

QUALITATIVE INQUIRY PROGRAM

ERSH 7400: Qualitative Research Traditions Spring 2003

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Required Texts and Materials

K. B. deMarrais & S. D. Lapan, (Eds.). (Forthcoming). *Foundations for research: Method of inquiry in education and the social sciences*. Mahwah, NJ: Lawrence Erlbaum.
Chapters from this text are available for downloading in pdf file via WebCT.

The following texts are available from Off Campus Bookstore in Baxter Street. (Ph. 548 9376)

Crotty, M. (1998). *The foundations of social research: Meaning and perspective in the research process*. Thousand Oaks, CA: Sage.
Silverman, D. (2000). *Doing qualitative research: A practical handbook*. London: Sage.

Own Choice Book Reviews

Choose one of the following:

- Best, A. L. (2000). *Prom night: Youth, schools, and popular culture*. New York and London: Routledge.
- Jackson, J. L. (2001). *Harlem world: Doing race and class in contemporary black America*. Chicago: The University of Chicago Press
- Lather, P. & Smithies, C. (1997). *Troubling the angels: Women living with HIV/AIDS*. Boulder: Westview Press.
- Peshkin, A. (1986). *God's choice: The total world of a fundamentalist Christian school*. Chicago: The University of Chicago Press.
- Rymes, B. (2001). *Conversational borderlands: Language and identity in an alternative urban high school*. New York: Teachers College Press.
- Valenzuela, A. (1999). *Subtractive schooling: US-Mexican youth and the politics of caring*. Albany, NY: State University of New York Press.

Books listed above are available at the Off Campus Bookstore, 696 Baxter Street, Athens.

Additional readings

All additional readings are available for copying from the OIT Office, 232 Aderhold for the duration of the course. Each reading is available on a 2-hour loan. Please return the packet exactly as you found it so that missing or out-of-order pages will not inconvenience the next person.

Readings are also available from the UGA Central Library in both print and electronic formats. One copy of each reading is available from the Reserve Desk at Main Library, and all are scanned and available electronically as PDF files. To access the documents, go to the Course Reserve module in GIL (<http://gil.uga.edu>). The password access is: qual

See full listing of readings in course outline.

WebCT

Class presentations and additional material for your reference is available to download via WebCT. Go to:

<http://www.uga.edu/>

click on "My WebCT," then log in using your UGA MyID.

Course Description

This course reviews the foundations of qualitative design, investigating the history, philosophy and nature of qualitative research. Examples of different types of qualitative research and the assessment issues will be discussed. Students will read and evaluate reports of qualitative research in education and identify methodological issues.

Course Objectives:

As a learner in this course you will investigate methodological possibilities and various ways of dealing with procedural, philosophical, analytical and ethical issues related to undertaking qualitative research projects. Specifically, you will

1. Identify and explain the range of problems addressed by qualitative research. What is qualitative research? What are the different ways it is conceptualized? How does it define problems? What are its origins?
2. Reflect on your own presuppositions and subjectivities in regard to the educational research processes.
3. Specify the units of analysis examined in qualitative research and the nature of the explanations generated. What kinds of human phenomena does qualitative research examine? What goals does it attempt to achieve?
4. Identify the tasks and processes required to formulate appropriate research problems within educational settings, to design relevant qualitative research strategies for examining such problems, to select pertinent data sources, data collection methods, and data analysis methods, and to assess the results of such efforts.
5. Examine ethical dilemmas and issues related to the research process.
6. Recognize exemplars of qualitative research derived from varying approaches and traditions, identify the goals and presuppositions of these different exemplars, and critically assess the designs for their accomplishment of specified research goals.
7. Develop an understanding of the relationship of educational theorizing to the research process through an examination of a variety of theoretical orientations.

8. Formulate ways to compare and contrast different approaches to human inquiry: positivist, post-positivist, critical, feminist, postmodern, and others. You will be able to identify the origins and developments of these varying approaches, underlying values and assumptions, and their strengths and limitations.
9. Analyze the basic assumptions and implications of the identified research traditions and specify the interrelationships among them. What assumptions about reality, knowledge, and value does each tradition entail?

Course Structure

We will engage in lectures, demonstrations, discussions, small group activities, and various participatory experiences.

Policies and Procedures

Attendance and Participation

I expect regular attendance and will take excessive absences (missing more than 6 hours of a 3-credit course) into account in the final course grade. Your participation in class discussions and course activities is essential. If you have a conflict with a session due to prior commitments, please see us privately (so as not to use our limited class time with individual scheduling concerns).

I expect people to come to class prepared and to contribute to class discussions and activities. Frequent lack of preparation or failure to contribute will also be taken into account in the final course grade.

Email

All students are required to have and to use an electronic mail account. These are available free in the Office of Information Technology, Aderhold 232 or from University and Computing Networking Services (UCNS). I will communicate regularly by email and through a class listserv. Be sure to check your e-mail regularly.

Discussion List

An electronic discussion list has been created for the duration of the class. Use this as a means of keeping in touch. You may post comments, questions or references which may be of interest to others to the list. **Posting to the list:**

To send mail to the list (i.e., to all list subscribers), send the message to the *list* address, ERSH7400-03S@listserv.uga.edu

Assignments

Please complete reading and written assignments by the due date. Points will be deducted for papers submitted after the due date. Remember that **both** content and quality of your writing products are very important.

Accommodations for Qualified Individuals with Disabilities

It is the policy of The University of Georgia to make reasonable accommodations for qualified individuals with disabilities. If you are a person with a disability and desire accommodations to complete your course requirements, please notify the course instructor as soon as possible to discuss your request.

Non Native Speakers

Non-native English speakers are strongly encouraged to recruit an editor outside of class to review their written work.

Free and Open Exchange of Ideas: Classroom Climate

As a graduate student at The University of Georgia, the free discourse of ideas should be expected. I believe that the open exchange of ideas is necessary for learning. You may find that some of the class readings and discussions challenge your views and theoretical frameworks. I expect openness to difference and a willingness to interpret issues from frameworks that may not be quite so comfortable for you.

I have opinions, and will express those. You are free to express either agreement or disagreement without fear of consequences. This does not mean of course, that I may not challenge your views or disagree with them. But it does mean that you will experience no consequences for disagreeing with me. If you feel that I am violating this commitment, please arrange an appointment to discuss the issue.

Additionally, class discussions can easily be environments that are unfair to some students. As scholars at a major research university, we must all be sensitive in our participation. Numerous studies have found that Whites tend to dominate other races unless many of the discussants are members of those other races. In addition, some students, both male and female and of all races, tend to dominate class discussions, while others participate very little. Certainly some people, for various reasons, choose a lower level of participation. The important issue is that we all be sensitive that we are not unfairly dominating by talking too much or talking too loudly. The goal is to create a psychologically safe space in which everyone feels that they can participate in the discussion. This does not mean people cannot disagree. This does not mean people cannot have emotions connected to their words. What it does mean is that we all need to be sensitive, appreciative, and respectful, no matter how strongly we might disagree.

Additionally, I request that students not discuss problems of local school districts when attempting to highlight an argument they are presenting. It is inappropriate to mention the names of administrators, teachers, or school districts in class discussions. The professional integrity of our colleagues in education should be respected. A graduate class at The University of Georgia should not become a forum for discussion of political issues facing a school district.

Academic Honesty

The University of Georgia seeks to promote and ensure academic honesty and personal integrity among students and other members of the University community. A policy on academic honesty has been developed to serve these goals. Academic honesty is defined broadly and simply -- the performance of all academic work without cheating, lying, stealing, or receiving assistance from any other person or using any source of information not appropriately authorized or attributed. Academic honesty is vital to the very fabric and integrity of the University. All students must comply with an appropriate and sound academic honesty policy and code of honest behavior. All members of the University community are responsible for and involved in bringing about an honest university, and all must work together to ensure the success of the policy and code of behavior. All members of the University community are responsible for knowing and understanding the policy on academic honesty. The statement on policy and procedures will be

made readily available to all students and faculty to ensure understanding of the academic honesty system and its proper functioning. The entire University Community works together to operate the academic honesty system. Where suspected violations of the academic honesty policy occur, appropriate procedures are designed to protect the academic process and integrity while ensuring due process. The academic honesty system is an academic process, not a court of law.

All students are responsible for maintaining the highest standards of honesty and integrity in every phase of their academic careers. The penalties for academic dishonesty are severe and ignorance is not an acceptable defense.

Further Information

http://www.uga.edu/ovpi/academic_honesty/culture_honesty.htm

Requirements and Grading

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

Project	Points	Due Date
Article Review:	10 points	February 3
Book Review:	20 points	March 3
Theory Statement 1	5 points	March 10
Theory Statement 2	5 points	March 31
Theory Statement 3	5 points	April 21
Theory Statement 4	5 points	April 28
Research Problem/Subjectivities Statement & Theoretical perspectives	15 points	April 14
Final Research Proposal	25 points	May 1
Participation	10 points	NA
Total:	100 points	

Article Review (10)

You are to select one article reporting on qualitative research from those listed in the syllabus and write a review. **These articles are available to copy in Aderhold 232, the Office of Information Technology (OIT) or are available on-line.** The review of the article should be only one page long (single-spaced) and should contain the following headings with your comments:

- Research Purpose/Questions
- Theoretical (Conceptual) Framework
- Data Collection Methods and Sampling Procedures
- Data Analysis Methods
- Findings/Conclusions
- Personal Reactions/Critique

To ensure variety across the class in article reviews, a sign up list will be provided in class. The article review should be submitted via email to me at roulston@coe.uga.edu, and will be made available on WebCT for class members to read.

Book Review (20)

You will review one of the books listed above. Your review should be clearly written, well organized and should address the following elements:

- Research Purpose/Questions
- Theoretical (Conceptual) Framework
- Data Collection Methods and Sampling Procedures
- Data Analysis Methods
- Findings/Conclusions
- Personal Reactions/Critique

Your review should be 5-6 pages doubles spaced.

Theory Statements (5 points each: Total 20)

Over the course of the semester you will construct four 2-page essays (double spaced) describing your understanding of 4 different theoretical perspectives. Bring a draft of your essay to class on the evening assigned for discussing the readings related to this theoretical framework. This will provide a basis for small group discussion, and you may revise it to submit on the assigned date. Use class readings in your essay to discuss the key concepts within each framework. What will this framework allow a researcher to do? What questions will it enable a researcher to pursue? Article review summaries posted on WebCT may provide examples to exemplify the kinds of work possible in each theoretical perspective.

Research Problem/Purpose/Subjectivities/Theoretical Statement (15)

You will construct a research problem and purpose statement. This will be a 6-8 page (double spaced) essay that sets out the problem you wish to address in your study. It should contain the following sections:

- *Statement of the Problem* □ What is the problem? How has it been addressed in the literature? What is the gap in the literature?
- *Purpose of the Study* □ What is the purpose of your study? What do you want to learn about? This should be a clearly stated, one sentence purpose statement followed by 2-3 good, clear research questions.
- *Subjectivities Statement* □ Who are you in relation to your research project? Describe your experiences, disciplinary training, theoretical perspectives that shape your relationship to this work.
- *Theoretical Statement* □ What theoretical perspectives inform your research? Why are you drawn to this particular framework? What will this framework allow you to do in your research project? What questions will it enable you to pursue?

This statement will contribute to the formulation of your final research proposal due at the end of the semester.

Final Research Proposal (25)

You will design a research project that can be used in your graduate process (additional qualitative courses, a research study for a publishable article, pilot study for your dissertation, dissertation, etc.) This proposal should be no more than 3 pages single spaced (with references), and should include the following sections:

1. Problem abstract: State the rationale for the project. Why is this study important and what do you expect to learn? What scholarly literature informs the study? What do we already know from research about this problem? What are the gaps in the literature? How will your study contribute to this literature?

2. Statement of the Problem and Research Questions
3. Research design: Identify your research design. Include specific information related to:
 - *Site of Research*: Describe the site where you will be working. Why this site and not another? What is your rationale for selecting this site?
 - *Data generation*: What are the specific methods you will use to generate the data you need to answer your research questions?
 - *Sample and sample selection*: Who are your participants? What is your rationale for selecting these participants? What are your selection criteria? What is your rationale for selecting these people and not others?
 - *Data analysis*. How do you expect to analyze your data?
4. Procedures: State in chronological order what the researcher will do and what the participant is expected to do.
5. Materials: List interview or survey questions you will use. Attach a copy of any instruments that you intend to use.
6. Risks and Benefits: What are the risks and benefits for your participants? How will your study benefit humankind?

Assessment criteria:

Written assignments should show:

- Understanding and use of the relevant readings
- A critical engagement with the ideas presented
- Clear organization and structure, fluent and accurate writing.

Course Outline

1. Qualitative research: An introduction (January 13)

January 20: Martin Luther King Day, No Class

2. Considering qualitative research (January 27)

Crotty, M. (1998). *The foundations of social research: Meaning and perspective in the research process*. Thousand Oaks, CA: Sage. Chapter 1: Introduction: The research process

Silverman, D. (2000). Chapter 1: What is qualitative research?

Chapters 2-3: The research experience I & II

Garrison, P. (1991). "Monument" in *Augury*. Athens, GA: University of Georgia Press.

3. Research topics and design (February 3)

Crotty, M. (1998). *The foundations of social research: Meaning and perspective in the research process*. Thousand Oaks, CA: Sage. Chapter 2: Positivism: The march of science

Silverman, D. (2000). Chapter 4: What counts as originality?

Chapter 5: Selecting a topic

Peshkin, A. (October, 1988). In search of subjectivity—One's Own. *Educational Researcher*, 17(7), 17-22.

Research Interest/Design Chart work

Article Review Due

4. Considering ethics (February 10)

Dr. Christine Joseph, Guest Speaker

Silverman, D. (2000). Chapter 15: Relations in the field

Tisdale, K. C. (Forthcoming). Being vulnerable and being ethical with/in research. In, deMarrais, K. & Lapan, S. (Eds.). *Foundations for research: Methods of inquiry in education and the social sciences*. Mahwah, NJ: Lawrence Erlbaum Associates.

IRB Website: <http://www.ovpr.uga.edu/hso/guidelist.html>

Ethical Dilemmas

5. Epistemologies and theoretical frameworks (February 17)

Silverman, D. (2000). Chapter 6: Theory in qualitative research

Chapter 7: Choosing a methodology

Crotty, M. (1998). *The foundations of social research: Meaning and perspective in the research process*. Thousand Oaks, CA: Sage.

Chapter 3: Constructionism: The making of meaning.

6. Book circles for own choice books (February 24)

7. Symbolic interactionism and grounded theory (March 3)

Crotty, M. (1998). *The foundations of social research: Meaning and perspective in the research process*. Thousand Oaks, CA: Sage. Chapter 4 (pp. 66-78): Interpretivism: for and against culture

Sandstrom, K. L, Martin, D. D., & Fine, G. A. (2001). Symbolic interactionism at the end of the century. In Ritzer, G. & Smart, B. Hutchinson, S. A. (Eds.). *Handbook of social theory* (pp. 217-231). London: Sage.

Hutchinson, S. (1990). *Education and grounded theory*. In R. Sherman & R. Webb (Eds). *Qualitative research in education: Focus and methods*. London: Falmer.

Charmaz, K. (1997). Identity dilemmas of chronically ill men. In A. Strauss & J. Corbin (Eds). *Grounded theory in practice*. Thousand Oaks, CA: Sage Publications.

Book Review Due

8. Phenomenology and interviewing (March 10)

Crotty, Chapter 4: (pp. 78 – 86) Interpretivism: for and against culture

deMarrais, K. (Forthcoming). Qualitative interview studies: Learning through experiences. In K. B. deMarrais & S. D. Lapan, (Eds.). *Foundations for research: Method of inquiry in education and the social sciences*. Mahwah, NJ: Lawrence Erlbaum.

Thompson, C. J., W. B. Locander, et al. (1989). "Putting consumer experience back into consumer research: The philosophy and method of existential phenomenology." *Journal of Consumer Research* 16(2): 133-146.

Wolff, R. F. (2002). A phenomenological study of in-church and televised worship. In S. Merriam (Ed.), *Qualitative research in practice: Examples for discussion and analysis* (pp. 96-116). San Fransisco: Jossey-Bass.

Theory Statement 1 Due

Spring Break March 17-21 No classes

9. Ethnomethodology and conversation analysis (March 24)

- Silverman, D. (2000). Chapter 10: Beginning Data Analysis
- Heritage, J. (1998). Harold Garfinkel. In R. Stones (Ed.), *Key sociological thinkers* (pp. 175-188). New York: New York University Press.
- Holstein, J. A. & Gubrium, J. F. (1998). Phenomenology, ethnomethodology, and interpretive practice. In N. K. Denzin & Y. S. Lincoln (Eds.), *Strategies of qualitative inquiry* (pp. 137-157). Thousand Oaks, CA: Sage.
- Roulston, K. (Forthcoming). Ethnomethodological and conversation analytic studies. In K. B. deMarrais & S. D. Lapan, (Eds.). *Foundations for research: Method of inquiry in education and the social sciences*. Mahwah, NJ: Lawrence Erlbaum.
- Baker, C. D., & Keogh, J. (1995). Accounting for achievement in parent-teacher interviews. *Human Studies*, 18, 263-300.

10. Ethnography (March 31)

- Silverman, D. (2000). Chapter 8: Selecting a case.
Chapter 9: Writing a research proposal.
- Bennett deMarrais, K., Nelson, P. A. & Baker, J. H. (1992). Meaning in mud: Yup'ik Eskimo girls at play. *Anthropology and Education Quarterly*, 23(2), 120-144.
- Preissle, J. & Grant, L. (Forthcoming). Fieldwork traditions: Ethnography and participant observation. In K. B. deMarrais & S. D. Lapan, (Eds.). *Foundations for research: Method of inquiry in education and the social sciences*. Mahwah, NJ: Lawrence Erlbaum.

Theory Statement 2 Due

11. Critical inquiry and critical ethnography (April 7)

- Crotty, Chapter 6: Critical inquiry: The Marxist heritage
Chapter 7: Critical inquiry: Contemporary critics & contemporary critique
- Giroux, H. (1983). Theories of reproduction and resistance in the new sociology of education: A critical analysis. *Harvard Educational Review*, 53 (3) 257-293.
- Bennett, K. (1990). Doing school in an urban Appalachian first grade. In Sleeter, C. (Ed.). *Empowerment through multicultural education*. NY: SUNY.
- Noblit, G. (Forthcoming). Reinscribing critique in educational ethnography: Critical and postcritical ethnography. In K. B. deMarrais & S. D. Lapan, (Eds.). *Foundations for research: Method of inquiry in education and the social sciences*. Mahwah, NJ: Lawrence Erlbaum.

12. Participatory action research/Action research (April 14)

- Kemmis, S. & McTaggart, R. (2000). Participatory action research. In N. Denzin, & Y. Lincoln, *Handbook of qualitative research* (2nd edn.), (pp. 567-605). Thousand Oaks: Sage. Ch. 22.
- Attwood, G. (Forthcoming). An action research study of literacy and empowerment in the mountains of Lesotho.
- Watkins, K. E., & Brooks, A. (1994). A framework for using action technologies. In A. Brooks & K. E. Watkins (Eds.), *The emerging power of action inquiry technologies* (pp. 99-111). San Francisco: Jossey-Bass.

Research problem, subjectivities & theoretical perspectives statement due

13. Feminist research, postmodernism and poststructuralism (April 21)

Guest speaker: Jodi Kaufmann

Crotty, Chapter 8: Feminism: Revisioning the man-made world

Goslinga-Roy, G. (2000). Body boundaries, fiction of the female self: An ethnographic perspective on power, feminism, and the reproductive technologies. *Feminist Studies* 26(1): 113-140.

Reinharz, S. (1992). *Feminist methods in social research*. NY: Oxford University Press. Chapter 13.

Crotty, Chapter 9: Post modernism: Crisis of confidence or moment of truth?

St. Pierre, E. (2000). Poststructural feminism in education. *International Journal of Qualitative Studies in Education*, 13(5), 477-515.

Lather, P. (Forthcoming). Critical inquiry in qualitative research: Feminist and poststructural perspectives: Science “after truth”. In deMarrais, K. & Lapan, S. (Eds.). *Foundations for research: Methods of inquiry in education and the social sciences*. Mahwah, NJ: Lawrence Erlbaum Associates.

Theory Statement 3 Due

14. Critical race theory, historical and narrative approaches (April 28)

Ladson-Billings, G. (1998). Just what is critical race theory and what's it doing in a nice field like education? *International Journal of Qualitative Studies in Education*, 11(1), 7-24.

Kramp, M. K. (Forthcoming). Exploring life and experience through narrative inquiry. In deMarrais, K. & Lapan, S. (Eds.). *Foundations for research: Methods of inquiry in education and the social sciences*. Mahwah, NJ: Lawrence Erlbaum Associates.

Rousmaniere, K. (Forthcoming). Historical research. In deMarrais, K. & Lapan, S. (Eds.). *Foundations for research: Methods of inquiry in education and the social sciences*. Mahwah, NJ: Lawrence Erlbaum Associates.

Johnson-Bailey, J. (Forthcoming). Enjoining positionality and power in narrative work: Balancing contentious and modulating forces. In deMarrais, K. & Lapan, S. (Eds.). *Foundations for research: Methods of inquiry in education and the social sciences*. Mahwah, NJ: Lawrence Erlbaum Associates.

Johnson-Bailey, J. and Certero, R. M. (1996). An analysis of the educational narratives of re-entry Black women. *Adult Education Quarterly*. 4(3), 142-157.

Theory Statement 4 Due

15. Last class (Thursday May 1—Monday schedule)

Final Project Due

Articles for review: Choose <u>one</u> of the following for your review
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- Coates, G. (2001). Disembodied cyber co-presence: The art of being there while somewhere else. In N. Watson & S. Cunningham-Burley (Eds.), *Reframing the body* (pp. 209-227). Basingstoke: Palgrave.
- Daley, B. J. (2001). Learning and professional practice: A study of four professions. *Adult Education Quarterly*, 52(1), 39-54.
- Hainsworth, D. S. (1998). Reflections on loss without death: The lived experience of acute care nurses caring for neurologically devastated patients. *Holistic Nursing Practice*, 41-50.
- Henry, A. (1995). "Growing up black, female, and working class: A teacher's narrative." *Anthropology and Education Quarterly* 26(3): 279-305.
- Krenske, L. and J. McKay (2000). "'Hard and Heavy': Gender and power in a heavy metal music subculture." *Gender, Place and Culture* 7(3): 287-304.
- Lempert, L. B. (1995). The line in the sand: Definitional dialogues in abusive relationships. In Strauss, A. & Corbin, J. (Eds.). *Grounded theory in practice*. Thousand Oaks: Sage, 147-171.
- Lewis, A. E. (2001). There is no "race" in the schoolyard: Color-blind ideology in an (almost) all-white school. *American Educational Research Journal*, 38(4), 781-811.
- Little, D. E. (2002). Women and adventure recreation: Reconstructing leisure constraints and adventure experiences to negotiate continuing participation. *Journal of Leisure Research*, 34(2), 157-177.
- Paoletti, I. (2001). Membership categories and time appraisal in interviews with family caregivers of disabled elderly. *Human Studies*, 24, 293-325.
- Petraki, E. (2002). The play of identities in Cypriot-Australian family storytelling. *Narrative Inquiry*, 11(2), 335-362.
- Reese, L. (2002). Parental strategies in contrasting cultural settings: Families in Mexico and "El Norte". *Anthropology and Education Quarterly*, 33(1), 30-59.
- Rhoads, R. A. (1995). Whale tales, dog piles, and beer goggles: An ethnographic case study of fraternity life. *Anthropology and Education Quarterly* 26(3): 306-323.
- Roberts, B. (1998). An auto/biographical account of educational experience. In M. Erben (Ed.), *Biography and education: A reader* (pp. 103-115). London: Falmer Press.
- Rymes, B., & Pash, D. (2001). Questioning identity: The case of one second language learner. *Anthropology and Education Quarterly*, 32(3), 276-300.
- Siddle Walker, V. (2001). African American teaching in the South: 1940-1960. *American Educational Research Journal*, 38(4), 751-779.
- Weis, L., & Centrie, C. (2002). On the power of separate spaces: Teachers and students writing (righting) selves and future. *American Educational Research Journal*, 39(1), 7-36.
- Windschitl, M., & Sahl, K. (2002). Tracing teachers' use of technology in a laptop computer school: The interplay of teacher beliefs, social dynamics, and institutional culture. *American Educational Research Journal*, 39(1), 165-205.
- Worthen, V. E., & McNeill, B. W. (2002). A phenomenological investigation of "good" supervision events. In S. Merriam (Ed.), *Qualitative research in practice: Examples for discussion and analysis* (pp. 120-138). San Francisco: Jossey-Bass.