

# Rural Development 340: Community Research Toolbox

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## Spring XXXX

### **Class Schedule:**

**Instructor:** Jennifer L.L. Carroll

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This class will be delivered through audio-conference and Collaborate, an online presentation system within Blackboard. You have **two** options for the audio portion of the class:

- Use the audio-conference system through the telephone.
- Use your computer's audio system with Collaborate.
- My preference is that you call in using the telephone and use Collaborate just for the visuals and chat.

### **Audio Information**

**Call-in number:** Toll-free dial-in number (U.S. and Canada): (866) 832-7806

International dial-in number: (330) 595-1371

**Participant conference code:** 1577413

**Recording Playback:** You can get the recording through Collaborate. The entire session, audio and visual, is recorded together.

**Collaborate Information:** You can find the link to our Collaborate sessions in Blackboard (5<sup>th</sup> button on the left). You will need to log into Blackboard before class and begin your Collaborate session by clicking the button and following the instructions. The purpose of using Collaborate for this class is to provide you with images and outlines to go with the discussions as well as providing you with a platform to share visuals for your presentations. I will record our sessions using Collaborate.

### **Blackboard Information**

**Blackboard link:** <http://classes.uaf.edu/>

**Organization of Course:**

**Announcements:** This is the "homepage" of the site and any announcements will be there.

**Syllabus and Book Links:** You will find the syllabus and link to one required textbook here.

**Course Modules:** You will find any online readings and other links for each module/topic area here.

**Contact Information:** contact information for me.

**Assignments:** You will submit your assignments in links here.

**Collaborate:** Takes you to the Collaborate dashboard with scheduled course sessions.

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## Course Information

**Pre-requisites:** RD 225

**Course Description:** Community research approaches and techniques. Emphasis on the role and need for community-based research and ethical issues associated with it. Students use a hands-on approach to learn about research techniques including interviewing, surveying, and utilizing existing data in support of community-based research. This course will emphasize academic writing as well as written and oral communication with community audiences.

**Course Overview:** This course will introduce the student to various research methods through both academic sources and hands on practice and discuss how these methods may be adopted in community-based research practice. Practice research conducted in this class will be covered by a “Certified Instructor” application in IRB.net and all work will be conducted in accordance with Institutional Review Board standards.

**Course Goals:** Students will learn basic research methods through hands-on practice. They will learn how these methods are used in community-based research settings and will practice writing and presenting research. Students will also learn about ethical issues in research, particularly in relation to Indigenous peoples.

**Student Learning Outcomes:** Upon completion of this course students will be able to:

- define and describe various research methods and analysis
- design basic research questions
- conduct basic research methods
- identify and evaluate existing resources for research
- assess research methods for different types of inquiry
- demonstrate academic writing skills
- demonstrate written and oral communication skills for community audiences

**Course Format:** This is primarily a seminar style course conducted via audio-conference and Blackboard/Collaborate (information on first page). For most classes I will spend some time each class using a traditional lecture format to introduce or expand on each topic. The rest of the time will be spent in discussion. The class also includes student presentations.

### **Class Expectations**

Assigned readings should be read before class so that everyone will gain the most from the class through group participation and discussion.

As upper-division students, each should expect to become an active participant in the learning process, each bring their own experiences into the course discussions. Ask questions, read critically, be open to new ideas, and respectfully challenge assumptions. To make in-class contributions, each student will need to attend class regularly, read the assignments, and be fully prepared to participate in class discussions.

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## **Required Texts/Materials**

Chilisa, Bagele

2012 Indigenous Research Methodologies. Sage Publications, Inc. ISBN-13: 978-1412958820

Miles, Matthew B., A. Michael Huberman, Johnny Saldana

2014 Qualitative Data Analysis: A Methods Sourcebook, Third Edition. Sage Publications, Inc. ISBN-13: 978-1452257877

## **Other**

Guyette, Susan. (1983). Community Based Research-Handbook for Native Americans. This handbook is out of print but is FREE and on-line. I have made the link available in Blackboard.

Additional readings are posted on Blackboard and may also be added as we move through the course and in response to student interest.

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## Support

**Support/Disability Services:** In addition to Fairbanks-based support services, each rural region provides different support services. If you are not sure where to get what you need you can talk to me or call your regional campus for information.

### **Disability Services**

The Office of Disability Services (<http://www.uaf.edu/disability/>) implements the Americans with Disabilities Act (ADA) and ensures that UAF students have equal access to the campus and course materials. I will work with the Office of Disability Services (208 Whitaker Building, (907) 474-5655) to provide reasonable accommodations to students with disabilities

### **Academic Services**

- Academic Advising Center: (907) 474-6396; <http://www.uaf.edu/advising>
- UAF Writing Center: (907) 474-5314; FAX 1-800-478-5348; <http://www.uaf.edu/english/writingcenter>
- Rasmuson Library Off-campus Services: 1-800-478-5348; <http://www.uaf.edu/library/offcampus>
- The UAF Speaking Center; 907-474-5470

**UAF Harassment Policy:** University of Alaska Board of Regents have clearly stated in BOR Policy that discrimination, harassment and violence will not be tolerated on any campus of the University of Alaska. If you believe you are experiencing discrimination or any form of harassment including sexual harassment/misconduct/assault, you are encouraged to report that behavior. If you report to a faculty member or any university employee, they must notify the UAF Title IX Coordinator about the basic facts of the incident. Your choices for reporting include:

1. You may access confidential counseling by contacting the UAF Health & Counseling Center at 474-7043;
2. You may access support and file a Title IX report by contacting the UAF Title IX Coordinator at 474-6600;
3. You may file a criminal complaint by contacting the University Police Department at 474-7721.

## Course Requirements

### **Assignments/Course Grade Components:**

**Attendance and Participation:** It is important that each student join in class discussion. We all bring a unique perspective to the class and we will all learn more if everyone participates. Each student is allotted two absences for any reason during the course (please don't be absent during your scheduled presentations), after which absences will begin to affect your grade. Each additional absence will bring your grade down one half grade (from an A to an A-, for example).

**Research method design, write-up, and presentation:** Each student will practice three (3) separate research methods in the categories of utilizing existing data, oral interview methods, and observational methods. Each student will:

- Choose a topic (one topic).
- Design a question around that topic for each research method.
- Analyze and write up the results of each method.
- Present the process and results of each method in class.

**Group Project:** We will do a group survey or questionnaire project for this class. As a class you will:

- Choose a topic
- Choose a target population/sampling strategy
- Choose a method for conducting the survey or questionnaire
- Design the survey or questionnaire
- Deploy the survey or questionnaire
- Analyze the survey or questionnaire (individually)
- Write-up on experience and analysis (individually)
- Share individual analysis in class

The first four items (choice of topic through deployment) will be conducted both through a Blackboard discussion boards (topic board, sampling strategy board, method board, design board) in which each student must provide a suggestion. These will be discussed and decisions will be made in class. After the survey or questionnaire is designed, each student will deploy the survey as decided by the group and survey results will be aggregated for each student to analyze individually. Each student will be assigned 10% of their grade based on providing suggestions in each board, contributing to the discussion in class, and submitting their survey results.

Five percent of the grade will be based on your write-up of the experience and analysis and 5% will be based on your in-class presentation of your analysis.

**Terminology Crossword:** a fun crossword puzzle with research terms.

**Collaborative Institutional Training Initiative (CITI) Human Subjects Research Education Program:** You will complete the Students in Research training. This is an introductory training course. You need to complete the training and provide me with evidence (an e-mail from CITI) that shows you completed the training. You can access the site through the UAF IRB training page (<http://www.uaf.edu/irb/training/>). The link will also be provided in Blackboard.

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**Final Paper:** final paper that discusses various research methods including the values or deficits of each method. Full APA format is required.

**Due Dates:** All assignments are due by midnight the day they are due as indicated in the course schedule.

**Exam: THERE ARE NO EXAMS FOR THIS CLASS.**

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**Grading:** Your grade will be based on the following:

|                           |      |
|---------------------------|------|
| Method Write-ups (3)      | 30%  |
| Methods Presentations (3) | 30%  |
| Group Project             |      |
| Participation             | 10%  |
| Analysis (written)        | 05%  |
| Presentation              | 05%  |
| Terminology Crossword     | 05%  |
| CITI Training             | 05%  |
| Final Paper               | 10%  |
| Total                     | 100% |

**Calculating your grade\*:** I will be using +/- grades in this class.

|                 |             |                 |
|-----------------|-------------|-----------------|
| A + : 97 -100 % | A : 93-96 % | A - : 90-92 % * |
| B + : 87-89 %   | B : 83-86%  | B - : 80-82 %   |
| C + : 77-79 %   | C : 73-76 % | C - : 70-72 %   |
| D + : 67-69 %   | D : 63-66 % | D - : 60-62 %   |
| F : below 60%   |             |                 |

**\* To receive a grade above a B+ in this class you must use APA format for your final paper AND complete the CITI Training.**

**Plagiarism/Cheating/Academic Integrity:**

Plagiarism (copying other people's material without proper attribution) is not acceptable. This includes copying from websites. Students who plagiarize will be withdrawn from the class and may face disciplinary action. Please see the Student Code of Conduct in the University of Alaska Fairbanks 2007-2008 Catalog, page 80, and at [http://www.uaf.edu/catalog/catalog\\_07-08/academics/regs3.html#Student\\_Rights](http://www.uaf.edu/catalog/catalog_07-08/academics/regs3.html#Student_Rights) on the UAF website.

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### Course Outline/Schedule (subject to change)

| Week | Date | Topic   | Readings  |
|------|------|---|---|
| 1    |      | T: Introductions and review of course syllabus<br>TH: Introduction to Research Methods  | <ul style="list-style-type: none"> <li>Syllabus</li> <li>Miles et al: Chapter 1 “The Substantive Start”</li> </ul>  |
| 2    |      | T: Theory and Practice<br>TH: Research Ethics   | <ul style="list-style-type: none"> <li>Chilisa: Chapter 4 “Postcolonial Indigenous Research Paradigms”</li> <li>Walter and Andersen: Introduction (in Bb)</li> <li>Guyette: Chapter 1 “The Nature of Research”</li> <li>Miles et al: Chapter 3 “Ethical Issues in Analysis”</li> <li>Rose: Chapter 12 Ethics and Visual Research Methodologies (in Bb)</li> </ul>   |
| 3    |      | T: Introduction to Surveys and Questionnaires<br>TH: Sampling Strategies  | <ul style="list-style-type: none"> <li>Guyette: Chapter 3 “Survey Research”</li> <li>Miles et al: Chapter 2 Research Design and Management</li> </ul>   |
| 4    |      | T: Designing Surveys and Questionnaires<br>TH: Group Project design<br><br><b>Terminology Crossword due Friday</b>                          | <ul style="list-style-type: none"> <li>Schofield: “Survey Sampling” (in Bb)</li> <li>Harvard University: “Program on Survey Research Questionnaire Design Tip sheet” (in Bb)</li> </ul>   |
| 5    |      | T: Introduction to Existing Data<br>TH: Evaluating Existing Data  | <ul style="list-style-type: none"> <li>Miles et al: Chapter 11 “Drawing and Verifying Conclusions”</li> <li>Walter and Anderson: Chapter 1 “Deficit Indigines” (in Bb) and Chapter 6 “Conclusion - Indigenous Peoples and Statistics” (in Bb)</li> </ul>  |
| 6    |      | T: Identifying Appropriate Existing Data (includes discussion on your existing data project)<br>TH: Integrating and Analyzing Existing Data | <ul style="list-style-type: none"> <li>Altheide and Johnson: “Criteria for Assessing Interpretive Validity in Qualitative Research (in Bb)</li> <li>Wickwire: “On Evaluating Ethnographic Representations; the case of the Okanagan of south central British Columbia” (in Bb)</li> <li>Jules-Rosetta: “The Veil of Objectivity: Prophecy, Divination, and Social Inquiry” and Summerside’s response (in Bb)</li> </ul> |
| 7    |      | T/TH: Existing Data Presentations<br><br><b>Existing Data Write-up due Monday</b>   |   |



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|----|--|--|--|
|    |  | Spring Break   |  |
| 8  |  | T/TH: Approaches to analyzing surveys and questionnaires   | <ul style="list-style-type: none"> <li>• Miles et al: Chapter 4 “Fundamentals of Qualitative Data Analysis” and “Part Two - Displaying the Data”</li> </ul>  |
| 9  |  | T: Introduction to Observational Research Methods<br>TH: Types of Observational Methods  | <ul style="list-style-type: none"> <li>• Mack et al: Module 2 “Participant Observation” (in Bb)</li> <li>• Adler and Adler: “Observational Techniques” (in Bb)</li> <li>• Atkinson and Hammersley: “Ethnography and Participant Observation” (in Bb)</li> </ul>  |
| 10 |  | T: Designing Observational Studies (includes in class work on your observational study design)<br>TH: Approaches to analyzing observational data | <ul style="list-style-type: none"> <li>• Miles et al: “Part Two - Displaying the Data”</li> </ul>  |
| 11 |  | T/TH: Observational Method Presentations<br><br><b>Observational Write-up due Monday</b>   |  |
| 12 |  | T: Introduction to Oral Interview<br>TH: Types of Oral Interviews  | <ul style="list-style-type: none"> <li>• Yow: “Interviewing Techniques” (inBb)</li> <li>• Ritchie: Videotaping Oral History” (in Bb)</li> </ul>  |
| 13 |  | T: Designing Oral Interviews (includes in class work on your interview design)<br>TH: Approaches to analyzing oral interviews                    | <ul style="list-style-type: none"> <li>• Fontan and Frey: “The Interview - From Neutral Stance to Political Involvement” (in Bb)</li> <li>• Mack et al: Module 3 “In-Depth Interviews” and 4 “Focus Groups”</li> <li>• Jacob and Furgerson: “Writing Interview Protocols and Conducting Interviews: Tips for Students New to the Field of Qualitative Research” (in Bb)</li> </ul> |
| 14 |  | T/TH: Oral Interview Presentations<br><br><b>Oral Interview Write-up due Monday</b>  |  |
| 15 |  | T/TH: Group project presentations and discussion<br><br><b>Survey Write-up due Monday</b><br><br><b>Final Paper due Friday</b>                   |  |