist, and focus group interviews); 2) The ways that theoretical frameworks have historically shaped interviewing and the ways that theories inform students' interviewing approaches; 3) The ethical concerns of conducting different forms of interviews with different populations.
 2. Name the proposer of the course and any other faculty who are qualified to teach the course. Describe any specific qualifications and capabilities an individual must have to teach this course.

Stephanie Anne Shelton, Ph.D., is a qualitative methodologist and has experience conducting a variety of types of qualitative interviews. She has published both empirical and methodological scholarship both evaluating and based on qualitative interviews and is qualified to teach this course. Other qualified individuals should have foundational knowledge of the interview-based aspects of qualitative research as a field, including their theoretical underpinnings, their ethical implications, and their practical applications. Additionally, any other qualified individuals should have experience both conducting qualitative interviews and writing about interview-based data.

3. Indicate the programs(s) of study, majors (s), and/or minors, or other general curriculum in which this course will be included.

Program(s): Educational Research

Major(s): Ph.D.s in Educational Research, Social and Cultural Foundations, Educational Leadership, Higher Education, and any other majors in the College of Education or across the university in which qualitative interviewing might be conducted and understood to be a valuable research method.

Minor(s): Any Qualitative Research Certificate students

4. Indicate how frequently and during which semesters the class will be offered.

This course would be offered every other year in the Spring semester.

5. If a fee will be charged for the course, indicate the amount of the fee and describe how the fee will be used.

No fees will be charged.

6. Describe the system of evaluation that will be used to determine whether the course should continue to be offered in the future. Discuss the types of data that will be collected and the procedures that will be used to determine the effectiveness of the course.

This course will be evaluated on three (3) criteria: 1) student enrollment; 2) student feedback; 3) continued relevance to the field of qualitative research, to the UA College of Education, and to Educational Research. 1) Enrollment data will be both available through Banner and kept by the instructor. 2) Student feedback data will be based on both formal Student Opinions of Instruction surveys provided at the completion of the course and informal evaluations provided by the students and sought by the instructor throughout the course. 3) The instructor will be responsible for being attentive to the ways that the the field of qualitative research, to the UA College of Education, and to Educational Research continues to understand the purposes and values of qualitative research, to ensure that the course remains relevant with continuing trends in research and with continuously changing methodological discussions in education. Course readings and assignments will be revisited at the end of each course offering to ensure that they remain current and applicable to contemporary discussions and debates.

D. Provide the following information for review by the Department Head and the Dean:

1. Describe the resources that will be needed to support the course (e.g., allocation of faculty, space, equipment, library materials, computers, travel, consultant honoraria, and/or other needs). Also, indicate how these needs will be met (e.g., course deletion and reallocation of faculty load).

This course will require one instructor of record faculty member and classroom space every other Spring semester. Given that there are currently three (3) core qualitative research faculty members, and that there is constant recruitment for both Educational Research Ph.D. students and Qualitative Research Certificate students, there is additional need for courses to be taught per each instructor's load and to ensure that students' instructional needs are met. There is therefore space in the course offerings for a faculty member to continue to support current course offerings while also taking on the responsibility for this course.

RECOMMEND FOR APPROVAL:


Department Head

9/28/17
(date)

E. Provide the following information for review by the Curriculum Committee:

1. New Course Proposal Form with required signatures
2. List other courses, if any, which duplicate content to be covered in the proposed course and describe discussion with the faculty in the units offering those courses regarding the need for/appropriateness of the course duplication.

n/a

3. Describe the impact this course will have on other courses and programs of study (e.g., enrollments, course substitutions, course deletions, and total program hours).

This course will have a positive impact on qualitative courses and programs of study. The class expands course offerings and emphasizes one of the most common methods within qualitative research, while also providing students a class which they might use to satisfy the course work for the Qualitative Research Certificate plan of study. The plan to offer this course every other spring ensures that it will not conflict with other courses of its kind, while also ensuring that it complements other course offerings with which it will be offered concurrently, such as Qualitative Research I and II. It is not expected to have a negative impact on the enrollment of other qualitative inquiry courses.

4. If the course will be cross-listed with another department, attach a written statement from the appropriate department/area head(s) that the materials submitted are required by all departments/areas involved in teaching the course.

n/a

5. Describe how this course will meet specific curricular requirements in the College (e.g., infusion of multiculturalism across the curriculum, inclusion of special needs across the curriculum).

This course will provide both practical application and theoretical considerations of a commonly applied methodological approach. Students may use the information and assignments available through this course in relation to dissertations and other research studies. Additionally, the course's emphasis on different interview approaches, including ethnographic and feminist interviewing, provides students with readings, discussions, and experiences that examine how topics such as gender, race, ethnicity, and culture matter in conducting qualitative interviews.

RECOMMEND FOR APPROVAL: _____
Chair, Curriculum Committee (date)

APPROVED _____
Dean (date)

BER 636: Qualitative Interviewing (3 credit hours)

Spring 2017

Thursdays, 5:00-7:50 pm
Graves Hall 327

Instructor: Dr. Stephanie Anne Shelton

Email: sashelton@ua.edu

Department of Educational Studies in Psychology, Research Methodology, & Counseling

Office: 210 Graves Hall

Office Phone: (205) 348-0885 (email is better than calling)

Office Hours: TR, 3:55-4:55pm & by appointment

Course Pre-requisite(s):

All students enrolled in this course are expected to have a strong understanding of core qualitative research concepts.

As a result, students should have taken **BER 631 or an equivalent**.

Course Description:

This is a special topics course that examines interviewing in qualitative educational research. The course will consider various interviewing and transcription approaches and the research designs best served by specific approaches. Additionally, the course will examine the conceptual and theoretical frameworks that inform interviewing as a research approach, the criteria used to assess interviewing, the range of ethical issues in interviewing, the relationships between interviewers and interviewees, and the ways that interviewing is implemented across various research situations and designs. Students will consider issues such as selecting interviewing approaches, interview participants, transcription conventions, and data analysis approaches.

Course Objectives:

As a learner in this course, you will...

- Examine your subjectivities in relation to your research design, research questions, interviewing approaches, transcription conventions, and other research processes.
- Consider the ways that different theoretical frameworks inform the selection and use of interviewing, and be able to articulate how your theoretical framework contributes to and informs your own research.
- Discuss ethical dilemmas and the complexities of interviewer/interviewee relationships in qualitative interviewing.
- Consider the ways that intersections of various identities (e.g., race, ethnicity, socioeconomic class, gender, gender identity, sexual orientation, disabilities, level of education) shape your decisions as a researcher in the research design stage, as an interviewer and transcriber in the data collection stage, and as a researcher in data analysis stage.
- Practice and evaluate different forms of qualitative interviewing (e.g., Socratic interview, ethnographic interview, phenomenological interview, focus group)

- Evaluate interview skills in order to identify, develop, and demonstrate high quality interviewing skills in various interviewing formats.
- Evaluate your role as both an interviewer and interviewee, in both individual and focus group settings.

Student Learning Outcomes:

As a student in this course, you will learn...

- how to conduct a variety of qualitative interviews (e.g., phenomenological, ethnographic, narrative, and focus group interviews).
- the theoretical frameworks that have informed the field of qualitative interviewing.
- how to craft research questions and interview research designs that align with appropriate theoretical frameworks and overarching research purpose(s).
- to apply reflexivity to your interviewing practices, as a means of evaluating subjectivities, bias, and interviewer effectiveness.
- how to examine a range of ethical considerations when conducting human subject interviews, and how to respond appropriately when ethical concerns arise in qualitative interviewing.

Outline of Topics in this Course:

See the Course Schedule for a full list of topics and readings for this course.

Required Text(s):

Kvale, S. & Brinkmann, S. (2009). *InterViews: Learning the craft of qualitative research interviewing* (2nd ed.). Thousand Oaks, CA: Sage.

Other course material(s): Choose ONE of the following:

Book should be read independently prior to class in Week 8.

Griffin, G. (2016). *Cross-cultural interviewing: Feminist experiences and reflections*. New York, NY: Routledge.

Mishler, E. (1986). *Research interviewing: Context and narrative*. Cambridge, Mass: Harvard University Press.

Riessman, C. K. (1993). *Narrative Analysis*. Thousand Oaks, CA: Sage.

Ritchie, D. A. (2003). *Doing oral history: A practical guide* (2nd ed.). Oxford: Oxford University Press.

Rubin, H. J., & Rubin, I. S. (2011). *Qualitative interviewing: The art of hearing data* (3rd ed.). Thousand Oaks, CA: Sage.

Salmons, J. (2010). *Online interviews in real time*. Los Angeles, CA: Sage.

Seidman, I. (2012). *Interviewing as qualitative research: A guide for researchers in education and the social sciences* (4th ed.). New York: Teachers College.

Skinner, J. (2013). *The interview: An ethnographic approach* (Reprint). New York, NY: Bloomsbury Academic.

Another applicable book proposed by the student and approved by the instructor.

Conduct, Policies, & Procedures:

Classroom Culture: This course will be dialogic in nature. You should feel free to engage in an open expression of ideas and should demonstrate an openness to your colleagues' ideas. It is expected that students will bring differences of experiences and opinions to the class context, and I believe that respectfully communicating these differences contributes to a valuable space of learning. In other words, we need to value one another as peers and learners, no matter how strongly we may disagree. You are encouraged to not only take advantage of these opportunities

to reflect on your own work, but also to learn from the information and ideas shared by other students.

Further, please be mindful in your class participation by not unfairly dominating discussions or by not verbally participating at all. My goal is to create a dialogically and psychologically supportive space in which everyone feels that they can participate and contribute.

The University of Alabama is committed to an ethical, inclusive community defined by respect and civility. The UAct website (www.ua.edu/uact) provides a list of reporting channels that can be used to report incidences of illegal discrimination, harassment, sexual assault, sexual violence, retaliation, threat assessment or fraud.

Attendance Policy: Prompt and regular attendance is expected. Students are permitted *one (1)* absence, regardless of reason—no documentation or prior notice is necessary but is welcomed. Missing **two (2)** class meetings (6 hours of a 3-hour-credit course) results in completing a final exam paper, the topic of which will be made available during week 12 of the semester. **You are responsible for contacting me to get the paper topic.** Failure to complete the final exam paper will result in the deduction of 5 points from your final grade. Missing **three (3) or more** classes will result in the deduction of 10 points from your final grade, dropping it one letter grade. Arriving late or leaving early counts as missing a class. Additionally, regular tardiness will add up to equal absences. **Each time that student arrives to class late** (within the first 15 minutes of class) more than 3 times, they will accrue the equivalent of 1 absence. Students who are late by more than 15 minutes from the beginning of class time will be considered absent for that class day. Please email me or see me privately if you have a conflict with a scheduled class meeting.

Class Interruption Policy: Cell phones should be turned off during class, and other technology (laptops, tablets, etc.) should be used for class-related purposes only. This includes me. Browsing the internet, social networking, tweeting, checking email, instant messaging, texting, or other forms of distraction are not appropriate or permitted.

Reasonable Accommodations Policy: It is the policy of the College of Education to make reasonable accommodations for qualified individuals with disabilities. Students with disabilities are encouraged to register with the Office of Disability Services by calling (205) 348-4285. Thereafter, you are invited to schedule appointments to see the course instructor during office hours to discuss accommodations and other special needs.

Academic Misconduct:

- Students are expected to be familiar with and adhere to the official Code of Academic Conduct provided in the Online Catalog (<https://catalog.ua.edu>).
- “All students in attendance at The University of Alabama are expected to be honorable and observe standards of conduct appropriate to a community of scholars. Academic misconduct by students includes all acts of dishonesty in any academically related matter and any knowing or intentional help or attempt to help, or conspiracy to help, another student commit an act of academic dishonesty. Academic dishonesty includes, but is not limited to, the following acts, when performed in any type of academic or academically related matter, exercise or activity:
 - o Cheating: Using or attempting to use unauthorized materials, information, study aids or computer-related information.

- o Plagiarism: Representing the words, data, works, ideas, computer programs or output, or anything not generated in an authorized fashion, as one's own.
- o Fabrication: Presenting as genuine, any invented or falsified citation or material.
- o Misrepresentation: Falsifying, altering or misstating the contents of documents or other materials related to academic matters, including schedules, prerequisites and transcripts.”

Academic Work Duplication:

Any submission of academic work designed to meet the requirements of a particular credit-bearing course is assumed to be work completed for that course and only that course; the same material submission, or material that is substantially similar, may not be used to meet the requirements of another course. Any violation of this rule may result in a referral to the Associate Dean for Student Services and Certification for disciplinary action.

Assignments:

Please complete reading and written assignments by the due date. **Late submissions will not be accepted.** In extenuating/ emergency circumstances, please contact me to schedule a meeting in order to present documentation of your circumstances and possibly to negotiate an extension. Extensions may be granted on a case-by-case basis at my discretion.

It is important that written assignments reflect a thoughtful attention to both content and quality. Additionally, all assignments should meet the standards of APA Style including 12-point font size, Times New Roman, double spaced, 1-inch margins, and proper citations and references. Electronic submissions should be saved as Word documents (.doc or .docx) in the following format:

last name_first initial_AssignmentName.doc (i.e. Shelton_S_BracketingInterview.doc)

Assignment #1: Bracketing Interview

You and another student, preferably one you do not know and who is outside your discipline/emphasis/interest area, will each conduct a 15-30 minute bracketing interview with the other, centering around the interviewee’s research interests. Each interview will be audio recorded. After you listen to the audio of the interview in which you were the interviewer, you will write a 4-5 page reflection paper (double spaced, 12 point Times New Roman, 1 inch margins) that will include:

- A 1 page summary of the content of the interviewee’s reflections;
- A 2-3 page section with suggestions to the interviewee about issues/questions/readings related to their topic that they might consider in the future;
- A 1 page reflection on your skills, strengths, and areas needing improvement as an interviewer.

Due Date: Friday, January 27th, by 11:59pm in Blackboard

Assignment #2: Individual Oral History Interview

You will design an oral history interview with the oldest member of your family who is able to tell about their life (in person, if possible). If you do not have a family member available, we can discuss alternatives. The interview must be *at least* an hour in length. The written component should be double spaced, 12 point Times New Roman, with 1 inch margins. The project will include the following elements:

- ½-1 page: A description of your participant and why this individual was a good choice, beyond their age.
- ½-2 pages: The interview protocol (interview questions).
- A transcription of the full interview.
- 2-4 pages: A reflection on the interview itself, including your abilities as an interviewer in this context.

Due Date: Friday, March 24th, by 11:59pm in Blackboard

Assignment #3: Focus Interview

You will lead a 30 minute focus group interview on a topic of your choosing during class time, which will be videotaped (you can check out AV equipment from the library or OIT, or use your own tablet/phone/laptop). After viewing your focus group interaction, you'll write a 4 page paper that will include:

- A ½-1 page summary of the content of the focus group interaction and why you selected the topic;
- 2½-3 page self-analysis and self-critique of your skills as a focus group moderator.

Consider questions such as:

- What kinds of interactions were generated? For example, were exchanges conversational? Did participants readily express their opinions? Did everyone participate?
- What were your challenges, how did they matter, and how did you deal with them? For example, did you have dominant or non-participatory individuals? Did the AV equipment work?
- What were your responses as a moderator? Were they effective? What might you change in the future?
- What did you do well? How might you have similar successes in the future?
- What would you change in the future if you conducted focus group interviews?

Due Date: Monday, April 10th, by 11:59pm, in Blackboard

Assignment #4: Semi-structured Individual Research Interview(s)

In this course, you will conduct 1-2 semi-structured individual research interview(s), which may either be conducted in relation to an active IRB that includes IRB approval for interviewing that you have or on which you are listed as a researcher, OR you may engage in interviews based on a study that you propose for the purpose of fulfilling course requirements. For this assignment, you must either conduct 2 30-minute interviews or 1 60-minute interview. The minimum length of any interview must be 30 minutes; for any one interview that ends up being shorter, you will need to conduct an additional interview that is at least 30 minutes long. If you choose to turn in one interview, that interview must be at least 60 minutes in length. You will include the audio file(s) when you submit the transcript(s).

Due Date: Friday, April 21st, by 11:59pm, in Blackboard

Assignment #5: Interviewer Analysis and Reflection

You will re-transcribe 3 minutes during which you're talking from any interview that you've conducted this semester (bracketing interview, focus group interview, oral history interview, research interview(s)) using Jeffersonian transcription conventions. You'll then reflect on the transcription in a short paper. The 2-3 page paper (double spaced, 12 point Times New Roman, 1 inch margins) should consider:

- What did this transcription approach reveal that wasn't noticed/evident before?
- What did you notice about your interaction style and utterances?
- If you're transcribing a section where both you and the interviewee are talking, what do you notice about the interviewee's responses and how your phrasing/questioning is shaping them?
- If you're transcribing a section where only you speak, look at what comes next and consider how the participant responded to your talk.
- What have you learned about your interaction in the research interview?

Due Date: Monday, May 1st, by 11:59pm, in Blackboard

Ongoing Assignment: Reading Summaries

You will be responsible for 3 reading summaries over the course of the semester, which you'll post in the Discussion section of Blackboard. You'll sign up for these readings in class. These should be posted on the day before the readings are due for class, be 200-250 words in length (not substantially longer or shorter), summarize the key points made in the article, and post at least 2 discussion questions related to the reading. You may also pose comprehension questions, for areas that weren't clear or for terms that you didn't understand—doing so will help you and your peers. However, comprehension questions aren't the same as discussion questions, which have no straightforward answer and which invite a range of interpretations and ideas. By the end of class, the reading summary posts will form an annotated bibliography for everyone in the course.

Class Participation (Including Book Choice Presentation)

In addition to regular and timely attendance to class, students are expected to be prepared to discuss readings in meaningful and critical ways that examine the assigned texts and others' discussion points both thoughtfully and respectfully. Additionally, students will be expected to participate in various interview exercises throughout the semester, serving as both interviewer and interviewee. Students' preparedness in relation to their choice book will also fall into this category, as their ability to share and discuss the book, both informally in discussion and formally in a prepared presentation, will drive class discussion/participation on the assigned day.

Grading:

All students are required to complete the following assignments with the final grade based on the indicated grade distribution:

Assignment	:	Points
Bracketing Interview	:	10 points
Oral History Interview	:	15 points
Focus Group Interview	:	15 points
Research Interview(s)	:	25 points

Interviewer Analysis	:	15 points
Reading Summaries	:	10 points
Class Participation	:	10 points
Total:		100 points

Letter grades will be determined according to the following scales:

- A, 90-100
- B, 80-89
- C, 70-79
- F, Less than 70 is not passing

UAct Statement:

The University of Alabama is committed to providing an environment for employees, students and campus visitors that is free from harassment based on race, color, religion, ethnicity, national origin, sex (which includes sexual orientation, gender identity and gender expression), age, disability or veteran status. The University will not tolerate and will take action against individuals who retaliate against individuals who, in good faith, report violations of this policy or participate in investigations related to such policy violations.

Any student, faculty or staff member, applicant or campus visitor who has concerns about discrimination, harassment, sexual assault or sexual violence or retaliation is encouraged to seek the assistance of the appropriate University official designated below. For more information, refer to the University's harassment policy at <http://eop.ua.edu/harassment.html> and its Title IX website at www.titleix.ua.edu, which, among other things, includes the University's Sexual Misconduct Policy (<http://titleix.ua.edu/sexual-misconduct-policy.html>).

If the situation is an emergency or you or someone you know needs immediate assistance, please contact The University of Alabama Police Department at 205-348-5454. Behavior of this type may constitute a crime. Individuals are encouraged to contact the University Police at 205-348-5454 to discuss criminal charges that may apply and the appropriateness of a criminal investigation.

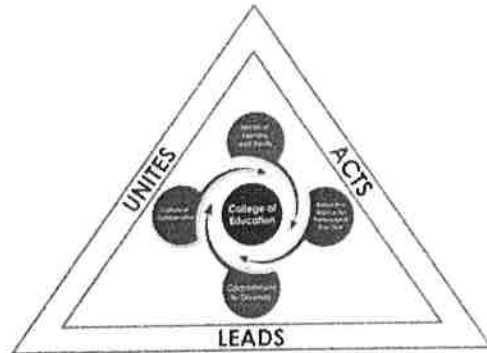
- The [UAct website](#) provides an overview of The University's expectations regarding respect and civility.

Mission of the UA College of Education:

Our mission at the Capstone College of Education is to be a leader in Alabama and across the nation in teaching, scholarship, advocacy, and service by developing professionals with pedagogic and disciplinary expertise who advance the intellectual and social conditions of all learners in a globalized society.

Vision of the UA College of Education:

The vision of the College of Education (COE) at The University of Alabama is to develop effective, ethical, and reflective professionals who advance the theme of the COE: Unites, Acts, and Leads (UA Leads). This theme undergirds the four overarching ideals of the COE: Ideals of Fairness and Equity, Reflective Stance for Professional Practice, a Commitment to Diversity, and a Culture of Collaboration. The fulfillment of these ideals calls for a commitment to academic excellence and advocacy through active engagement with shifting social and cultural contexts and advanced technological developments that shape the construction, interpretation, and dissemination of knowledge. By engaging in theoretically informed and intellectually advanced effective practice our graduates will:



UNITE with the larger community to collaboratively nurture cultural competence, empathy, and a vision of equity and justice for all learners;
ACT to develop the full potential of all learners to be excellent professionals in their field; and
LEAD through continuous research-based critical inquiry of policy and reflective practice to enable transformative change in our diverse local and global communities.

Through excellence in teaching, scholarship, advocacy, and service the COE will facilitate visibility and voice of education leaders beyond the classroom in support of democracy and social justice for all learners in our global society.

UA College of Education Dispositions:

We strive to create programs that emphasize Fairness and Equity, Reflective Stance for Professional Practice, a Commitment to Diversity, and a Culture of Collaboration.

CACREP Objectives:

The CACREP Objectives met in this course are:

- Understands qualitative interviewing designs and approaches to qualitative interview transcription and data analysis.
- Demonstrates the ability to formulate research questions appropriate for conducting qualitative interviews.
- Demonstrates the ability to create research designs appropriate to qualitative research interview questions.
- Demonstrates professional writing skills necessary for journal and newsletter publication.

Religious Holiday Observances Policy:

Any student may be excused from class or other assignments because of religious observance. A student who will miss an academic obligation because of religious observance is responsible for contacting me within the first two weeks of the semester. Making either a verbal in-class or written in-email reminder at least one week before the observance is appreciated but not required. The student is responsible for completing missed work in a timely manner that was discussed with the instructor prior to the absence.

Disability Accommodations:

- Contact the Office of Disability Services (ODS) as detailed in the Online Catalog.
- The Office of Disability Services (ODS) is the central contact point for UA students with disabilities. The goal of ODS is to ensure that University programs and services are accessible to qualified students with disabilities. For student who may require their services more information is available at <http://ods.ua.edu>. ODS is located at 1000 Houser Hall and their phone number is 348-4285 (voice) or 348-3081 (TTY).

Severe Weather Guidelines:

The guiding principle at The University of Alabama is to promote the personal safety of our students, faculty and staff during severe weather events. It is impossible to develop policies which anticipate every weather-related emergency. These guidelines are intended to provide additional assistance for responding to severe weather on campus.

UA is a residential campus with many students living on or near campus. In general classes will remain in session until the National Weather Service issues safety warnings for the city of Tuscaloosa. Clearly, some students and faculty commute from adjacent counties. These counties may experience weather related problems not encountered in Tuscaloosa. Individuals should follow the advice of the National Weather Service for that area taking the necessary precautions to ensure personal safety. Whenever the National Weather Service and the Emergency Management Agency issue a warning, people in the path of the storm (tornado or severe thunderstorm) should take immediate life saving actions.

When West Alabama is under a severe weather advisory, conditions can change rapidly. It is imperative to get to where you can receive information from the National Weather Service and to follow the instructions provided. Personal safety should dictate the actions that faculty, staff and students take.

The Office of University Relations will disseminate the latest information regarding conditions on campus in the following ways:

- Weather advisory posted on the UA homepage
- Weather advisory sent out through UA Alerts to faculty, staff and students
- Weather advisory broadcast over WVUA at 90.7 FM
- Weather advisory broadcast over Alabama Public Radio (WUAL) at 91.5 FM
- Weather advisory broadcast over WVUA-TV/WUOA-TV, and on the website at <http://wvuatv.com/content/weather>. WVUA-TV Home Team Weather provides a free service you can subscribe to which allows you to receive weather warnings for Tuscaloosa via e-mail or cell phone. Check <http://wvuatv.com/content/free-email-weather-alerts> for more details and to sign up for weather alerts.

In the case of a tornado warning (tornado has been sighted or detected by radar; sirens activated), all university activities are automatically suspended, including all classes and laboratories. If you are in a building, please move immediately to the lowest level and toward the center of the building away from windows (interior classrooms, offices, or corridors) and remain there until the tornado warning has expired. Classes in session when the tornado warning is issued can

resume immediately after the warning has expired at the discretion of the instructor. Classes that have not yet begun will resume 30 minutes after the tornado warning has expired provided at least half of the class period remains.

About the Instructor:

I am an Assistant Professor of Qualitative Educational Research, which is housed in the Department of Educational Studies in Psychology, Research Methodology, & Counseling. I started my career as a writing instructor for Georgia College in Milledgeville, GA, then transitioned to teaching high school. I loved the secondary classroom, and I taught Latin I and II for three years and English/Language Arts for seven before deciding to pursue my Ph.D. While a graduate student, I taught courses in both Language & Literacy Education and the Institute for Women's Studies, and supervised middle and high school student teachers. I've done qualitative research-based contract work for the Georgia Department of Education and Governor's Office of Student Achievement. I earned a Ph.D. in Language & Literacy Education and graduate certificates in both Interdisciplinary Qualitative Research and Women's Studies from The University of Georgia. My current research interests include conversation analysis, ethnomethodology, qualitative interviewing approaches, autoethnography, queer theories, feminist theories, epistemics in qualitative research, and secondary teacher education.

Elasticity Statement:

The course syllabus is a general plan for the course; deviations may be necessary and will be announced to the class in a timely manner.

Please note: Portions of this syllabus and course assignments are inspired by Drs. Kathleen deMarrais and Dr. Kathy Roulston's QUAL 8520 syllabi at The University of Georgia.

Course Schedule

Week/Date	Topic	Readings	Assignments Due
1 January 12	Class Introduction In-class: Focus Group; Bracketing Interview Protocol	n/a	
2 January 19	Researcher Subjectivity In-class: Sign up for reading summaries In-class: Bracketing interview	Brinkman & Kvale, Chapter 1, Part I, & Chapter 17— Introduction to Interview Research, Conceptualizing the Research Interview, & Conversations About Interviews (pp. 3-26; 329-351) Finlay, L. (2012). Five lenses for the reflexive interviewer. In J. F. Gubrium, J. A. Holstein, A. Marvasti & K. McKinney (Eds.), The SAGE Handbook of interview research: The complexity of the craft (2nd ed., pp. 317-331). Los Angeles: Sage. Pezalla, A. E., Pettigrew, J., & Miller-Day, M. (2012). Researching the researcher as instrument: an exercise in interviewer self-reflexivity. <i>Qualitative Research</i> , 12(2), 165- 185. doi: 10.1177/1468794111422107	
3 January 26	Participant populations; interviewee as “subject”	Brinkman & Kvale, Chapter 5—The Qualitative Research Interview as Context (pp. 103-122) 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.	Bracketing Interview Assignment due Friday, January 27 in Blackboard

		<p>Merriam, S. B., et al. (2001). Power and positionality: negotiating insider/outsider status within and across cultures. <i>International Journal of Lifelong Education</i>, 20(5), 405-416.</p> <p>Choose 2:</p> <ul style="list-style-type: none"> • “Conducting Qualitative Research on Parental Incarceration: Personal Reflections on Challenges and Contributions” • “Focus on Qualitative Methods: Interviewing Children” • “What Difference Does Difference Make?: Position and Privilege in the Field” 	
4 February 2	Transcription and Technology	<p>Brinkman & Kvale, Chapter 10—Transcribing Interviews (pp. 203-214)</p> <p>Davidson, C. (2009). Transcription: Imperatives for qualitative research <i>International Journal of Qualitative Methods</i>, 8(2), 35-52.</p> <p>Hammersley, M. (2010). Reproducing or constructing? Some questions about transcription in social research. <i>Qualitative Research</i>, 10(5), 553-569. doi: 10.1177/1468794110375230</p> <p>Poland, B. D. (2002). Transcription quality. In J. Gubrium & J. A. Holstein (Eds.), <i>Handbook of interview research: Context and method</i> (pp. 629-650). Thousand Oaks: Sage.</p>	
5 February 9	Forms of interviewing	<p>Brinkman & Kvale, Chapters 2 & 3—Characterizing Qualitative Research Interviews & Epistemological Issues of Interviewing (pp. 27-82)</p>	

	In-class: Work on oral history interview protocol	<p>Lee, R. (2011). "The most important technique ...": Carl Rogers, Hawthorne, and the rise and fall of nondirective interviewing in sociology. <i>Journal of the History of the Behavioral Sciences</i>, 47(2), 123-146. doi: 10.1002/jhbs.20492</p> <p>DeMarrais, K. (2004). Qualitative interview studies: Learning through experience. In K. DeMarrais & S. D. Lapan (Eds.), <i>Foundations for research: Methods of inquiry in education and the social sciences</i> (pp. 51-68). Mahwah, NJ: Lawrence Erlbaum Associates.</p> <p>Dinkins, C. S. (2005). Shared inquiry: Socratic-hermeneutic interpre-viewing. In P. M. Ironside (Ed.), <i>Beyond method: Philosophical conversations in healthcare research and scholarship</i> (pp. 111-147). Madison, WI: University of Wisconsin Press.</p>	
6 February 16	<p>Forms of interviewing</p> <p>In-class: Work on oral history interview protocol</p>	<p>Heyl, B. S. (2001). Ethnographic interviewing. In P. Atkinson, A. Coffey, S. Delamont, J. Lofland & L. Lofland (Eds.), <i>Handbook of ethnography</i> (pp. 369-383). Thousand Oaks, CA: Sage.</p> <p>Holstein, J. A., & Gubrium, J. F. (2004). The active interview. In D. Silverman (Ed.), <i>Qualitative research: Theory, method and practice</i> (2nd ed.). Thousand Oaks, CA: Sage.</p> <p>Knowles, J. G. (2001). "Doing" life history research. In A. L. Cole & J. G. Knowles (Eds.), <i>Lives in context: The art of life history research</i> (pp. 70-92). Walnut Creek: AltaMira Press.</p> <p>Shopes, L. (2011). Oral history. In N. K. Denzin & Y. S. Lincoln (Eds.), <i>The Sage handbook of qualitative research</i> (4th ed., pp. 451-466). Los Angeles: Sage.</p>	

7 February 23		Conduct Oral History Interview and prepare presentation/discussion on choice book	
8 March 2	Reflexivity, Identity, and Ethics	<p>Choice book presentations/discussions</p> <p>Curato, N. (2012). Respondents as Interlocutors: Translating Deliberative Democratic Principles to Qualitative Interviewing Ethics. <i>Qualitative Inquiry</i>, 18(7), 571-582. doi: 10.1177/1077800412450154</p> <p>Denzin, N. K. (2001). The reflexive interview and a performative social science. <i>Qualitative Research</i>, 1(1), 23-46. doi: 10.1177/146879410100100102</p> <p>DeVault, M. L., & Gross, G. (2007). Feminist interviewing: Experience, talk, and knowledge. In S. N. Hesse-Biber (Ed.), <i>Handbook of feminist research: Theory and praxis</i> (pp. 173-198). Thousand Oaks, CA: Sage.</p> <p>Ellis, Carolyn; Kiesinger, Christine E. & Tillmann-Healy, Lisa M. (1997). Interactive interviewing: Talking about emotional experience. In Rosanna Hertz (Ed.), <i>Reflexivity and voice</i> (pp.119-149). Thousand Oaks, CA: Sage.</p> <p>Scheurich, J. J. (1995). A postmodernist critique of research interviewing. <i>International Journal of Qualitative Studies in Education</i>, 8(3), 239-252.</p>	Choice book discussion/presentation due during class
9 March 9	Interactions and Emotion in Interviews	<p>Brinkman & Kvale, Chapter 4—Ethical Issues of Interviewing (pp. 83-102)</p> <p>Mallozzi, C. A. (2009). Voicing the Interview A Researcher's Exploration on a Platform of Empathy. <i>Qualitative Inquiry</i>, 15(6), 1042-1060. doi: 10.1177/1077800409334227</p>	

		<p>Nairn, K., Munro, J., & Smith, A. B. (2005). A counter-narrative of a 'failed' interview. <i>Qualitative Research</i>, 5(2), 221-244. doi: 10.1177/1468794105050836</p> <p>Rapley, T. (2012). The (extra)ordinary practices of qualitative interviewing. In J. F. Gubrium, J. A. Holstein, A. Marvasti & K. McKinney (Eds.), <i>The SAGE handbook of interview research: The complexity of the craft</i> (pp. 541-554).</p> <p>Roulston, K. (2011). Dealing with challenges in doing interview research. <i>International Journal of Qualitative Methods</i>, 10(4), 348-366.</p>	
March 16	SPRING BREAK	SPRING BREAK	
10 March 23	<p>Focus Groups</p> <p>In-class: Begin focus group interviews</p>	<p>Brinkman & Kvale, Chapter 8—Interview Variations (pp. 167-188)</p> <p>Moran, D. L. (2011). Focus groups interviewing. In J. F. Gubrium & J. A. Holstein (Eds.), <i>Handbook of Interview Research</i> (pp. 141-159). Los Angeles: Sage.</p> <p>Moran, D. L. (2012). Focus groups and social interaction. In J. F. Gubrium, J. A. Holstein, A. Marvasti & K. McKinney (Eds.), <i>The SAGE Handbook of interview research: The complexity of the craft</i> (2nd ed., pp. 161-176). Los Angeles: Sage.</p> <p>Video, available through the UA Library: Thorkildsen, T. (Academic). (2017). <i>Doing Focus Groups</i> London, : SAGE Publications Ltd doi: 10.4135/9781473991729</p>	Oral History Interview Assignment due Friday, March 24

		http://methods.sagepub.com.libdata.lib.ua.edu/video/doing-focus-groups (You will need to log in with your MyBama ID.)	
11 March 30	Focus Groups In-class: Focus Group Interviews	Brinkman & Kvale, Chapters 7 & 9—Conducting an Interview & Interview Quality (pp. 149-166; 189-202) Kamberelis, G., & Dimitriadis, G. (2011). Focus groups: Contingent articulations of pedagogy, politics and inquiry. In N. K. Denzin & Y. S. Lincoln (Eds.), <i>The SAGE handbook of qualitative research</i> (4th ed., pp. 545-561). Los Angeles: Sage. Lee, R. (2010). The secret life of focus groups: Robert Merton and the diffusion of a research method. [Article]. <i>American Sociologist</i> , 41(2), 115-141. doi: 10.1007/s12108-010-9090-1	
12 April 6		Brinkman & Kvale, Chapters 11-13—Preparing for Interview Analysis, Interview Analysis: Meaning, Interview Analysis: Language (pp. 215-266) In-class Focus Group Interviews	Focus Group Paper due Monday, April 10
13 April 13	Theorizing Interviewing	Brinkman & Kvale, Chapter 14—Eclectic and Theoretical Analyses of Interviews (pp. 267-276) Atkinson, P., & Silverman, D. (1997). Kundera's Immortality: The interview society and the invention of the self. <i>Qualitative Inquiry</i> , 3(3), 304-325. Briggs, C. (2002). Interviewing, power/knowledge, and social inequality. In J. Gubrium & J. A. Holstein (Eds.), <i>Handbook of</i>	

		<p>interview research: Context and method (pp. 911-922). Thousand Oaks & London: Sage.</p> <p>Potter, J., & Hepburn, A. (2012). Eight challenges for interview researchers. In J. F. Gubrium, J. A. Holstein, A. Marvasti & K. McKinney (Eds.), <i>The SAGE handbook of interview research: The complexity of the craft</i> (pp. 555-570). Los Angeles: Sage.</p> <p>Roulston, K. (2010). Considering quality in qualitative interviewing. [Article]. <i>Qualitative Research</i>, 10(2), 199-228. doi: 10.1177/1468794109356739</p>	
14 April 20	Analyzing data and writing about "others"	<p>Brinkman & Kvale, Chapters 15 & 16—The Social Construction of Validity & Reporting Interview Knowledge (pp. 277-328)</p> <p>Kiesinger, C. E. (1998). From Interview to Story: Writing Abbie's Life. <i>Qualitative Inquiry</i>, 4(1), 71-95. doi: 10.1177/107780049800400105</p> <p>Borland, K. (2004). That's not what I said: Interpretive conflict in oral narrative research. In S. N. Hesse-Biber and P. Leavy (Eds.), <i>Approaches to Qualitative Research: A Reader on Theory and Practice</i>. New York: Oxford University Press.</p>	Semi-structured interview transcript(s) due Friday, April 21
15 April 27		<p>Student presentations based on semi-structured interview(s): What are your preliminary findings? What have you learned about yourself as an interviewer? What interview techniques work best? What transcription conventions work best?</p>	
		<p>Interviewer Analysis and Reflection Paper due Monday, May 4th by 11:59pm</p>	