North Carolina State University  
PRTM 705 Qualitative Research Approaches  
(9:00-11:45 am Tues, Hines Room)  
Fall 2012

Instructor: Karla A. Henderson, Professor, 4012G Biltmore, 513-0352

Office Hours: By appointment  
Email: karla_henderson@ncsu.edu  
Course Information: http://moodle.wolfware.ncsu.edu

General Description: This course is designed to provide an introduction to the  
application of the post-positivist and interpretive paradigms as well as the management of qualitative  
data regarding research in parks, recreation, sport, and tourism management. We will examine the  
assumptions of the interpretive approach and the relationship between methods and research questions. In this process we will assess various studies in PRTM that use qualitative approaches and apply techniques for data collection, management, and interpretation. We will discuss procedures of data analysis, the role of the “self” in conducting this type of research, and the issues and ethics that arise in doing research. We will conduct two research projects and analyze the results with an aim toward juried presentation and publication.

Textbooks and Readings:
Other articles and chapters assigned under the weekly schedule (most available online from NCSU library or on Moodle).

Expectations: I assume that you have a personal and professional commitment to understanding qualitative data approaches as they apply to leisure, parks, recreation, natural resources, tourism, and/or sport. I assume that you possess above average reading and writing skills or you would not be in getting a Ph.D. I also assume that you are adults and wish to be treated in that way. Therefore, I would like you to think of this class as a class where each of us has a responsibility for the course conduct. I expect you to ask questions and to participate in the class. I expect you to attend all classes and to come prepared. I expect each of you to keep up with all readings and written work. I expect each of you to participate to the full extent possible. In return for meeting the deadlines, I will provide feedback on your papers within a week of when you turn them in. I will provide the best possible guidance I can give.

I encourage you to visit me and/or make an appointment to see me if you have any questions, or just wish to talk. I also encourage you to contact me via Email as I generally read my Email several times a day unless I am out of town. I am looking forward to sharing in this learning process.
University Policies: It is university policy that all students abide by the Honor Code as it relates to tests and assignments. For more information see: www.fis.ncsu.edu/ncsulegal/codeof.htm

“Reasonable accommodations” will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with Disability Services for Students at 1900 Student Health Center, campus Box 7509 (515-7653). http://www.ncsu.edu/provost/offices/affirm_action/dss

Assignments and Evaluation: Each of the assignments will be graded using the following criteria: Assignment is followed according to the guidelines given (10%), adequacy (breadth and depth) of analysis of the assignment (65%), and professionalism (writing style, presentation, use of APA, organization, and grammar; 25%). The criteria for evaluation will be further described related to each specific assignment. Note that writing is a critical skill for a professional at your level. Therefore, through this course I hope you will be able to show me evidence of your outstanding writing skills and will strive to improve as the semester evolves.

Because the university requires it, you will receive letter grades (including + or - for the course). I expect that as graduate students, meeting the requirements of the course will result in a grade of “B,” which is generally considered “average” and the standard in graduate work. I require much more than average work from you. I encourage you to strive to do your very best at all times. Individuals who do extraordinary work on a consistent basis will get “A.” Performance below the standard will result in a grade of “C” or lower, which according to graduate school standards is essentially a failure. I do not anticipate that any of you will get lower than a “B” unless you put only minimal effort into the class.

The focus of the assignments is on critical thinking and synthesizing the materials discussed in class and through the readings. It is expected that all work will be done in a professional manner. You are expected to write using the American Publication Manual of the American Psychological Association (APA; sixth edition). If you do not have this book, I encourage you to purchase it or to visit the APA website (http://www.apastyle.org) frequently.

I will use MOODLE to post articles and for your assignment submission. We may also use this platform for discussions about projects and progress being made regarding the objectives of the course.

Assignment Description: The assignments for this class are focused on practicing techniques and becoming a critical consumer of qualitative research. You will have an opportunity to practice article reviews (3), present material about a data collection technique, actually be involved in a qualitative project from start to finish including the preparation of an abstract and paper for publication and presentation, and keep a journal describing your experiences with the class.

Article Reviews: Three times you will have an opportunity to practice reviewing manuscripts that have been published or are considered for publication related to the field of leisure, parks, recreation, tourism, and/or sport.
• The FIRST review is somewhat different than the others. In this review, you will read 3 published articles (2005-2012) of your choosing related to your area of interest that use qualitative data. You will write a 3-4 page (maximum) overview of what was studied, the methods used, and what you learned about research and writing from reading the articles. You may critique the articles if you see any problems with them.

• The SECOND and THIRD review manuscripts will be given to you. You will be asked to actually write a review as might be done if you were a referee for a manuscript. The guidelines for writing the 3-4 page (double-spaced) review summary are listed at the end of this syllabus. We will discuss the guidelines in detail during an early class period and then build on our knowledge of qualitative research to become skilled in these analyses by the end of the class.

Each of the 3 reviews is worth 10% of your grade.

Data Collection Presentation: Each of you will be assigned in pairs or trios to present material to the class about a qualitative data collection method. You will teach the class through a 30-45 minute presentation that will address the advantages and the “hows and whys” and pros and cons of using the method. In addition, you should provide the class with an annotated bibliography with at least 3-5 additional current and best sources (i.e., articles, chapters, or texts) that address your specific data collection strategy. This presentation is worth 10% of your grade.

Data Design, Collection, and Analysis Project: The best way to learn about research is to do it. Therefore, you will have an opportunity to undertake research design, data collection, data analysis, data interpretation, theorizing, and writing. The final products of the class will be a three-page abstract (drafted by December 10, 2012) to be submitted to the 2013 Leisure Research Symposium (abstract due January 18, 2013) as well as a “near-ready” paper for publication (to be submitted in Spring 2013). The papers will be submitted to an appropriate peer-reviewed journal such as Journal of Leisure Research, Schol. Journal of Physical Activity and Health, or Journal of Park and Recreation Administration.

Two projects will be undertaken for this class. Project #1 (Senior Games, for short) …Project #2 (Women, for short) will be a content analysis of data (already collected) regarding “perceptions of women faculty.” Participation in these projects (all will be involved in parts of both, although you will be assigned to one as your primary focus for analyses and writing) is worth 50% of your grade. EACH OF YOU WILL BE LISTED AS AN AUTHOR ON AT LEAST one of the ABSTRACTS/PAPERS with order to be determined by me. As the semester evolves, we will discuss authorship issues and consider what constitutes authorship as well as what effort constitutes “acknowledgement.”

Qualitative Journal and Memo Writing: Each of you will keep a journal reflecting on your thoughts and learning from this class. You will be asked to write at least ½ page a week (single spaced typed) kept in a word file throughout the semester.
You can reflect on what you have learned in the class, successes and frustrations you experience, and other thoughts that occur to you as you participate in doing this type of research. The journal will be due October 9 and on Nov 30. This journal is worth 10% of the grade.

OBJECTIVES, SCHEDULE, AND ASSIGNMENTS

UNIT 1 PHILOSOPHY, ASSUMPTIONS, AND DESIGN APPLIED TO QUALITATIVE APPROACHES

Objectives:
- To describe the value and application of qualitative approaches in a clear, concise, and persuasive manner
- To articulate the foundation that underlies assumptions about science and qualitative approaches
- To acquire the capability to develop a plan to guide a qualitative research study
- To acknowledge the reflexivity necessary to undertake qualitative approaches
- To practice skills in reviewing the quality of research for publication

August 21 (T): Read: Henderson Introduction and Part One

Aug 28 (T): Paradigms and Evaluation

INDIVIDUAL ASSIGNMENT 1: First Article Review Paper Due (email to karla_henderson@ncsu.edu)
Sept 4 (T): Self/Reflexivity and Research Design
Read: Henderson Chapters 1.4 and 2.1
Charmaz Chapter 1, Chapter 8

PROJECT ASSIGNMENT: Finalize IRB for Senior Game Project (in class)

Unit 2 METHODS AND THEORY
Objectives:
- To practice critically analyzing the design and methods used in qualitative studies
- To explicate the theoretical (substantive and grounded) frameworks that underlie interpretive research
- To apply appropriate methodologies to relevant research problems
- To make a presentation to the class about a data collection technique that might be used in qualitative research
- To describe the variety of methods that might be used in qualitative data collection
- To practice by collecting “preliminary data” from at least two techniques

September 11 (T): Student Methods Presentations
Data Collection-Field Research and Observation
Data Collection-Personal Interviews
Data Collection-Focus Group Interviewing
Read: Henderson Part Two (Intro) and Chapters 2.2, 2.3, and 2.4
Charmaz Chapter 2

INDIVIDUAL ASSIGNMENT: Make Methods Presentation

Sept 18 (T): Other Data Collection Techniques
Case Studies
Photo Elicitation and Participatory Research
Emerging and Non-traditional Techniques (action research, critical ethnography, performance ethnography
Read: Henderson Chapters 2.5 and 2.6


**PROJECT ASSIGNMENT:** Discuss all aspects of methods to be used for Senior Games Project—logistics, questions etc. MAKE PERSONAL CONTACTS.

**Sept 25 (T): Theory and Theorizing**
Read: Henderson Chapter 1.3
   Charmaz Chapter 6

**INDIVIDUAL ASSIGNMENT:** SECOND Article Review (manuscript provided)
**PROJECT ASSIGNMENT:** COLLECT PHOTO DATA

**September 27 (TH instead of October 2) Preparing for Data Collection**
Read: Henderson Part THREE and Chapter 3.1
   Charmaz Chapter 5

**PROJECT ASSIGNMENT:** COLLECT PHOTO DATA

**October 2 (NO CLASS)**

**Unit 3 DATA MANAGEMENT AND INTERPRETATION**
**Objectives:**
- To practice the skills of coding
- To become familiar with the capability of computer software in analyzing qualitative data
- To develop techniques for data interpretation and analysis related to theory development
- To assess the trustworthiness of data interpretation

**October 9 (T): Coding and Data Management**
Read: Henderson Chapter 3.2
   Charmaz Chapter 3

**PROJECT ASSIGNMENT:** All Senior Games Data interviews transcribed by October 10. Begin open/initial code data from Women Project and Senior Games

**INDIVIDUAL ASSIGNMENT:** Journal Due

**October 16 NO CLASS-NRPA**

**October 23: (T) Using Computer Software for Data Management and Theory Development**
Read: Henderson 3.3  
Charmaz Chapter 4  
PROJECT ASSIGNMENT: Completed open coding for both projects  

October 30 (T) Interpreting Data; Determining Trustworthiness of Qualitative Data  
PROJECT ASSIGNMENT: Complete Focus/Axial Coding (Themes) for PA and Women’s Project /Write draft summary for discussion on Nov 6  

UNIT 4 ISSUES IN WRITING AND REPRESENTING DATA  
Objectives:  
- To apply data interpretation and analysis to theory development  
- To hone skills related to reviewing research using qualitative data  
- To practice explicating the rationale and techniques for conducting a study using qualitative methods  
- To evaluate the potential and limitations of linking (using mixed methods) qualitative and quantitative data  
- To explore the ethics and politics of using qualitative approaches  

Nov 6 (T) Writing and Representing Qualitative Data  
Read: Henderson Chapter 3.4  
Charmaz Chapter 7  
PROJECT ASSIGNMENT: Develop Selective/Theoretical Coding for both projects  
Organize Intro, Methods, Results, and Interpretation (Theorizing) Sections of Paper by writing (Note: Instructor will write Literature Review and Literature Ties)  

Nov 13 (T) Linking, Ethics, and Issues  
Read: Henderson Chapters 3.5 and 3.7  
INDIVIDUAL ASSIGNMENT: THIRD Article Review  
PROJECT ASSIGNMENT: Discuss/Write Results and Interpretation (Theorizing) Sections of Papers  

Nov 20 NO CLASS (Early Thanksgiving Holiday)  
PROJECT ASSIGNMENT: Draft and Critique/Review sections of papers for both projects (methods, results, preliminary discussion within groups)  

Nov 27 (T) Finalizing Draft Articles; Writing Research Abstracts; Evaluate Semester
PROJECT ASSIGNMENT: Draft and Critique/Review papers for both projects (share across groups)

INDIVIDUAL ASSIGNMENT: Journal Due on November 30 (LAST DAY CLASSES)

Dec 4 (Final Week) Date MAY CHANGE. Complete Article/Plan for Submitting Article

PROJECT ASSIGNMENT: Revise and finish Abstracts and Drafts of Articles
WOMEN in Higher Education Project (Draft)

Research Question: What are the perceptions and status of women faculty in parks, recreation sport, tourism and leisure programs?

Study Design: Cross-sectional qualitative survey (SurveyMonkey) with open-ended questions. This PRT 705 project will include only the examination of open ended questions:
- What have been the greatest challenges/barriers to you as a woman in higher education, and how have you negotiated them?
- What do you think will be the greatest challenges/barriers for the next generation of women in higher education?
- What advice would you give to women faculty entering higher education?

Theoretical Framework: The meso theory guiding the research is women’s career development. It provided the framework for the survey and the qualitative data are an extension of this framework from the respondents’ symbolic perspectives.

Data Collection: A purposive sampling approach was used to get responses from women faculty through personal contacts and listservs (e.g., SPRENET, WOMENLEIS, and TRINET). The qualitative data were downloaded from SurveyMonkey into a word file.

Data Analysis: All data will be examined using qualitative interpretive narrative analysis. The data will be managed and coded using MAXQDA. The grounded theory approach will be used in data analysis.

Steps to Assure Trustworthiness:
- Researchers will keep memos regarding the data analysis process
- Adequate amounts of data exist
- Researchers will work both independently and collaborative in data coding and analysis
- Negative cases will be examined
- Data analysis procedures will be documented and explained
- Outside researchers (classmates, other faculty) will inform analysis
- Thick description will be used

Limitations of the Study:
- Data are already collected and researchers will have no personal interaction with participants

Publication Outlet:
Schole: Journal of Leisure Studies and Recreation Education

Presentation Outlet:
Leisure Research Symposium for Fall 2013 (3-page abstract due January 18, 2013)
NCSG Photo Project (Draft)

Research Questions: In what ways do NCSG participants view the meanings of NCSG and NCSG State Finals?

Study Design: A qualitative approach using photo elicitation.

Theoretical Framework: The meso theory guiding the research is symbolic interactionism. This framework proposes that symbols such as words and objects have meanings for people. It provides a means for studying how individuals interpret objects, events, and people in their lives. The individual defines the situation, engages in self-reflexive activity, and shares those experiences.

Sample Selection: 8-10 participants in 2012 NCSG State Finals Games will be invited to participate in the study. These individuals will be selected with the assistance of NCSG staff. They must be planning to participate/compete in State Finals and be willing to be individually interviewed by the researcher. The age group sought is newer participants aged 55-60 years. Each student will be assigned one participant to assure data collection.

Data Collection: The data collection will be composed of several steps:
2. Student will get photos processed (Sept 27-30, 2012)
3. Students will schedule individual interviews with individuals about the photos taken (Completed by October 10, 2012)
4. Data will be transcribed verbatim along with development of picture captions.

Data Analysis: All data (photos, interviews) will be entered into MAXQDA. Approaches to analysis will include the standard grounded theory strategy. Half the class will be involved with data analysis and abstract/article writing.

Steps to Assure Trustworthiness:
Researchers will keep memos regarding the data collection and analysis process
Researchers will work both independently and collaboratively in data coding and analysis
Negative cases will be examined
Data analysis procedures will be documented and explained
Outside researchers (classmates, NCSG staff) will inform analysis
Thick description will be used

Possible Publication Outlets:
Journal of Applied Gerontology
Journal of Park and Recreation Administration

Presentation Outlet:
Leisure Research Symposium for Fall 2013 (3-page abstract due January 18, 2013)
Framework for Evaluating Interpretive/Qualitative Approaches:

Background:
  What is the research question? Is it important?

Theory:
  Is theory evident in the research? Grounded? Substantive?

Design:
  How was the study conceived and carried out?
  Is the literature review comprehensive and appropriately used?

Methods and Sample:
  Are the study design and methods adequately explained?
  What is the role of the researchers?
  Are the data trustworthy? How do we know?
  Were the data sources and samples appropriate for the design?
  How were the data collected and analyzed?
  If used together, have qualitative and quantitative data been appropriately linked?

Data Presentation and Interpretation
  Are the conclusions and discussion empirically grounded in the data?
  Are sufficient data presented to represent the conclusions and discussion?
  Is the study written in an accessible fashion that gives the reader a true picture of the process and the results?
  Does the study contribute to a further understanding of the processes and products associated with recreation, parks, tourism, sport, and/or leisure?
  Does the reader have a sense of confidence in the study?

Overall considerations:
  Is the study parsimonious?
  Is it consistent?
  Does the study contribute to the body of knowledge and provide a basis for further research?
  Is the research paper well written?
  Does it conform to (sixth edition) APA style?