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| [THINGS TO UPDATE](https://sakai.apu.edu/access/content/group/85a97a22-f174-456c-8202-0a3be1cfa3f8/CourseMenuStuff/TO%20UPDATE) **Semester I** Module 1: [Research Framework](https://sakai.apu.edu/access/content/group/85a97a22-f174-456c-8202-0a3be1cfa3f8/Weekly%20Index%20Pages/T1S2W2-3.html)  Module 2: [Design](https://sakai.apu.edu/access/content/group/85a97a22-f174-456c-8202-0a3be1cfa3f8/Weekly%20Index%20Pages/T1S3W4-5.html): Charting a Research Design  Module 3: Missiological Research  [Participatory Urban Research](https://sakai.apu.edu/access/content/group/85a97a22-f174-456c-8202-0a3be1cfa3f8/Weekly%20Index%20Pages/T1S2W2-3-1.html)  Module 4: [Composing a Project Plan](https://sakai.apu.edu/access/content/group/85a97a22-f174-456c-8202-0a3be1cfa3f8/Weekly%20Index%20Pages/T1S3W4-5-1.html)  Module 5: [Partnership Issues](https://sakai.apu.edu/access/content/group/85a97a22-f174-456c-8202-0a3be1cfa3f8/Weekly%20Index%20Pages/T1S4W6-7.html)  Module 6: [Literature Review](https://sakai.apu.edu/access/content/group/85a97a22-f174-456c-8202-0a3be1cfa3f8/Weekly%20Index%20Pages/T1S6W10-12.html)  Module 7: [Writing the Proposal](https://sakai.apu.edu/access/content/group/85a97a22-f174-456c-8202-0a3be1cfa3f8/Weekly%20Index%20Pages/T1S4W6-7-1.html)  Module 8: [Ethics](https://sakai.apu.edu/access/content/group/85a97a22-f174-456c-8202-0a3be1cfa3f8/Weekly%20Index%20Pages/T1S5W8-9.html) of Fieldwork  Module 9: [Ethics/Case Studies](https://sakai.apu.edu/access/content/group/85a97a22-f174-456c-8202-0a3be1cfa3f8/Weekly%20Index%20Pages/T1S5W8-9-1.html)  Module 10: [Sampling](https://sakai.apu.edu/access/content/group/85a97a22-f174-456c-8202-0a3be1cfa3f8/Weekly%20Index%20Pages/T1S6W10-12-1.html)  Module 11: Participant [Field Notes](https://sakai.apu.edu/access/content/group/85a97a22-f174-456c-8202-0a3be1cfa3f8/Weekly%20Index%20Pages/T1S7W13-14.html)  Module 12: [Proposal](https://sakai.apu.edu/access/content/group/85a97a22-f174-456c-8202-0a3be1cfa3f8/Weekly%20Index%20Pages/T1S7W13-14-1.html)  Module 13: [Interviewing & Theological Method](https://sakai.apu.edu/access/content/group/85a97a22-f174-456c-8202-0a3be1cfa3f8/Weekly%20Index%20Pages/T2S2W2-5.html)  [Module 14: Focus Groups, secondary Analysis](https://sakai.apu.edu/access/content/group/85a97a22-f174-456c-8202-0a3be1cfa3f8/Weekly%20Index%20Pages/T1S6W10-12-3.html)  Module 15: [Integration](https://sakai.apu.edu/access/content/group/85a97a22-f174-456c-8202-0a3be1cfa3f8/Weekly%20Index%20Pages/T1S7W13-14-1-1.html)    Semester 2  Module 1: [Introductions](https://sakai.apu.edu/access/content/group/85a97a22-f174-456c-8202-0a3be1cfa3f8/Weekly%20Index%20Pages%20670b/T2S1W1.html)  Module 2: [Theological Method](https://sakai.apu.edu/access/content/group/85a97a22-f174-456c-8202-0a3be1cfa3f8/Weekly%20Index%20Pages%20670b/T2S2W2-5.html) II  Module 3: [Methods](https://sakai.apu.edu/access/content/group/85a97a22-f174-456c-8202-0a3be1cfa3f8/Weekly%20Index%20Pages%20670b/T2S2W2-5-1.html)  Module 4: [Interviewing, Focus Groups](https://sakai.apu.edu/access/content/group/85a97a22-f174-456c-8202-0a3be1cfa3f8/Weekly%20Index%20Pages%20670b/T2S2W2-5-1-1.html)  Module 5: [Data Analysis](https://sakai.apu.edu/access/content/group/85a97a22-f174-456c-8202-0a3be1cfa3f8/Weekly%20Index%20Pages%20670b/T2S2W2-5-2.html)  Module 6: [Data Analysis 2](https://sakai.apu.edu/access/content/group/85a97a22-f174-456c-8202-0a3be1cfa3f8/Weekly%20Index%20Pages%20670b/T2S3W6-7.html)  Module 7: [Writing up Data](https://sakai.apu.edu/access/content/group/85a97a22-f174-456c-8202-0a3be1cfa3f8/Weekly%20Index%20Pages%20670b/T2S3W6-7-1.html)  Module 8: [Setting up Your Public Presentation](https://sakai.apu.edu/access/content/group/85a97a22-f174-456c-8202-0a3be1cfa3f8/Weekly%20Index%20Pages%20670b/T2S4W8-10.html)  Module 9: [Thesis Writing (2)](https://sakai.apu.edu/access/content/group/85a97a22-f174-456c-8202-0a3be1cfa3f8/Weekly%20Index%20Pages%20670b/T2S4W8-10-1.html)  Module 10: [Thesis Writing (3)](https://sakai.apu.edu/access/content/group/85a97a22-f174-456c-8202-0a3be1cfa3f8/Weekly%20Index%20Pages%20670b/T2S4W8-10-2.html)  Module 11: [Public Presentation](https://sakai.apu.edu/access/content/group/85a97a22-f174-456c-8202-0a3be1cfa3f8/Weekly%20Index%20Pages%20670b/T2S5W11-12.html)  [Module 12: Final Submission](https://sakai.apu.edu/access/content/group/85a97a22-f174-456c-8202-0a3be1cfa3f8/Weekly%20Index%20Pages%20670b/T2S6W13-14.html)  Module 15: Presentation to APU Academics during reentry | The MATUL Commission, Kampal, Uganda, 2013  **Course Description**  Students design a qualitative/participatory-action research proposal for a missiologically significant issue on behalf of an urban church movement or community organization.  **Expanded Description:** Students apply the analytic frameworks and practical skills acquired through the MATUL program to an investigation of a specific issue on behalf of an urban church movement or community organization. Qualitative research methods are primarily used to gather and organize pertinent information, culminating in the writing and oral presentation of a thesis or a Professional Report in TUL675 that involves local residents in specific transformation efforts. IRB Ethics approval is needed prior to starting research.    [Previous APU MATUL Projects](http://www.matul.org/HTML/finalprojects.html)    [Project Plan Outline](https://sakai.apu.edu/access/content/group/85a97a22-f174-456c-8202-0a3be1cfa3f8/CourseMenuStuff/ProjectPlan.docx)    Prior to the first class go to the TUL671 pre-course self-evaluation | 1. [Welcome](https://sakai.apu.edu/access/content/group/85a97a22-f174-456c-8202-0a3be1cfa3f8/CourseMenuStuff/Welcome.html) 2. [About the Instructor](http://www.apu.edu/faculty/cvs/vgrigg.pdf) 3. [Learning Outcomes](https://sakai.apu.edu/access/content/group/85a97a22-f174-456c-8202-0a3be1cfa3f8/CourseMenuStuff/SLO.html) 4. [Forum Directions](https://sakai.apu.edu/access/content/group/85a97a22-f174-456c-8202-0a3be1cfa3f8/CourseMenuStuff/DiscussionGuide.html)   Spring Semester   * [Project 1](https://sakai.apu.edu/access/content/group/85a97a22-f174-456c-8202-0a3be1cfa3f8/CourseMenuStuff/Project%201.html): Urban Research Design * [Project 2](https://sakai.apu.edu/access/content/group/85a97a22-f174-456c-8202-0a3be1cfa3f8/CourseMenuStuff/Project%202.html): Agency Assessment and Selection * [Project 3](https://sakai.apu.edu/access/content/group/85a97a22-f174-456c-8202-0a3be1cfa3f8/CourseMenuStuff/Project%203.html): Project/Thesis Proposal and Timetable * [Project 4](https://sakai.apu.edu/access/content/group/85a97a22-f174-456c-8202-0a3be1cfa3f8/CourseMenuStuff/Project%204.html): Literature Review * [Project 5](https://sakai.apu.edu/access/content/group/85a97a22-f174-456c-8202-0a3be1cfa3f8/CourseMenuStuff/Project%205.html): Information Gathering * Project 6: Local Knowledge * Project 7: IRB Proposal   Summer Semester   * [Project 8](https://sakai.apu.edu/access/content/group/85a97a22-f174-456c-8202-0a3be1cfa3f8/CourseMenuStuff/Project%205.html): Information Gathering * [Project 9](https://sakai.apu.edu/access/content/group/85a97a22-f174-456c-8202-0a3be1cfa3f8/CourseMenuStuff/Project%206.html): Information Analysis * [Project 1](https://sakai.apu.edu/access/content/group/85a97a22-f174-456c-8202-0a3be1cfa3f8/CourseMenuStuff/Project%207.html)0: Professional Project Report or Thesis * [Project 1](https://sakai.apu.edu/access/content/group/85a97a22-f174-456c-8202-0a3be1cfa3f8/CourseMenuStuff/Project%208.html)1: Public Presentations |

**Module 1: Missiological Research Framework**

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| **Pre-class readings** | 1. Print out and read the syllabus. 2. Put due dates into your calendar and assign start times for each project. 3. Make sure you have the key texts, *Doing Development Research* and *Doing Real World Research*.   **Overall framework**  This thesis integrates the whole of your program, but may put emphasis on just a few aspects of it. It is a way of your demonstrating mastery of the fields you have been studying through application to a specific set of problems.  At the outset the degree is a degree in grassroots theology so anchoring your social research in a theological motif is important.  With each reading in the course, enter it into Zotero, with keyword, "Thesis" and the topic of the article. In the notes, include a 4-6 line summary, so you can easily do an annotated blbliography at the end of your research.  The following are some approaches to action-based theological research that we have discussed previously. Read any you have missed. Then read the chapters in Doing Development research. They are short.  **Entrance, theological reflection, socio-economic, leadership or church growth analysis**   1. Grigg, Viv. (2009) [Transformational Conversations](https://urbanleaders.org/670ResearchMethods/1ResearchFramework/GriggTransformationalConversations.pdf) in *The Spirit of Christ and the Postmodern City*. Emeth Press. 2. Van Engen, Charles. (1996). [Constructing Mission Theology](https://urbanleaders.org/670ResearchMethods/13%20Theological%20Method/Mission+on+the+Way.pdf) In *Mission on the Way: Issues in Mission Theology*. Grand Rapids, MI: Baker Book House.p17-31.   **Theology**   * Boff, Leonardo and Boff, Clodovis. (1986). The Basic Question: [How to be Christians in a World of Destitution](https://urbanleaders.org/670ResearchMethods/13%20Theological%20Method/BoffIntroducing+Liberation+Theology.pdf). In *Introducing Liberation Theology* (pp. 1-10). Maryknoll, NY: Orbis Books. * Holland, J and Henriot, P. [Social Analysis and Social Change](https://urbanleaders.org/670ResearchMethods/13%20Theological%20Method/HerriotSocial+Analysis.pdf). In *Social Analysis: Linking Faith and Justice*. pp 7 -20.   **Social Theory**  **(These you need to buy)**   * *Doing Development Research*, Ch. 1, 2, 11, 13 * Read Slimbach's Real Woeold Research and begin to work though the items in appendix C: the Project Plan   **Citywide Church Growth Research**  If you are planning on church growth research read the following:   * Waymire, Bob & Carl Townsend. (2000). [Gathering the Harvest Force](https://urbanleaders.org/540UrbanReality/00Readings/WaymireDiscovering%20Your%20City.pdf) In *Discovering Your City* Etna, CA: Light International. pp 5.1-5.6. * [EGM Slum Mapping Report](https://urbanleaders.org/540UrbanReality/11ResearchingCity/EGM_slum_mapping_report_final.pdf) * Urban [Research for Ministry Strategy](http://www.urbanleaders.org/620Leadership/08cityleaders/CityStrategyManual/Building%20Blocs/Building%20Blocks.htm) |
| **Online Discussion** | Class connections and IntroductionsReview Syllabus**Vimeo:** [**Theoretical Underpinnings of Research**](https://www.slideshare.net/vivgrigg/theoretical-underpinnings-of-urban-research) **Towards a Biblical Theology of Research** One third of the Old Testament is Wisdom Literature. Is the knowledge of God found through wisdom? or through piety? or through walking with him in justice-making? This was the theme of TUL530 on Urban Spirituality. There are whole streams of Judaism, Christianity and Islam committed to this wisdom tradition. Preceding these, is the Buddha, who taught the way of enlightenment, and Socrates, Plato, Aristotle arose in a similar era, defining the framework of Western thought about how to "know truth". So there appears to be a universal human understanding that the knowledge of God is implanted within us, but we must reflect on it, and search it out. Having said that, Solomon indicates limits to wisdom in Ecclesiastes 1:16-18 and 8:16-17.  This course introduces you to the academe, gives you initial skills, and some theoretical basis as you engage in a limited study. But keep it limited. Do well within those limits. But do not be overly ambitious.  **Planning Slum-based Participatory Research**  The research we undertake within urban poor communities has a particular character that can be described as community-based, participatory, and action-oriented. Rather than merely obtain knowledge for knowledge’s sake, our research aims to contribute to the practical concerns of urban poor residents in their immediate community or problematic situation through by a collaborative process and within a mutually acceptable ethical framework. As a by-product, it also contributes to the goals of social science. The relationship between researcher and researched is fundamentally changed to recognize the unique strengths that grassroots organizations bring to social change efforts.    What community organization we elect to affiliate with depends, to a large extent, on the particular issue or topic we decide to focus our research on. The range of potential topics is as broad as social experience. Nevertheless, nine challenges closely correlate with the everyday life of urban poor groups: (1) *inadequate income* which gives rise to inadequate consumption levels of basic life necessities, (2) *low educational attainment,* (3)*inadequate* *shelter* (poor quality, overcrowded and insecure)*,* (4) *inadequate provision of “public” infrastructure* (piped water, sanitation, drainage, roads, footpaths, etc.), (5) *inadequate provision of basic services* (daycare centers, schools, vocational training centers, health-care clinics, public transport, law enforcement, etc.); (6) *inadequate protection of marginal groups’ rights through the operation of the law,* (7) *voicelessness and powerlessness* of poorer groups within political systems and bureaucratic structures, (8) *low levels of moral-spiritual integrity* reflected invision, values, affections, habits, and ways of thinking; and (9) *inadequate* *accountability* from aid agencies, NGOs, public agencies and private utilities. Carefully consider what quality-of-life issue you wish to research, along with the assets of prospective urban poor organizations addressing that challenge.    Engage as directed throughout Modules 2 and 3 with both forum analyses and presenting this in class with brief bullet points each Module [Developing a Transformational Conversations Research Process](https://urbanleaders.org/670ResearchMethods/2Charting%20Journey/DevelopingaTransformationalConversationsResearchProcess) to begin discussion.  Review Vimeo on [Transformational Urban Conversations](https://vimeo.com/vivgrigg/transconv)  Make sure to check around whether you need to get government or university clearance for what kinds of research and the cost.  Read Slimbach's Real World Research and begin to work though the items in appendix C: the Project Plan  This course is a seminar, responsive to your needs as you do your research, as against a methods course. The reason is that in each course of the degree there is one or more research methods developed. Go back through your various classes and identify the research methodologies you have learned across the degree. We have reviewed most of them in the previous classes this semester. Here we will simply integrate what we have learned:   |  |  |  | | --- | --- | --- | |  | Course | Academic Research | | TUL500 | A Biblical Theology of Urban Mission | Urban Theological Method: 1. Transformational Conversations. 2. Story-telling cultural analysis. 3. Endnote or equivalent for referencing | | TUL505 | Language and Culture Learning | Participant Observation: 1. Incarnational Living 2. Field Notes | | TUL520 | Urban Spirituality | Cultural Analysis: 1. Mapping Community Spirituality 2. Evangelistic research in a community | | TUL530 | Building Faith Communities: | Church Growth Analyses 1. Harvest Force and Harvest Field 2. Community analysis for evangelism. 3. Developing a Funding Plan | | TUL540 | Urban Reality and Theology | Cultural Analysis: Locating in the context of major Urban Studies theories | | TUL550 | Service to the Marginalized | 1. Case Study Analysis 2. Organizational Analysis, 3. participant Observational Techniques | | TUL555 | Educational Centre Development | Gantt Chart, Participatory Observer Organizational Analysis, Interviews | | TUL560 | Community Economics | Organizational Analysis, annotated bibliography | | TUL620 | Movement Leadership | Analysis of Principles, Literature review | | TUL630 | Community Transformation | Funding Plan, Project Planning | | TUL640 | Entrepreneurial Leadership | Business Plan, Funding Plan, Financial Plan | | TUL650 | Primary Health Care | Interviewing, Triangulation, | | TUL655 | Advocacy and Land Rights | Community Organizing Research, Public Policy research | | TUL670 | Research Project/Thesis | Participatory Urban Theology or Participatory Urban Development; Thesis Proposal; Development of a thesis question; writing process for full thesis on limited topic or project analysis on limited topic; community participation in research, grounded theology; literature review; annotated bibliography |   In two of these courses you were assigned an annotated Bibliography. In two you were assigned a literature review process. Please go to the page on the [MATUL as a Research Degree](https://sakai.apu.edu/access/content/group/85a97a22-f174-456c-8202-0a3be1cfa3f8/Doc%20Sharing/The%20APU%20MATUL%20as%20a%20Research%20Degree.doc) and fill in the gaps based on your experience, then submit to the evaluation in the assignments. |
| **Forums** **Assignments** | Select Forums from the Course Links navigation menu and then Topic 1: Planning Slum-based Participatory Research.  Go to assignments and look at assignment 1. |

**Module 2: Design - Charting the Research Journey**

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| **Preparations** | 1. Read: Richard Slimbach, “[Real World Research](https://sakai.apu.edu/access/content/group/85a97a22-f174-456c-8202-0a3be1cfa3f8/10.%2BReal_World_Res_2_%2B_1_.pdf)”  2. Read: Doing Development Research (Ch. 5)  3. Read: Doing Research in the Real World (Ch. 3)  Review the video: [Concept of a Research Proposal](https://youtu.be/zJ8Vfx4721M). This will develop from your [Project Plan](https://urbanleaders.org/670ResearchMethods/1ResearchFramework/ProjectPlan.docx). Your aim is in 10 Modules to have this fully developed so you can begin your research in earnest.  Vimeo: [Designing Graphical Masters](https://www.slideshare.net/vivgrigg/6701-designing-graphical-masters-papers) (embed??) |
| **Face to face**      **Online Discussion** | Select Forums from the Course Links navigation menu and then continue with last Modules topic: Planning Slum-based Participatory Research.   * Presentations by students of two readings. * Update on any breakthroughs with partner organizations * Review the [Project Plan.](https://urbanleaders.org/670ResearchMethods/1ResearchFramework/ProjectPlan.docx) * Students create a Shared GoogleDoc (tbd by professor) while discussing steps in project plan. Convert into a Gannt chart. * Review research topic definition, and how it relates to what the partnering organization wants you to do. How much is this their idea? How do you narrow it down to simple variables? how do you go about getting the literature so you can build this from theories? What style of research approach might work best? |
| **Assignments** | Go to Assignments in the Course Links menu and select Project 1.   * This Module fill in all you can on the project plan. * By now you should also have started your annotated reading log with 7-10 readings. * Start on the Shared Google Doc |

**Module 3: Participatory Urban Research**

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| **Preparations** | Pre-class readings and videos (Best to cover all of these)   1. Doing Research in the Real World (DRRW) chapter 1 2. “Participatory Research”: [http://www.unesco.org/education/aladin/paldin/pdf/course01/unit\_08.pdf](http://www.bc.edu/content/dam/files/offices/mission/pdf1/ju10.pdf)      1. View: “Building capacity: participatory planning”: <http://www.youtube.com/watch?v=2Bft-_gKvt8&feature=related> [17 min.] [Summary ppt](https://sakai.apu.edu/access/content/group/85a97a22-f174-456c-8202-0a3be1cfa3f8/Doc%20Sharing/CRAMER%20-%20Building%20Capacities%20-%20Participatory%20Planning.pptx) by Adam 2. View: “Participatory planning in Ahmedabad slums”:<http://www.youtube.com/watch?v=hPvzDJ2raQo&feature=related>[10 min.] 3. Nicholas Freudenberg, DrPH, and Emma Tsui, PhD. [Evidence, Power, and Policy Change in Community-Based Participatory Research](https://urbanleaders.org/670ResearchMethods/5.%20Participatory%20Planning/Freudenberg%20et%20al.%202014%20Evidence%20Power%20Policy.pdf). *American Journal of Public Health*. January 2014, Vol 104, No. 1. |
| **Face to Face and Online Discussion** | Review [Picking a research topic](http://youtu.be/Q0B3Gjlu-1o)  Select Forums from the Course Links navigation menu and then topic 1: Planning Slum-based Participatory Research. Be ready to present one of the above and to discuss the following in online class.    **Planning Slum-based Participatory Action Research**    The research we undertake within urban poor communities has a particular character that can be described as community-based, participatory, and action-oriented. Rather than merely obtain knowledge for knowledge’s sake, our research aims to contribute to the practical concerns of urban poor residents in their immediate community or problematic situation through by a collaborative process and within a mutually acceptable ethical framework. As a by-product, it also contributes to the goals of social science. The relationship between researcher and researched is fundamentally changed to recognize the unique strengths that grassroots organizations bring to social change efforts.    What community organization we elect to affiliate with depends, to a large extent, on the particular issue or topic we decide to focus our research on. The range of potential topics is as broad as social experience. Nevertheless, nine challenges closely correlate with the everyday life of urban poor groups: (1) *inadequate income* which gives rise to inadequate consumption levels of basic life necessities, (2) *low educational attainment,* (3)*inadequate* *shelter* (poor quality, overcrowded and insecure)*,* (4) *inadequate provision of “public” infrastructure* (piped water, sanitation, drainage, roads, footpaths, etc.), (5) *inadequate provision of basic services* (daycare centers, schools, vocational training centers, health-care clinics, public transport, law enforcement, etc.); (6) *inadequate protection of marginal groups’ rights through the operation of the law,* (7) *voicelessness and powerlessness* of poorer groups within political systems and bureaucratic structures, (8) *low levels of moral-spiritual integrity* reflected in vision, values, affections, habits, and ways of thinking; and (9) *inadequate* *accountability* from aid agencies, NGOs, public agencies and private utilities. Carefully consider what quality-of-life issue you wish to research, along with the assets of prospective urban poor organizations addressing that challenge.  Engage as directed throughout Modules 2 and 3 with both forum analyses and presenting this in class with brief bullet points each Module. Use the [Transformational Conversations as Research](https://sakai.apu.edu/access/content/group/85a97a22-f174-456c-8202-0a3be1cfa3f8/Doc%20Sharing/Theological%20Method/DevelopingaTransformationalConversationsResearchProcess.docx) document to begin discussion.  **Notes on Ahmedabad** from Alessa:  Process of what participation meant  Context: 700 slums, 70% of people,  Sample: looked at best models elsewhere, involved with local government, analyzed communities infrastructure, land ownership, typology, urban interventions, then targeted 3 slums for participatory planning.  Process: Developed leadership groups that dialogued, had community meetings, bult relationships, house to house surveys, mapping, envisioning. Identified health needs.  Proposal: Came up with proposals and then got input from community, then refined draft of final proposal, and action that should result, then did synthesis. From the three developed a system to analyze other communities in relocation, redevelopment, upgrading, partial relocation then identified a status for each community. Issues that came up: housing issues and ideas for implementation. Reduces chance of overlooking microlevel problems. A mutually beneficial process.  **Ownership** by the organization and by the residents/participants is crucial. So early conversations in the community are crucial.  **Comments from Kim Farnham**: Make sure you interview at least three organizations. Invariably some options fall through. |
| **Assignments** | Go to Assignments in the Course Links menu and select Project 1. Submit as directed by the end of Module #3. |

### **Module 4**

### **Composing a Project Plan**

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| **Preparations** | 1. Doing Research in the Real World (Ch. 2, 13,) 2. Read one of the following  * View: “Ethnography: Field Study in Orissa”:<http://www.youtube.com/watch?v=rnyeMLtU5fo> [5 min.] This Red Cross clip takes you backstage as the investigators share their decision-making process. * Britha Mikkelsen. (2012) [Participation in Development: the Concept and Critical Perspectives](https://sakai.apu.edu/access/content/group/85a97a22-f174-456c-8202-0a3be1cfa3f8/Doc%20Sharing/Methods%20for%20Development%20Work%20and%20Research.pdf). In [*Methods for Development Work and Research*](https://urbanleaders.org/670ResearchMethods/5.%20Participatory%20Planning/Methods+for+Development+Work+and+Research.pdf)Sage Publications. |
| **Online Discussion** | See Lindsey’s Prezi (open in new window using https://prezi.com/dn-kmjbkqb2c/qualitative-methods/) by Lindsey of ch 5.  [Summary](https://urbanleaders.org/670ResearchMethods/4%20Compose%20Plan/Qualitative+Research+Design+-+Ch+7+-+A+Wachter) by Alissa of ch 7 from *Qualitative Research Design*.  Discuss your research topic definition, and how it relates to what the partnering organization wants to do. How much is this their idea? How do you narrow it down to simple variables? how do you go about getting the literature so you can build this from theories? What style of research approach might work best?  [Qualititative Research Design](https://urbanleaders.org/670ResearchMethods/4%20Compose%20Plan/Qualitative+Research+Design+-+Ch+7+-+A+Wachter)    Select Forums from the Course Links navigation menu. Engage as directed  [Epistemology Power Point](https://urbanleaders.org/670ResearchMethods/3.%20Epistemology/ResearchTheories.pptx) |
| **Assignments** | Go to Assignments in the Course Links menu and select Project 2. Submit as directed. |

### **Module 5**

### **Partnership Issues**

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| **Preparatory Readings** | * DDR, ch 9, 10, 11 on partnership * In preparation for Module 8, begin understanding the Ethics requirements |
| **Online Discussion** | Join us online to discuss   * Research Plans. * At the level of a taught masters a thesis is discouraged with a project being preferable. Choose to do a project unless your work is exceptional, broad and theoretical. * Theoretical Frameworks Behind Research from DRRW * Discuss partnership Issues from student presentation on DDR9,10,11 |
| **Forum** | Select this Modules forum from the Course Links navigation menu |
| **Assignments** | Go to Assignments in the Course Links navigation menu. |

### **Module 6**

### **Literature Review**

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| **Pre-Class Readings** | 1. *Doing Development Research*, Ch. 22, 23,27,28,29 2. View: "[Literature Review](http://youtu.be/t2d7y_r65HU)s: An Overview for Graduate Students" <http://youtu.be/t2d7y_r65HU> [9:38] 3. View: “Literature Reviews: ”: <http://www.youtube.com/watch?v=t2d7y_r65HU&feature=related> [9:40] 4. View: “Reading Effectively”: <http://www.youtube.com/watch?v=HgwAmrSQZLo&feature=relmfu> [8:30] 5. Complete the following two tutorials: Internet searching tutorial: <http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/FindInfo.html> 6. Electronic database searching tutorial: <http://library.uwaterloo.ca/libguides/cdrom/introsrch_selection.html> (Replace with an WCIU tutorial) |
| **Face to Face Discussion** | Join us to discuss [**Literature Reviews**](https://urbanleaders.org/670ResearchMethods/6.LitReview/Literature+Reviews+-+Ch+22+-+A+Wachter.docx), with a one page summary of one of the above.  Discussion Starter on [Literature Survey](https://urbanleaders.org/670ResearchMethods/6.LitReview/LiteratureSurvey.pptx)  An APU Introduction to Literature Searches at WCIU (to be developed)  **Character and Communications:** Consider this [Menu](https://frontierv.sharepoint.com/teams/wciu/Transformational%20Urban%20Leadership/Course%20Shells/Syllabi%202019/671-2019/Great%20Taste.doc) and work out your worth. This contributes to the discussion on relating to supervisors in research projects  Evaluate together this [literature review by Melinda](https://urbanleaders.org/670ResearchMethods/6.LitReview/TUL%20670A%20M%20Nelson%20Proj%204%20Literature%20Review.pdf) in Mozambique. |
| **Assignments** | Go to Assignments in the Course Links navigation menu and select Project 4. Submit as directed. |
| **Online Forum Discussion** | Select Forums from the Course Links navigation menu and then topic : Literature Review. |

**Module 7**

**Writing the Research Proposal**

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| **Preparation** | 1. View: “The Research Proposal”: <http://www.youtube.com/watch?v=zJ8Vfx4721M>[14 min.] 2. Review in detail the requirements in the [Project Proposal](https://sakai.apu.edu/access/content/group/85a97a22-f174-456c-8202-0a3be1cfa3f8/Doc%20Sharing/ProjectProposal.docx) Document 3. Robert M. Emerson, Rachel I. Fretz , Linda L. Shaw. (2011). *Writing Ethnographic Fieldnotes*, Second Edition (Chicago Guides to Writing, Editing, and Publishing) (Kindle 10.99). (Since most of you will tend towards enthnographic research, this may be worth buying. It will increase the standard of your observational approaches. I list it here, so you can reflect on it in your design). |
| **Virtual face to face Discussion** | Join us online to **discuss Research Plans.**   * [Research Proposal](https://sakai.apu.edu/access/content/group/85a97a22-f174-456c-8202-0a3be1cfa3f8/Doc%20Sharing/5.%20Project%20Proposal/ProjectProposal_2_.docx) * [Research Proposal Grading Rubric](https://urbanleaders.org/670ResearchMethods/7%20Writing%20Proposal/MATUL+Thesis+Proposal+Grading+Rubric.doc) * [Sample Gantt Chart](https://sakai.apu.edu/access/content/group/85a97a22-f174-456c-8202-0a3be1cfa3f8/Doc%20Sharing/5.%20Project%20Proposal/TUL670%20Thesis%20Progress%20Gantt%20Chart.pdf) |
| **Forum** | Select Forums from the Course Links navigation menu |
| **Assignments** | Go to Assignments in the Course Links navigation menu. Select Project 3 First Draft and submit as directed |

### **Module 8****: Ethics in Fieldwork**

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| **Preparation** | Go through the MATULigan developed [Training in Ethics in Human Subject Research](https://urbanleaders.org/670ResearchMethods/8%20Ethics/MATUL.CITI.training.pdf) and submit it.  For most students this will not be needed, if you study your organization and its involvement in the community, rather than direct engagement with the people. In that case your research will not involve human subjects.  To research=hman subjects you need a long discussion with your professor who will discourage you from all the lengthy legal implications.  If you are determined to focus on human subjects, make sure you have completed the training videos and certification identified in Module 5. Define your deadlines for the IRB review of your work. You will need to get it to the professor 5 days prior to this for review before submitting.    The first step is determining what kind of approval you need - or not. We will follow federal processes available [here](http://www.hhs.gov/ohrp/policy/checklists/decisioncharts.html#c1). Come to class with decisions made about what kind of approval you are going to need, having worked through these checklists.    There are also considerations because your research is international. See 2015 Edition of the International Compilation of Human Research Standards at: <http://www.hhs.gov/ohrp/international/index.html>  This document is primarily related to medical research, but you will find it applicable in some cases to broader social science research: e.g. India: <http://www.cehat.org/publications/ethical.html>    You need to complete our modified ethics training process developed by MATUL students.    Former requirements below can be waived by accomplishing the above.    Review three of the following ready to discuss one in class:   1. 1. American Anthropological Association *Statement on Ethics*. Available online at: 2. <http://www.aaanet.org/profdev/ethics/upload/Statement-on-Ethics-Principles-of-Professional-Responsibility.pdf> 3. View: “Take a Seat”: <http://sites.duke.edu/ethicsmodules/2011/04/26/take-a-seat/>[4:33] 4. View: “Sensitive Subjects”: <http://sites.duke.edu/ethicsmodules/2011/04/25/sensitive-subjects-cubas-underground-economy/> [4:00]    1. View: “Research with Kids”: <http://sites.duke.edu/ethicsmodules/2011/01/24/children/>[1:30] 5. View: Photographing others: <http://sites.duke.edu/ethicsmodules/2011/01/24/images-of-suffering/> [1:41] and <http://sites.duke.edu/ethicsmodules/2011/01/24/japanese-skateboarders/> [6 min.] (There are several videos. Hit the arrows till you find the ones you need). 6. View: “How to Ask”: <http://sites.duke.edu/ethicsmodules/2011/01/24/oral-consent/>[5:28] and <http://sites.duke.edu/ethicsmodules/2010/07/14/oral-consent-what-would-you-want-to-know/> [1:07] 7. Read: “Research Without Consent”: #51 at <http://sru.soc.surrey.ac.uk/SRU15.html> |
| **Online Forum Discussion**    **Online Face to Face Discussion** | Select Forums from the Course Links navigation menu and then select topic #4 the ethics of fieldwork. Engage as directed throughout Modules 8 and 9.    Bring to the Face to Face online discussion a one page summary or 3 page Power point of a key paradigm from one of the above readings or videos.  Fill in the [google doc](https://docs.google.com/a/apu.edu/spreadsheets/d/1cM8rqknhSfmiu7DyU5nM4lnRcrD6kziFr5jqFCM171w/edit?usp=sharing)  (To be set up each year)  You are now moving from the initial project plan to a full project proposal. We will review at least one project proposal from one of the class. If you wish yours reviewed, email it to the professor. |

### **Module 9****: Qualitative Methods: Case Studies/ Storytelling /**

### **Ethics Continued**

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| **Preparations** | Read: DRRW 7, 11  DDR 18 The USE of Interpreters.  Try to complete upgrading your project plan details to a full proposal. You should already be working on information gathering, particularly journaling and informal interviewing, even as you refine the full details of the research process.  **Ethics Permission continued**  Aim: by Mar 27th, submit docs to Professor, by the 1st to the IRB for the April 15th meeting.  Decision-making simplified   1. Complete your certificate of training and submit to assignment 5. 2. Decide if your research involves human subjects or is it exempt. 3. Decide if you are likely to need informed consent: written or verbal. 4. Decide if you have a research partner - few of you do but you do have a partner research organization. 5. International Research: Identify where you can find a formal IRB to sign off in your city or Dean of a school with related research. This often takes three visits, so don’t delay. 6. Decide what you need to submit to the IRB |
| **Virtual Face to Face Discussion** | **Ethics Discussion Continued** Fill in [google doc](https://docs.google.com/spreadsheets/d/1YFTLAXaTp-qSgO-1mfZ0NhQRLClqCkzkH1l6a8lHjbc/edit?usp=sharing) (to be added each year) related to your proposal progressions as we talk.  Review the federal regulations again. **Methods** Fill in your blockages and next steps on the google doc  Most students come into this course expecting that research is primarily interviewing people. With exposure in the Community Health course, some have added in the idea of focus groups. Qualitative methods are much broader than these two methods. By the end of this Module, you should have browsed a range of these and settled on one or two that would fit your context and research focus. Bring to the Face to Face online discussion a one-page summary or 3 page Power point of a key paradigm from one of the above readings that you think will work for you.  Discussions on:   * DRRW Ch 7 Qualitative Methods, * 11 Designing Case Studies, * DDR 18 on Interpreters   Sample Applications (to be added)  Case Study Approach   * Rationale for Case Studies video <https://youtu.be/a_2tFHwXaR0> * [Case Study](https://sakai.apu.edu/access/content/group/85a97a22-f174-456c-8202-0a3be1cfa3f8/Doc%20Sharing/8%20Ethics_Case%20Study/CaseStudy.pptx) Power point * Forrest, [Ethics: Sensitive Subjects](https://urbanleaders.org/670ResearchMethods/8%20Ethics/ForrestCammack.SensitiveSubjects.4Mar2014) |

### **Module 10**

### **Sampling Strategies, Ethnography and Data Coding**

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| **Preparations** | Read and prepare a presentation on one of:   * Chapter 4 Qualitative Research in Scheyvens * DDR ch 19 * DRRW 17 * Study [Nvivo](http://www.urbanleaders.org/670ResearchMethods/9.%20Sampling%20Strategies/NVivo10-for-Mac-Getting-Started-Guide.pdf) We will not use this, as it is at a level of research beyond what you are doing, but it is important to know that this professional software is available for you at doctoral level should some go there.   Complete your literature review, submit it and integrate it into your project plan. Then continue to expand your plan into a project proposal |
| **Face to Face Discussion** | Discuss weeks engagement with community  Presentation by Professor on [Data analysis](https://urbanleaders.org/670ResearchMethods/9.%20Sampling%20Strategies/DataAnalysis.pptx) and [Analysis of Urban Conversations](https://www.slideshare.net/vivgrigg/6755-analysis-of-urban-conversations)  Breaking the power of sociology in your mindsets with its emphasis on interviews and quantitative data is not an easy task. Getting up to speed with more useful qualitative options is even more daunting. This Module the emphasis on ethnography should further assist you in defining your approach and writing it up into your project proposal.  **Literature Reviews.**  A research project proposal literature review is about your methodology and some initial readings around the topic.  Remember your project proposal literature review will need a focus on both the nature of your methodologies and on the topic of your research itself. In the final thesis/project, much of the methodological literature that you read to figure out what to do may not be included as it ends up irrelevant. If you are fortunate to settle quickly on an approach this can save you much time!!! |
| **Assignments** | Go to Assignments in the Course Links navigation menu and select Project 4 by the end of Module #11. Submit as directed. |
| **Online Forum Discussion** | Select Forums from the Course Links navigation menu |

**Module 11: Participant Observation and Interviewing**

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| **Preparation** (Complete two of the following readings) | Prepare your 1-4 page presentation on one of the following:   1. Re-read Slimbach, “Real-World Inquiry” (refer to Phase 7) 2. View: “Qualitative vs. Quantitative Research”: <http://www.youtube.com/watch?v=ddx9PshVWXI&feature=related> [6 min.] 3. View: “Observing the Public Laundry Process”: <http://www.youtube.com/watch?v=3Jydtrbk55U> [2:33] 4. The idea of Grounded questions resulting in stories <http://youtu.be/tEISLatc57I> |
| **Virtual Face to Face Discussion** | Discussion on weeks work  Join us to discuss three methodologies  1. **Participant Observation** in fieldwork.  Present a one page or four page power point on one of the above readings.   1. Essential words in each of the qualitative and quantitative approaches. 2. What notes would you end up with in the laundry observation 3. Discuss thick truth versus......   2. Presentation by Professor -Collecting Primary Data: [Interviewing presentation](https://www.slideshare.net/vivgrigg/67011-urban-research-interviewing)  3. [Questionnaires](https://urbanleaders.org/670ResearchMethods/14%20Proposal/Chapt14Questionnaires.ppt) |
| **Online Discussion** | Follow this forum. |

#### **Module 12**

#### **Proposal Submission**

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| **Preparation:** Review the videos on proposal writing and **c**omplete two more readings on research methods. | This coming Module is final submission of your thesis proposal to the project proposal assignment. This will include all the pieces you have done on ethics, literature review, bibliography, budget etc. You have to convince your professor that this will result in a viable research product and your funders that it is worthy of doing. Review the suggestions as to how to do this in the [Project Proposal2 doc](https://urbanleaders.org/670ResearchMethods/2Charting%20Journey/ProjectProposal_2_.docx).    There are a few extra ideas in the following nicely crafted PowerPoint to help you refine your proposal including a section on defining your terms:  [Master Dissertation Tips to a Winning Proposal](http://www.youtube.com/watch?v=oHyEPgUV6dM&feature=youtu.be)  The following extend discussion on research methods to another displine, that of taking field notes:   1. View: “Field Dressing”: <http://sites.duke.edu/ethicsmodules/2011/04/25/field-dressing/> [3:38] 2. Read: “Field Notes: What, How & Why?” <http://anthroyogini.wordpress.com/2007/08/16/field-notes-what-how-why/> 3. And on the Steps to do a Literature Review. Start at 16:49: <https://www.youtube.com/watch?v=5W_x6opCvpQ>   Make sure you have added in your theological piece, be it simply a statement of your values that underlie the study or a fuller discussion of the theological rationale for engaging this question, or a complete theological transformation approach to grounded theological research. |
| **Face to Face Discussion** | * We will review those exempt applications that have not yet been submitted. Please place these in google docs, so the whole class can be involved in editing them. * Review [Project Proposal](https://sakai.apu.edu/access/content/group/85a97a22-f174-456c-8202-0a3be1cfa3f8/Doc%20Sharing/ProjectProposal(2).docx)2 doc. and [Project Proposal Tips](https://sakai.apu.edu/access/content/group/85a97a22-f174-456c-8202-0a3be1cfa3f8/Doc%20Sharing/5.%20Project%20Proposal/ProjectProposal1.pptx) * Come to class with a pdf you can show us of your thesis proposal. You can present your question and any part of the proposal that you are still puzzling over for others to have input. Or you can focus on your research method and get input on how to adapt it. |
| **Online Discussion** | Select Forums today from the Course Links navigation menu and make your submission tomorrow and respond to two others in three days. Engagement in the forums is a critical piece of the dialogue of the class. |

**Module 13**

### **Interviewing & Theological Method Expanded**

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| **Preparations** | From last Module, if you did not complete it   1. Video: “Getting People to Talk” <http://vimeo.com/1269848> [33 min.] 2. Paying informants? <http://sru.soc.surrey.ac.uk/SRU14.html> 3. Joint interviewing? <http://sru.soc.surrey.ac.uk/SRU15.html> 4. [Mind Map](https://sakai.apu.edu/access/content/group/85a97a22-f174-456c-8202-0a3be1cfa3f8/MindMapThesis.pdf) example from Alessa 5. DRRW ch 15   For this Module, review the following on theological method from previous classes:   1. Herriot on [The Pastoral Cycle](https://sakai.apu.edu/access/content/group/85a97a22-f174-456c-8202-0a3be1cfa3f8/Doc%20Sharing/Theological%20Method/HerriotSocial%20Analysis.pdf) 2. Grigg on [Transformational Conversations](https://sakai.apu.edu/access/content/group/85a97a22-f174-456c-8202-0a3be1cfa3f8/Doc%20Sharing/Theological%20Method/transformationalConversations_09-2.pdf) 3. Van Engen on [Urban Theological Process](https://sakai.apu.edu/access/content/group/85a97a22-f174-456c-8202-0a3be1cfa3f8/Doc%20Sharing/Mission%20on%20the%20Way.pdf) |
| **Face to Face & Forum Discussion** | We will review the steps for this semester, any problems being faced and discuss the theological components of the process in more depth.  [The Pastoral Cycle](https://urbanleaders.org/670ResearchMethods/13%20Theological%20Method/Pastoral+Praxis+Cycle.pptx)  [The Pastoral Cycle](https://urbanleaders.org/670ResearchMethods/13%20Theological%20Method/Pastoral+Praxis+Cycle.pptx)  Select Forums from the Course Links navigation menu |
| **Assignments** | Select Assignments from the Course Links navigation menu and then select Project 5. Submit as directed. |

**Module 14**

**Writing the Ethnographic Report**

**Methodologies: Evaluations, Focus Groups, Ethnography**

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| **Preparations** | **Writing the qualitative report** Using verbatim quotes in the report: <http://www.york.ac.uk/inst/spru/pubs/pdf/verbquotresearch.pdf> (p. 8-17)  Balancing description and interpretation (often called “discussion”): <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.101.5679&rep=rep1&type=pdf>    *Examples**retrieved mostly from Google Scholar using key words “ethnographic report” + “slum” or “informal settlement”)*   * Write-up example 1: Mobile phone stores in Indian slum <http://itidjournal.org/itid/article/viewFile/563/249>      * Write-up example 2: Quality of water in Kenyan slum <http://link.springer.com/article/10.1007%2Fs11524-007-9199-x?LI=true#page-1> * Write up example 3: Health inequality in a South African slum <http://ccs.ukzn.ac.za/files/RREPORT_VOL106_HUNTER.pdf> * Write up example 4: Health seeking behavior among women in a Pakistani slum <http://www.ghdonline.org/uploads/261.pdf>   **Annotated Bibliography**  Search online for the best video on doing an annotated bibliography. In this proposal you should have about 25 books or articles in your bibliography that are annotated. |
|  | **Writing Process**  Join us to look ahead at the Writing Process, with a one page summary of one of the above.  Continue to expand your project plan into a full thesis proposal for next Module. Review the [Project Proposal](https://sakai.apu.edu/access/content/group/85a97a22-f174-456c-8202-0a3be1cfa3f8/Doc%20Sharing/5.%20Project%20Proposal/ProjectProposal2%20(3).docx) and the [Project Proposal ppt](https://sakai.apu.edu/access/content/group/85a97a22-f174-456c-8202-0a3be1cfa3f8/Doc%20Sharing/5.%20Project%20Proposal/ProjectProposal1.pptx). Identify chapter topics and subtopics; define your interview questions in greater detail; refine your timeline etc.  Discuss why each of you ahsd chosen the particular methodologies below: **Methodologies**  * Evaluations * Focus Groups * Data analysis   **Ethnography**   * Ethnographic Fieldwork * Ethnography   **Theology**   * Pastoral Cycle * Transformational Conversations |
| **Assignments** | Go to Assignments in the Course Links navigation menu and select Project 4 by the end of Module #11. Submit as directed. |
| **Online Forum Discussion** | Select Forums from the Course Links navigation menu and add your entry and respond to two others. |

**Module 15**

Integration of Learning

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| **Preparation** | This course is seminar, responsive to your needs as you do your research, as against a methods course. The reason is that in each course of the degree there is one or more research methods developed. Go back through your various classes and identify the research methodologies you have learned across the degree. We have reviewed most of them in the previous classes this semester. Here we will simply integrate what we have learned:   |  |  |  | | --- | --- | --- | |  |  | Academic Thesis | | TUL500 | Writings, Reign and Reality | Urban Theological Method: 1. Transformational Conversations. 2. Story-telling cultural analysis. 3. Endnote or equivalent for referencing | | TUL505 | Language and Culture Learning | Participant Observation: 1. Incarnational Living 2. Field Notes | | TUL520 | Urban Spirituality | Cultural Analysis: 1. Mapping Community Spirituality 2. Evangelistic research in a community | | TUL530 | Building Faith Communities: | Church Growth Analyses 1. Harvest Force and Harvest Field 2. Community analysis for evangelism. 3. Developing a Funding Plan | | TUL540 | Urban Reality and Theoogy | Cultural Analysis: Locating in the context of major Urban Studies theories | | TUL550 | Service to the Marginalized | 1. Case Study Analysis 2. Organizational Analysis, 3. participant Observational Techniques | | TUL555 | Educational Centre Development | Gantt Chart, Participatory Observer Oranizational Analysis, Interviews | | TUL560 | Community Economics | Organizational Analysis | | TUL620 | Movement Leadership | Analysis of Principles, Literature review | | TUL630 | Community Transformation | Funding Plan, Project Planning | | TUL640 | Entrepreneurial Leadership | Business Plan, Funding Plan, Financial Plan | | TUL650 | Primary Health Care | Interviewing, Triangulation, | | TUL655 | Advocacy and Land Rights | Community Organizing Research, Public Policy research | | TUL670 | Thesis | Participatory Urban Theology or Participatory Urban Development Thesis: Thesis Proposal, Development of a thesis question, writing process for full thesis on limited topic or project analysis on limited topic, community participation in research, grounded theology |   In two of these courses you were assigned an annotated Bibliography. In two you were assigned a literature review process. Please go to the page on the [MATUL as a Research Degree](https://sakai.apu.edu/access/content/group/85a97a22-f174-456c-8202-0a3be1cfa3f8/Doc%20Sharing/15Integration/The%20APU%20MATUL%20as%20a%20Research%20Degree.doc) and fill in the gaps based on your experience, then submit to the evaluation in the assignments. |
| **Face to Face Discussion** | This Module is your final submission of your project proposal to the project proposal assignment 1. This Module we will review any items that came out of reviewing those and further focus on methodologies.  As a seminar, these discussions are driven by your questions  [Writing a conclusion to your Research](https://www.slideshare.net/vivgrigg/writing-a-conclusion-to-your-research)    Join us to integrate thoughts about the course and to extend discussion on your methods  Make sure you fill in the course evaluation. |
| **Online Discussion** | none |

TUL675

**Term 2, Module 1**

**Introductions**

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| **Preparation** | 1. Re-read Slimbach, “Real-World Inquiry” (refer to Phase 7) 2. *Qualitative Research Design,* Ch 5 (“Methods…”) 3. 3. Video: “Getting People to Talk” <http://vimeo.com/1269848> [33 min.] 4. Question types: <http://www.design4instruction.com/articles/pdf/The%20Ethnographic%20Interview.pdf>. 5. Paying informants? <http://sru.soc.surrey.ac.uk/SRU14.html> 6. Joint interviewing? <http://sru.soc.surrey.ac.uk/SRU15.html> |
| **Online Discussion** | Join us Thursday of Module 1 from 8-9:30 pm Pacific time for an introduction and discussion of the second half of our course, a review of he syllabus and of the above methods backgrounds. |

**Term 2, Module 2**

**Theological Method Expanded**

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| **Preparations** | From last Module, if you did not complete it   1. Re-read Slimbach, “Real-World Inquiry” (refer to Phase 7) 2. *Qualitative Research Design,* Ch 5 (“Methods…”) 3. Video: “Getting People to Talk” <http://vimeo.com/1269848> [33 min.] 4. Question types: <http://www.design4instruction.com/articles/pdf/The%20Ethnographic%20Interview.pdf>. 5. Paying informants? <http://sru.soc.surrey.ac.uk/SRU14.html> 6. Joint interviewing? <http://sru.soc.surrey.ac.uk/SRU15.html>   For this Module, review the following on theological method from previous classes:   1. Herriot on [The Pastoral Cycle](https://sakai.apu.edu/access/content/group/85a97a22-f174-456c-8202-0a3be1cfa3f8/Doc%20Sharing/Theological%20Method/HerriotSocial%20Analysis.pdf) 2. Grigg on [Transformational Conversations](https://sakai.apu.edu/access/content/group/85a97a22-f174-456c-8202-0a3be1cfa3f8/Doc%20Sharing/Theological%20Method/transformationalConversations_09-2.pdf) 3. Van Engen on Urban Theological Process 4. Consider how these have been applied across the degree in the [attached chart](https://sakai.apu.edu/access/content/group/85a97a22-f174-456c-8202-0a3be1cfa3f8/Doc%20Sharing/Theological%20Method/Theological%20Contents.docx) |
| **Face to Face & Forum Discussion** | We will review the steps for this semester, any problems being faced and discuss the theological components of the process in more depth.  [Transformational Conversations](https://sakai.apu.edu/access/content/group/85a97a22-f174-456c-8202-0a3be1cfa3f8/Doc%20Sharing/Theological%20Method/UrbanContextualTheology.ppt)  [The Pastoral Cycle](https://sakai.apu.edu/access/content/group/85a97a22-f174-456c-8202-0a3be1cfa3f8/Doc%20Sharing/Theological%20Method/Pastoral%20Praxis%20Cycle.pptx)  Select Forums from the Course Links navigation menu and then select topic 7. Engage across Module 2 . |
| **Assignments** | Select Assignments from the Course Links navigation menu and then select Project 5 by the end of Module #5. Submit as directed. |

**Term 2, Session 3**

**Ethnographic Interviewing**

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| **Preparations** | Read or review two more of the following:   1. Re-read Slimbach, “Real-World Inquiry” (refer to Phase 7) 2. *Qualitative Research Design,* Ch 5 (“Methods…”) 3. Video: “Getting People to Talk” <http://vimeo.com/1269848> [33 min.] Fill in the attached [summary sheet](https://https//sakai.apu.edu/access/content/group/85a97a22-f174-456c-8202-0a3be1cfa3f8/Weekly%20Index%20Pages%20670b/Ethnography%20and%20Interviewing.doc) for discussion in class 4. Question types: <http://www.design4instruction.com/articles/pdf/The%20Ethnographic%20Interview.pdf>. 5. Paying informants? <http://sru.soc.surrey.ac.uk/SRU14.html> 6. Joint interviewing? <http://sru.soc.surrey.ac.uk/SRU15.html> |
| **Online Discussion** | Select Forums from the Course Links navigation menu and then select topic 7. Engage across Modules 2 to 5 in Term 2. |
| **Assignments** | Select Assignments from the Course Links navigation menu and then select Project 5 by the end of Module #5. Submit as directed. |

**Term 2, Modules 4**

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| **Preparations** | 1. Re-read Slimbach, “Real-World Inquiry” (refer to Phase 7) 2. *Qualitative Research Design,* Ch 5 (“Methods…”) 3. Video: “Getting People to Talk” <http://vimeo.com/1269848> [33 min.] 4. Question types: <http://www.design4instruction.com/articles/pdf/The%20Ethnographic%20Interview.pdf>. 5. Paying informants? <http://sru.soc.surrey.ac.uk/SRU14.html> 6. Joint interviewing? <http://sru.soc.surrey.ac.uk/SRU15.html> |
| **Online Discussion** | There is no forum this Module. Concentrate on your research. Prepare a presentation on one of the above for discussion. |
| **Assignments** | Select Assignments from the Course Links navigation menu and then select Project 5 by the end of Module #5. Submit as directed. |

**Term 2, Module 5**

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| **Preparations** | Read two of the following. Be ready to present on one.   1. Re-read: Slimbach, “Real-World Inquiry” (carefully re-read Phases 8-9) 2. View: “I Have Some Interview Data. What Next?”<http://www.youtube.com/watch?v=em3dRhwQEAA> [9 min.] 3. Read: Ryan & Bernard, “Techniques to Identify Themes”<http://www.engin.umich.edu/teaching/crltengin/engineering-education-research-resources/ryan-and-bernard-techniques-to-identify-themes.pdf> 4. *Qualitative Research Design,* Ch 6 (“Validity…”) |
| **Online and Face to Face Discussion** | Select Module 5 in the Forums from the Course Links navigation menu and engage the discussion.  In the face to face discussion we will begin to discuss data analysis issues.  ***Discussion: Discovering Themes***    Theme identification is the basic building block of data analysis. Without thematic categories, as Ryan and Bernardpoint out, “investigators have nothing to describe, nothing to compare, and nothing to explain.” And lacking clear explanations of social reality, we have little insight to “give back” to our host agency or broader community. Here again, we depend on clear and complete fieldnotes. Themes only become visible (and thus discoverable) through our raw fieldnotes, although our background knowledge, drawn mainly from academic reading and popular media, influences how we “see” the data, and thus what themes we will “discover.” In other words, theme discovery ultimately represents judgments we make of the data.  (1) What techniques described by Ryan & Bernard did you use to identify themes from your fieldnotes? (2) What are at least four (3) themes (pervasive conditions, events, behaviors, ideas) that you’ve discovered from your fieldnotes. (4) What conceptual labels will you give these themes? |
| **Assignments** | Select Assignments from the Course Links navigation menu and then select Project 5 by the end of Module #5. Submit as directed. |

**Term 2, Module 6**

**Analyzing Data (2)**

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| **Preparations** | Read two of the following. Be ready to present on one.   1. Re-read: Slimbach, “Real-World Inquiry” (carefully re-read Phases 8-9) 2. View: “I Have Some Interview Data. What Next?” <http://www.youtube.com/watch?v=em3dRhwQEAA> [9 min.] 3. Read: Ryan & Bernard, “Techniques to Identify Themes” <http://www.engin.umich.edu/teaching/crltengin/engineering-education-research-resources/ryan-and-bernard-techniques-to-identify-themes.pdf> 4. *Qualitative Research Design,* Ch 6 (“Validity…”) |
| **Skype** | * A useful tool for coding: [Hyperresearch](http://www.researchware.com/products/hyperresearch.html) * [Orals, Publishing and Binding](https://sakai.apu.edu/access/content/group/85a97a22-f174-456c-8202-0a3be1cfa3f8/Doc%20Sharing/ThesisBinding.pptx) * Join us on Skype to discuss writing data analysis. Two people present on above readings.   **Thesis: from the APU Catalogue**  The student selecting the thesis option, where available, must  meet the following requirements:  1. The student must have maintained an appropriate  grade-point average in all graduate courses at the  time the thesis option is requested.  2. A thesis proposal must be submitted as evidence of writing  ability. The student’s effort will be judged by the appropriate  academic department.  3. The appropriate academic department must grant  approval for the writing of the thesis using the  prescribed form.  4. The student must work with an Azusa Pacific University  faculty member who has been approved by the department  chair and dean to serve as a thesis advisor  5. Details on the development of a thesis proposal and  matters of style and format are available from the director  of graduate publications in the University Libraries. The  Master’s Style and Format Handbook is located under  Forms and Publications on home.apu.edu.  6. The final thesis must have the approval of the faculty advisor,  department chair, dean of the appropriate school or college,  and, with respect to final preparation for preservation in the  library, the director of graduate publications. |
| * **Assignments** | * Select Assignments from the Course Links navigation menu and then Project 6. |
| * **Online Discussion** | * Select Forums from the Course Links navigation menu and then Module 6: Writing Data Analysis. |

**Term 2 Module 7**

**Draft write up**

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| **Preparation** | Read any of the following from last Module that you have not yet covered:   1. Slimbach, “Real-World Inquiry” (carefully re-read Phases 8-9) 2. View: “I Have Some Interview Data. What Next?” <http://www.youtube.com/watch?v=em3dRhwQEAA> [9 min.] 3. Read: Ryan & Bernard, “Techniques to Identify Themes” <http://www.engin.umich.edu/teaching/crltengin/engineering-education-research-resources/ryan-and-bernard-techniques-to-identify-themes.pdf> 4. *Qualitative Research Design,* Ch 6 (“Validity…”) 5. Monash University. [*Write Your Data*](http://www.monash.edu.au/lls/hdr/write/5.8.html) |
| **Skype** | Join us on Skype to discuss writing up your data analysis.  "The question then becomes, not how to squeeze all of the data into those pages but how to *eliminate* as much extraneous and murky material as possible (Wolcott, 1995, quoted in Slimbach, Real World Inquiry, 2012)."  Fortunately your thesis is already half written and you didn't know it. You have your first three chapters largely in your proposal. Now you have your data description - chapter 4. The last chapter is your analysis and interpretation of the data, along with proposals as to action to be taken, recommendations as to next steps, further research this has opened up, etc.  Length is not the issue. Quality of content is.  How do you order it?  What to do with all those interviews?  [Data Analysis](https://sakai.apu.edu/access/content/group/85a97a22-f174-456c-8202-0a3be1cfa3f8/Doc%20Sharing/DataAnalysis.pptx) Power Point  In this Modules forum, from various readings you have done, describe how you are going about writing this all up, particuarly the data analysis section. Are you ready yet, or do you need more time?. What are your steps to doing the complete write up? What is still missing in your thinking? |
| **Assignments** | This Module concentrate on the draft of those final two chaptersSelect Assignments from the Course Links navigation menu |
| **Online Discussion** | Select Forum 7 from the Course Links navigation menu |

**Term 2 Modules 8**

**Telling the Story**

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| **Preparations** | 1. Re-read Slimbach, “Real-World Inquiry” (Phase 9) 2. *Doing Development Research*, Ch. 30 |
| **Assignments** | Select Assignments from the Course Links navigation menu and then project 7.  **Telling the Story (Report Writing towards those within the Organization)**    A “participatory” project, by definition, involves one’s host community organization in planning, data collection, analysis, and final report writing. While the academic supervisor is responsible to recommend a report structure, set firm deadlines, and provide ongoing *process* support, your local project supervisor (guide) is best prepared to review and offer feedback on the *content* of the report. Is the descriptive record complete and accurate? Does the analysis factor in all relevant variables? Do the discovered “themes” illumine the phenomenon in a comprehensive way? These questions are critical to the validity of your work, and your research guide is the best person to supply expert feedback.    Discuss which persons from your host organization are involved in reviewing and offering feedback on your written work (“description” and “analysis”)? (2) In what specific ways are they helping you to produce a factually accurate and carefully analyzed final report?  Draft your internal document and make sure your meeting date and objectives for reporting back into the organization leadership is well defined. |
| **Online Discussions** | Join the Online Face to Face Discussion prepared to share on one of the readings, update us with a discussion of how your work is related to your local supervisor and how they feel about its contribution to the organization.  The impact of action-research is almost entirely dependent on how the decision-makeers view the research and receive its implications organizationally. What structural changes are going to be needed in the organization to implement the probable recommendations from your research? How can you sensitively suggest these? How well do you think they will adapt in order to adopt your proposals? Decision-makers live in a political context. What other players need to be involved in these discussions? How do you get a critical organizational mass in order for them to move forwards? What level of ownership is going to be needed?  Select Forums from the Course Links navigation menu and then Module 8: Telling the Story. |

**Modules 9:**

**Writing Up Your Thesis**

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| **Preparations** | 1. Re-read Slimbach, “Real-World Inquiry” (Phase 9) 2. *Doing Development Research*, Ch. 30 |
| **Assignments** | Select Assignments from the Course Links navigation menu and then project 7. Submit by the end of Module #10 as directed. |
| **Online Discussions** | Join the Online Face to Face Discussion   * Review together the various styles in [Grecia](https://sakai.apu.edu/access/content/group/85a97a22-f174-456c-8202-0a3be1cfa3f8/Doc%20Sharing/Description%20part%201-1.docx), [Lyndsey](https://sakai.apu.edu/access/content/group/85a97a22-f174-456c-8202-0a3be1cfa3f8/Doc%20Sharing/670_Research%2BFindings%20(1).docx)'s analysis and [interpretation](https://sakai.apu.edu/access/content/group/85a97a22-f174-456c-8202-0a3be1cfa3f8/Doc%20Sharing/Interpretation_Project%2B6.docx) and [Alissa's](https://sakai.apu.edu/access/content/group/85a97a22-f174-456c-8202-0a3be1cfa3f8/Doc%20Sharing/Thesis%2BInfo%2BDescription%2B-%2BAlissa%2BWachter.docx) info and analysis and consider various writing techniques.   Select Forums from the Course Links navigation menu and then topic #9: Telling the Story. Engage across Modules #8 and 9 as directed. |

**Module 10: Thesis Writing (2)**

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| **Preparations** | 1. Re-read Slimbach, “Real-World Inquiry” (Phase 9) 2. *Doing Development Research*, Ch. 30 |
| **Assignments** | Select Assignments from the Course Links navigation menu and then project 7. Submit by the end of Module #10 as directed. |
| **Online Discussions** | Join the Online Face to Face Discussion   * Discuss Progress * Review each others work * [Writing Your Conclusion](https://sakai.apu.edu/access/content/group/85a97a22-f174-456c-8202-0a3be1cfa3f8/Presentation2.pptx)   Select Forums from the Course Links navigation menu and then topic #9: Telling the Story. Engage across Modules #8 and 9 as directed. |

**to Partnering Churches or Organizations**

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| **Preparations** | Read two of the following. Be prepared to present one to the face to face class.   1. Re-read Slimbach, “Real-World Inquiry” (Phase 10) 2. *Doing Development Research*, Ch. 31 3. “How to Deliver a Report without Getting Lynched”: <http://www.asktog.com/columns/047HowToWriteAReport.html> 4. Read on effective oral presentations: <http://www.projectorreviews.com/effectivepresentations.php> 5. View: “Making Presentations Unforgettable”: <http://www.youtube.com/watch?v=A20IjSpktwg&feature=player_embedded> [10:27] |
| **Online Face to Face Discussion** | Join us to discuss returning results |
| **Online Forum Discussion** | Select Forums from the Course Links navigation menu and then Module 11. |

**Module 12**

**Final Submissions**

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| **Skype** | * Report back on your public presentations. Prior to class add these to the Presentations folder in the resources section and add a link here. * Discuss issues in putting together your final paper. |
| **Assignments** | Go to Assignments in the Course Links navigation menu and select Project 3 Final by the end of the Module. Submit as directed. this is likely your third submission of your final thesis or Project report. |