

 <p>GEORGE FOX SCHOOL OF EDUCATION</p>	<p><b>EDFL 709</b></p> <p><b>Ethnographic and Case Study Research Designs</b></p> <p><b>Summer semester 2007</b></p> <p>(2 semester hours)</p>
<p><b>Instructor:</b></p>	<p>Gary L. Railsback, Ph.D.</p>
<p><b>Class sessions:</b></p>	<p>Monday through Friday, 1 to 4 pm, June 18 – 29, 2007</p>
<p><b>Office Location:</b></p>	<p>Meridian Street House, 206 N. Meridian Street, Newberg, OR 97132</p>
<p><b>Office Hours:</b></p>	<p>Mornings – Friday mornings (8 am to 12 noon by appointment, or after class by appointment)</p>
<p><b>Telephones</b></p>	<p>Office (503) 554-2855 Home: (503) 554-0618 (before 10pm)</p>
<p><b>Email</b></p>	<p><a href="mailto:grailsba@georgefox.edu">grailsba@georgefox.edu</a></p>
<p><b>Course website:</b></p>	<p><a href="http://foxtale.georgefox.edu">http://foxtale.georgefox.edu</a> password is</p>
<p><b>Course Description:</b> This course is designed to develop conceptual and technical skills needed for designing and executing ethnographic and case study research designs that can be implemented in classrooms, schools and other educational settings. It focuses on the following skills: observing and recording behavior in natural settings; problem definition and focus; sampling; controlled comparisons and meaningful variation; designing single and multiple case studies; data storage and retrieval systems; trustworthiness (reliability/ validity) of ethnographic research. Topics may include classroom ethnography, advanced ethnographic writing, and/or multimedia design, discourse analysis, and microethnography of social interaction.</p>	

### **1. Structure:**

This is a graduate seminar course where your active participation is critically important to the course's success and your learning. As class members you are responsible for keeping up with readings and participating in discussions. The two major research designs discussed in this course come mainly from anthropology in the case of ethnography, and business/management for case study. Building upon this area of knowledge, we will have discussions about how these

George Fox University School of Education Conceptual Framework:

*Preparing and supporting professionals who think critically, transform practice, and promote justice.*

research methods have been introduced to educational research.

## **2. Required Textbooks:**

*I have chosen 2 textbooks for the class that are both research methods books on the two major designs appropriate to this class.*

Fetterman, D.M. (1998). *Ethnography: Step by step*. (2<sup>nd</sup> edition). Thousand Oaks, CA: SAGE Publications.

Yin, R. K. (2003). *Case study research: Design and methods*. (3<sup>rd</sup> edition) Thousand Oaks, CA: SAGE Publications.

APA Publication Manual – 5<sup>th</sup> edition

You might also want to consider reading an entire ethnography or case study of one particular school community.

Philips, S. U. (1983). *The invisible culture: Communication in classroom and community on the Warm Springs Indian Reservation*. Prospect Heights, IL: Waveland Press.

Research articles around the cultural anthropological theme (religion, race, etc) or around a specific methodology about gathering ethnographic data.  
*Note on downloading research articles: The articles are PDF downloads, so if you have a slow dialup service, you may want to print the article in the Portland Center computer lab before or after class so that it is ready for the next week. This will exclude excuses such as "I couldn't download it."*  
Readings and assignments to do this week before class:

## **3. NCATE CONCEPTUAL FRAMEWORK**

Course Outcomes	Cultural Competencies	Technology	Conceptual Framework	Assessment
1. Students demonstrate conceptual and technical skills needed for designing and executing ethnographic and case study research designs		Oral presentation of proposed project using powerpoint, accessing articles	TC, TP,	Assignment #1 see page 5.a Assignment #5 see page 5.e
2. Student discuss, critique and propose	Day 3 cultural	Assignments 1 & 2	TC, TP	Assignment #1 see page

appropriate methods for the observation and recording of behavior in natural settings.	aspects of school	upload assignments, powerpoint for assignment 2		5.a Assignment #5 page 5.e
3. student develop an educational problem to investigate, develop a definition and focus;			TC, TP	See Assignment #5 page 5.e
4. students discuss and write a critique on research articles regarding an appropriate sample, and develop a description of their proposed sample.			TC, TP	See Assignment # 1, 2 and 5, page 5.a
5. Students analyze qualitative data and write summary report			TC, TP	See assignment #3 on page 5.c
6. Students propose data collection, analysis and storage and retrieval systems;			TC, TP	See assignment #5 on page 5.e
7. Student discuss and critique the issue of trustworthiness of ethnographic research, especially reliability and validity, and make appropriate suggestions for their proposal			TC, TP	See assignments 1,2, & 5 on page 5.a
8. Student grapple with elements of culture, class and religion	Assignments 1 & 2		TC, TP, PJ	Assignments 1 & 2

#### **4. Highly Recommended**

Endnotes – a bibliographic software package that interacts with MS Word, all you have to make sure is that you have entered the data correctly once into the database. Cost: About \$50 at the GFU Bookstore, available for both macs and PCs. Check it out on the web [www.endnote.com](http://www.endnote.com). You can download a 30 day trial version.

## **5. Evaluation and Assignments**

Each of the following assignments are designed to help you better understand and apply ethnographic and case study research, and to decide if either of these is the strategy you desire for your upcoming research proposal. During the semester the class will be reading and discussing at least one research article each day that utilizes either ethnographic or case study as a research design. The strategy is that we will move from all focusing on one article (day 2), to then working in small groups (days 3 & 4), and then days 5, 6 & 7 you will be analyzing the article by yourself, and then on day 8 you will be selecting an article on your own topic and presenting it orally (assignment #2). For two of the written analysis assignment you will focus on ethnographic research studies, and the same for two days of case study.

### **a. Assignment #1 Analysis of research reports (40% of the grade)**

In preparation for our discussion you should use the “Analysis of research report” template on foxtale. Though we will be reading and discussing many more research article you are only required to turn in **four (2 for ethnography and 2 for case study)**. In order to learn the discipline and content you can optionally use one for each day of class so that you are thoroughly prepared for the discussion but it is not required to be turned in.

- ✓ SUBMIT these four to the foxtale site (do not email it to me) See either assignments on the foxtale course menu on the left top of the homepage for 709, or scroll down to the day the assignment is due. then submit to the appropriate #.
- ✓ See calendar for due dates as they are spaced throughout semester.

### **b. Assignment #2 Research article of your own (10%)**

In addition to reading and discussing the articles chosen ahead of time by me, and writing the four analyses, on the second week of class you will need to be prepared to make a short oral presentation that describes an ethnographic or case study research study of your own choosing. This can be from a dissertation or research article. Please be sure to check with me ahead of time to make sure it is really a research study.

- The oral presentation needs to include all of the components in the analysis reports you have done for assignment #1 above.
- **No written work is required.**
- Organize your oral presentation ahead of time and putting important details on a powerpoint presentation.
- So that we don't have two people choosing the same article I will provide a signup list for you to choose your article as soon as you are ready.

- Length of time: 15 minutes depending on class size.

**c. Assignment #3 CONTENT ANALYSIS (10% Of the grade)**

I will provide interview data for you to practice analyzing. This assignment will have two parts – an in class oral discussion, and then later a written summary.

**d. Assignment #4: Attendance (10% of semester grade)**

This includes attending class each week and fully participating in class discussions and activities.

**e. Assignment #5: Ethnographic or case study proposal (30% of semester grade)**

Using one of the proposal templates available in Foxtale EDFL Research resources, prepare a preliminary proposal for a research project using one of the major methodologies of this semester. The proposal template has three chapters – (1) an introduction, (2) literature review, and (3) methods. The second chapter can be the mini-literature review you prepared for 703 if it is on the same topic. If you have changed topics you can prepare a short literature review by selecting a minimum of 9 research studies, with three in each of the three major sections.

**6. Weekly Themes and Readings**

**Week 1**

**Day 1– Monday June 18, 2007**

**Discuss syllabus**

Readings prior to class in order to be prepared for class discussion:

- Fetterman, Ch. 1 and 2

**Day 2 – Tuesday, June 19, 2007**

- Read before class Fetterman, Ch. 3 “A wilderness guide: Methods and techniques”
- Bushnell “this bed of roses has thorns...” in foxtale. Use the article analysis form as a rough draft, not to be turned in.

**Day 3 – Wednesday, June 20, 2007**

Readings to prior to class in order to be prepared for class discussion:

- Fetterman – Ch 4 “Gearing up: Ethnographic equipment”
- Read one of these articles in a group of 2-3 people:
  - \_\_\_\_\_ Moje et al, “Working toward third space in content area literacy: An examination of everyday funds of knowledge and discourse” *Reading Research Quarterly*, 2004, 39(1) p. 38-

70.

- \_\_\_\_\_ Kinney – “from nerds to normals.”
- \_\_\_\_\_ Loutzenheiser, L. W. (2002). Being seen and heard: Listening to young women in alternative schools . **Anthropology and Education Quarterly**. Washington: Dec 2002. Vol. 33, Iss. 4; p. 441 (24 pages)
- ☑ **Research article analysis #1 due:** Choose any of the ethnographic articles from day 2 through 5 for this assignment. This form is found on foxtale and submit by June 20 at 6 am so that I can look it over before class. Bring a copy with you to class for discussion.

#### Day 4 - Thursday, June 21, 2007

- ☑ Fetterman. Ch 5 Finding your way through the forest: Analysis
- ☑ Read one of the articles below in a group of 2-3 people:
  - \_\_\_\_\_ Stanton-Salazar et al (2003). “Informal mentors and role models in the lives of urban Mexican-origin adolescent.”; *Anthropology and Education Quarterly*; Sep 2003; 34, 3; ProQuest Education Journals. pg. 231
  - \_\_\_\_\_ Lesley Bartlett; Marla Frederick; Thaddeus Gulbrandsen; Enrique Murillo. (2002) The marketization of education: Public schools for private ends *Anthropology and Education Quarterly*; Mar 2002; 33, 1; ProQuest Education Journals pg. 5
  - \_\_\_\_\_ Marston et al (2005). “Elementary and high school teachers: Birds of a feather?” *Education*, 125(3), p. 469-495. *(This is a Mixed method study)*

#### Day 5 – Friday, June 22, 2007

- ☑ Fetterman. Ch 6 Recording the miracle: Writing
- ☑ Read one of these articles by yourself:
  - \_\_\_\_\_ Blustein & Graves. (2002).Voices of the forgotten half: The role of social class in the school-to-work transition.” *Journal of Counseling Psychology*, 2002, V. 49, N. 3, p. 311-323
  - \_\_\_\_\_ DUNCAN, D. M. (2000). *The Socialisation of Mature Women Student Teachers: the importance of ethnographic accounts to educational research*. *Teaching in Higher Education*, Vol. 5, No. 4, 2000
  - \_\_\_\_\_ Fang & Ashley (2004) preservice teachers reading block.
  - Hogan & Corey (2001). Viewing classrooms as cultural contexts for fostering scientific literacy. *Anthropology & Education Quarterly*.

- Rogers (2002). Through the eyes of the institution: A critical discouragement analysis of decision making in two special education meetings. *Anthropology and Education Quarterly*.
- \_\_\_\_\_ Rymes, B. & Pash, D. [Questioning identity: The case of one second-language learner](#) . *Anthropology and Education Quarterly*. Washington: Sep 2001. Vol. 32, Iss. 3; p. 276 (25 pages)
- ☑ **Research article analysis #2 due:** Choose any of the ethnographic articles from days 2 through 5 for this assignment. This form is found on foxtale and submit by Friday, June 22 at 6 am so that I can look it over before class. Bring a copy with you to class for discussion.

## Week 2

### Day 6 – Monday, June 25, 2007

- ☑ Yin – Preface & Ch 1 “Case study as a research strategy”
- ☑ Read one of the research articles below with each student reading just one article.
  - \_\_\_\_\_ Aleman & Salkever Mission of liberal arts college
  - \_\_\_\_\_ Dewalt & Troxell (1989) Old Order Mennonite one room school, *Anthropology and Education*.
  - \_\_\_\_\_ Goodson et al (2006) Teacher Nostalgia and the Sustainability of Reform: The Generation and Degeneration of Teachers’ Missions, Memory, and Meaning. *Educational Administration Quarterly*, 42(1), 42-61.
  - Mills, Bettis, Miller & Nolan (2005). Experiences of academic unit reorganization: Organizational identity and identification in organizational change. *Review of Higher Education*.
  - \_\_\_\_\_ SMULYAN , L. (2000). Feminist cases of nonfeminist subjects: case studies of women principals. *QUALITATIVE STUDIES IN EDUCATION*. VOL. 13, NO. 6, 589–609
- ☑ **Research article analysis #3 due:** Read one of these research articles found on foxtale class site and complete analysis of research article on it by Monday, June 25 at 6 am.

### Day 7 – Tuesday, June 26, 2007

- ☑ Yin – Ch 2 “Designing case studies”
- ☑ **DISCUSS CULTURAL ASPECTS OF RELIGION by reading one of these research articles. This day only one student will be reading each article.**

- \_\_\_\_\_ Carroll, Jackson W, Marler, Penny Long. (1995). Culture wars? Insights from ethnographies of two protestant seminaries. *Sociology of Religion*. Washington: Spring 1995. Vol. 56, Iss. 1; pg. 1 (available through Proquest)
- \_\_\_\_\_ Christerson & Emerson (2003). The costs of diversity in religious organizations: An in-depth case study. *Sociology of Religion*, 64(2), p. 163-
- \_\_\_\_\_ Kim, R. Y. (2004). Second-generation Korean American Evangelicals: Ethnic, multi-ethnic or white Campus Ministries. *Sociology of Religion*. 65(1) p. 19-34.
- \_\_\_\_\_ Sarroub, L. K. (2001) The sojourner experience of Yemeni American high school students: An ethnography... *Harvard Educational Review*; Fall 2001; 71, 3; ProQuest Education Journals. pg. 390
- \_\_\_\_\_ Zine, J. (2001). Muslim youth in Canadian schools: Education and the politics of religious id... *Anthropology and Education Quarterly*; Dec 2001; 32, 4; ProQuest Education Journals pg. 399

**Day 8 – Wednesday, June 27, 2007**

- Yin – Ch 3 “Conducting case studies: Preparing for data collection”
- Assignment #2 due today. This is the oral presentation by each student on one of your research articles for your literature review (for inclusion in CH 2 of your proposal). Use the powerpoint template in foxtale.

**Day 9 – Thursday, June 28, 2007**

- Yin Ch 4 Conducting case studies – collecting the evidence
  - Yin – Ch 5 “analyzing case study evidence”
  - Discuss one of the research articles on foxtale for this day.
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- Cawyer, Simonds & Davis (2002). Mentoring to facilitate socialization: The case of the new faculty member. *Qualitative Studies in Education*.
  - Datnow & Hershberg (1996). Case study of King middle school: The symbiosis of heterogeneous grouping and multicultural education. *Journal of Education for students placed at risk*.
  - Hartley (2003). “There is no way without a because”: Revitalization of purpose at three liberal arts colleges. *Review of Higher Education*.

- Henze (2001). Segregated classrooms, integrated intent: How one school responded to the challenge of developing positive interethnic relations. *Journal of Education for students placed at risk*.
  - Hirshman (1996). Lingelbach Elementary School: Case study of a schoolwide chapter 1 project. *Journal of Education for students placed at risk*.
  - Kratzer (1997) Roscoe Elementary School: Cultivating a caring community in an urban elementary school. *Journal of Education for students placed at risk*.
  - Poncelet (2004). Restructuring schools in Cleveland for the social, emotional and intellectual development of early adolescents. (reforming elementary schools into K8) *Journal of Education for students placed at risk*.
- Research article analysis #4 due:** Read one of the research articles utilizing case study research design found on the foxtale class site and complete the analysis on it. Due Thursday, June 28 at 6 am.

**Day 10 – Friday, June 29, 2007**

- Yin – Ch 6 section on “What makes an exemplary case?” p. 160-165
- Oral presentation by each student on proposed methodology of proposal. Use the PowerPoint template in foxtale to organize your presentation.

**END OF SUMMER SESSION – Friday, August 17, 2007**

- Assignment #5 due – upload to Foxtale.