



MCGILL UNIVERSITY

Graduate Studies

Department of Kinesiology and Physical Education

EDPK 631

Qualitative Research in Kinesiology and Physical Education

Fall 2020
Course Outline

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Office: Currie Gymnasium Building, A211

Office Hours: By appointment only

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Lecture Time : Tuesday 11 :35 -2 :25

Location : Any F2F meetings will be outdoors or in the Tassone Teaching Lab located in the Currie Building

COVID 19 Measures:

This course has been **approved** by McGill to take place in a face to face (F2F) format, however, all course materials, content and lectures will be made available to students in an online format. F2F meetings will not be required and any content shared during F2F meetings will also be provided online. The F2F meetings will be minimal given the fact that I found out very recently that F2F was an option. Please note that any F2F meeting will follow Quebec's COVID Governmental Guidelines as well as McGill's COVID Guidelines.

Course Description:

Qualitative inquiry in kinesiology and physical education represents a diverse range of approaches to studying the experiences of individuals participating in sport and physical activity. This course seeks to examine qualitative research methods and methodologies in sport and physical activity settings. This course will examine foundational issues of epistemology, ontology, and paradigms, methods of data collection, analysis, and forms of representing qualitative research findings. It will also provide practical opportunities to engage in processes of qualitative methodologies that will directly relate to student's graduate work.

Required Text:

Sparkes, A. C., & Smith, B. (2014). *Qualitative research methods in sport, exercise, and health*. New York: Routledge.

* **This text is now available online at the library** (At the library, students simply search for their book by going to “Advanced Search” and entering Title and Author in the boxes provided. A little “tablet” will appear with “View eBook” and an arrow pointing “northeast”. They click on this, and various options appear: “Read Online” or “Download Book”)

There are a number of suggested texts as well as required reading. Any required reading that is not in Sparks & Smith (2014) will be posted on Mycourses.

Course Design:

Zoom will be the medium used for all course lectures that do not happen in a F2F format. This is considered a **synchronous online course**, which means that lectures will be offered in real time and students will have the opportunity to interact through breakout rooms, text, video or audio chat thus enabling students to participate from a distance in real time. Synchronous classes will be recorded so that if students miss a class due to (time-zones, inadequate bandwidth, caregiver needs etc) they have access to the content. Students must consent to being involved in an audio/video recording and Zoom will give them this option when a recording begins.

I remind everyone of their responsibility in ensuring that this video and associated material are not reproduced or placed in the public domain. This means that each of you can use it for your educational (and research) purposes, but you cannot allow others to use it, by putting it up on the Internet or by giving it or selling it to others who may also copy it and make it available. Please refer to McGill’s [Guidelines for Instructors and Students on Remote Teaching and Learning](#) for further information. Thank you very much for your help with this.

If **asynchronous** aspects occur students will be given advance notice and videos of lectures will be posted on Mycourses. The same policies apply to these videos. You can access this link <https://mcgill.ca/tls/instructors/class-disruption/guidelines-remote#course-outline-guide> which will provide you with a comprehensive outline of guidelines for students.

Tentative Course Structure

11:35 – 12:35 – Professor presentations or Team presentations

12:40 – 1:05 – Large group conversation regarding the presentation

1:10 – 1:30 – Nutrition/activity break

1:30 – 2:00 – Small group sharing of reading responses

2:00 – 2:25 – Large group discussion regarding readings

MyCourses:

MyCourses will be used to house all content, video's, PowerPoints, assignments, and assessment tools. While a number of readings will be provided on Mycourses, as noted above, there is also a required textbook. All assignments will be handed in using Mycourses.

Course Policies

1. During F2F sessions, no cell phone or laptop. Please turn all ringers, notifications off prior to class. Notes can be transferred from a notebook to your laptop at a later time if you prefer digital notes.
2. All class sessions will begin at 11:35 unless otherwise specified. Please make sure you are online on time or in the classroom on-time for F2F.
3. Any set up required for team or individual presentations should be done prior to the start time of the class.
4. Late assignments will not be accepted unless a prior agreement has been made between you and I.
5. Please keep a copy of your assignments for your record books
6. Please check with Mycourses regularly for course updates
7. In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change. University procedures for cases of plagiarism will be followed. You are required to familiarize yourself with McGill Academic Integrity policies: www.mcgill.ca/integrity.
- a. Any plagiarized assignment will receive a 0%.
- b. No opportunity for make-up or revision will be given.
8. This course will follow McGills grading policy

Zoom Etiquette:

As noted, Zoom will be the medium used to connect us during non-F2F meetings. Please refer to the Zoom Etiquette and Safety outline posted on Mycourses. As noted in the outline, students are expected to participate as they would in a F2F class using the tools provided by Zoom. While I encourage you to participate with your video on, particularly during any breakout sessions or presentations, I am also aware that this can cause connection issues on occasion and may create privacy issues depending on where you are accessing the class from. Therefore our Zoom policy for leaving the camera on will be discussed during our first class.

University Policies

Additional policies governing academic issues which affect students can be found in the Handbook on Student Rights and Responsibilities, Charter of Students' Rights online at <http://www.mcgill.ca/deanofstudents/rights/>. It is strongly advised that all students familiarize themselves with these policies.

Academic Integrity

McGill University values academic integrity. Therefore all students must understand the meaning and consequences of cheating, plagiarism, and other academic offences under the

Code of Student Conduct and Disciplinary Procedures. See also: www.mcgill.ca/integrity
www.mcgill.ca/students/srr/honest/
www.mcgill.ca/library-assistance/plagiarism/

Use of French

In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded.

Office for Students with Disabilities

If you have a disability, please contact the instructor to arrange a time to discuss your situation. It is also advised that you contact the Office of Students with Disabilities beforehand: 514-398-6009 or www.mcgill.ca/osd before you do.

Mercury Online Evaluations

Students are strongly encouraged to fill out the MERCURY ONLINE EVALUATION for this course at the end of term. Online course evaluations serve primarily as a tool towards teaching improvement, informing students about courses, and evaluating the teaching performance of staff **for reappointment, tenure and promotion purposes. For more information consult the following link:** www.mcgill.ca/tls/courseevaluations/mercury

Mental health statement:

Diminished mental health, including significant stress, mood changes, excessive worry, or problems with eating and/or sleeping have become an increasing concern in academic circles. The source of symptoms might be related to your course work or other aspects of your life; either way, please speak with me. Also note that McGill provides cost-free mental health services through Counseling and Mental Health Services <http://mcgill.ca/counselling/>

Tentative Course Outline:

Date	Topics	Readings from Text/Other
Week 1 – September 8	Introduction of course, expectations, classmates and assignments	None
Week 2 – September 15	Politics in Qualitative Inquiry	1) Brown, Carducci and Kuby, 2014 – Disrupting Qualitative Research) 2) Andrews, Silk, Francombe & Bush (2013) - McKinesiology
Week 3 - September 22	Introduction to Qualitative Inquiry	1) Sparkes & Smith (2014) – What is qualitative research? (Chapter 1)

	Potential Guest Lecture: Dr. Ashley Casey, Loughborough University	2) Butler-Kisber (2018) – Introduction to Qualitative Research & Getting started in qualitative inquiry (My- Courses)
Week 4 – September 29	Paradigms, Ontology & Epistemology	1) Sparks & Smith (2014) What is qualitative research? (Chapter 1) 2) Guba & Lincoln (1994) Competing paradigms in qualitative research (Mycourses)
Week 5 – October 6	Methodologies in qualitative research	Sparkes & Smith (2014) – Traditions in qualitative research (Chapter 2) (1 reading from Chapter 2 Sparks and Smith references of a methodology of interest) Group 1 Presentation
Week 6 – October 13	The Role of Social Theory in Qualitative Research Guest Lecture: Dr. Jordan Koch, McGill University	Sharing and unpacking assignment 1 Group 2 Presentation
Week 7 – October 20	Methods of data collection	1) Sparkes & Smith (2014) – Data collection (Chapter 4) 2) TBD Group 3 Presentation
Week 8 – October 27	Approaches to data analysis	1) Sparkes & Smith (2014) Qualitative analysis (Chapter 5) 2) TBD Group 4 Presentation
Week 9 – November 3	Quality in qualitative inquiry Guest Lecture ??	1) Sparkes & Smith (2014) – Representing qualitative findings (Chapter 5) 2) Smith & McGannon (2019 -) Developing Rigor in Qualitative Research (Mycourses) Group 5 Presentation

Week 10 – November 10	The role of the researcher	Readings - choose 2 readings from recommended readings listed below Group 6 Presentation
Week 11- November 17	Ethical issues in qualitative research Guest Lecture: Dr. Lynn Butler-Kisber, McGill University	1) Sparkes & Smith (2014)- Ethical issues in qualitative research (Chapter 8) 2) Butler-Kisber (2018) Ethical issues in qualitative research
Week 12- November 24	Guest Lecturer: Dr. Jeff Caron, UDM	Readings to be assigned
Week 13 – December 1	Course wrap up and final assignment due	Final assignment due

*see readings above

Additional Readings

Introduction to qualitative inquiry

Daley, K.J. (2007). Qualitative research and the art of learning to see. *Qualitative methods of family studies and human development*. Thousand Oaks, CA: Sage.

Crotty (2003). Introduction: The research process. In the foundations of social research: meaning and perspective in the research process. Thousand Oaks, CA: Sage.

Denzin, N.K., & Lincoln, Y.S (2005). Introduction: The discipline and practice of qualitative research in N. Denzin & Lincoln (Eds.), *The Sage handbook of qualitative research* (3rd ed, pp. 1-32) Thousands Oaks, CA:Sage.

Paradigms, Epistemology and Ontology

Guba, E.G., & Lincoln, Y.S. (1994). Competing paradigms in qualitative research. In N. Denzin & Y. Lincoln (Eds.), *The Sage Handbook of qualitative research* (1st ed, pp. 105 -117). Thousand Oaks, CA: Sage

Lincoln, Y.S., Lynham, S. A., & Guba, E.G. (2011). Paradigmatic controversies, contradictions, and emerging confluences, revisited. In N. Denzin & Y. Lincoln (Eds.), *The SAGE handbook of qualitative research* (4th ed., pp. 97-128). Thousand Oaks, CA: Sage.

Daley, KJ. (2007). Paths of inquiry for qualitative research . *In qualitative methods for family studies and human development*. Thousand Oaks, CA: Sage.

Daley, KJ. (2007). Ontological and the human realm. In *Qualitative methods for family studies and human development*. Thousand Oaks, CA: Sage.

Smith, B., Sparkes, A, Phoenix, C., & Kirby, J. (2012). Qualitative research in physical therapy: A critical discussion on mixed-method research. *Physical Therapy Reviews*, 17(6), 374-30=81.

Methodologies of Data Collection

Nunkoosing, K. (2005). The problems with interviews. *Qualitative Health Research*, 15, 698-706. doi: 10.1177/1049732304273903

Hermanowicz, J. C. (2002). The great interview: 25 strategies for studying people in bed. *Qualitative Sociology*, 25, 479-499.

Siedman, I. E. (1991). Technique isn't everything, but it is a lot. In I. E. Siedman, *Interviewing as qualitative research*. New York: Teachers College Press.

Randall, W. L., & Phoenix, C. (2009). The problem with truth in qualitative interviews: reflections from a narrative perspective. *Qualitative Research in Sport and Exercise*, 1, 125-140. doi: 10.1080/19398440902908993

Approaches to Data Analysis

Sandelowski, M. (1993). Theory unmasked: The uses and guises of theory in qualitative research. *Research in Nursing & Health*, 16, 213-218.

Quality in Qualitative Research

Sparkes, A. C., & Smith, B. (2009). Judging the quality of qualitative inquiry: Criteriology and relativism in action. *Psychology of Sport and Exercise*, 10, 491-497. doi:10.1016/j.psychsport.2009.02.006

Noble, H., & Smith, J. (2015). Issues of validity and reliability in qualitative research. *Evidence-Based Nursing*, ebnurs-2015.

O'Reilly, M., & Parker, N. (2013). 'Unsatisfactory saturation': A critical exploration of the notion of saturated sample sizes in qualitative research. *Qualitative Research*, 13, 190-197. doi: 10.1177/1468794112446106

The Role of the researcher

Berger, R. (2015). Now I see it, now I don't: Researcher's position and reflexivity in qualitative research. *Qualitative Research*, 15, 219-234. doi: 10.1177/1468794112468475 6 55 Harbord Street, Toronto, ON M5S 2W6 Canada Page 6 of 9 www.physical.utoronto.ca

Mauthner, N. S., & Doucet, A. (2003). Reflexive accounts and accounts of reflexivity in qualitative data analysis. *Sociology*, 37, 413-431. doi: 10.1177/00380385030373002

Purdy, L., & Jones, R. (2011). Changing personas and evolving identities: the contestation and renegotiation of researcher roles in fieldwork. *Sport, Education, and Society*, 18, 292-301. doi:10.1080/13573322.2011.586688

Rossing, H., & Scott, S. (2016). Taking the fun out of it: The spoiling effects of researching something you love. *Qualitative Research*, advance online publication. doi: 10.1177/1468794115622561

Watt, D. (2007). On becoming a qualitative researcher: The value of reflexivity. *The Qualitative Report*, 12(1), 82-101. Retrieved online from: <http://www.nova.edu/ssss/QR/QR12-1/watt.pdf>

Josselson, R. (2011). 'Bet you think this song is about you': Whose narrative is it in narrative research? *Narrative Works: Issues, Investigations, & Interventions*, 1, 33-51

Ethical Issues in Qualitative Inquiry

Andersen, M. B., & Ivarsson, A. (2016). A methodology of loving kindness: how interpersonal neurobiology, compassion and transference can inform researcher-participant encounters and storytelling. *Qualitative Research in Sport, Exercise, and Health*, 8, 1-20. doi: 10.1080/2159676X.2015.1056827

Gabb, J. (2010). Home truths: Ethical issues in family research. *Qualitative Research*, 10, 461-478. doi: 10.1177/1468794110366807

Phelan, S. K., & Kinsella, E. A. (2013). Picture this... safety, dignity, and voice – ethical research with children: Practical considerations for the reflexive researcher. *Qualitative Inquiry*, 19, 81-90. doi: 10.1177/1077800412462987

Politics and Qualitative Inquiry

Lincoln, Y. S., & Cannella, G. S. (2004). Dangerous discourses: Methodological conservatism and governmental regimes of truth. *Qualitative Inquiry*, 10, 5-14. doi: 10.1177/1077800403259717

Smith, J. & Hodkinson, P. (2005). Relativism, criteria, and politics. In N. Denzin & Y. Lincoln (Eds.), *The SAGE handbook of qualitative of qualitative research (3rd ed, pp. 915-932)*. Thousand Oaks, CA: Sage.

Andrews, D. L., Silk, M., Francombe, J., & Bush, A. (2013). McKinesiology. *Review of Education, Pedagogy, and Cultural Studies*, 35, 335-356. doi: 10.1080/10714413.2013.842867

Knowledge dissemination, dates and & Grading

1. Hard copies are expected for all assignments and need to be handed in prior to the start of class
2. All assignments should adhere to latest APA guidelines.
3. Assignments will be evaluated for both content *and* quality of writing. All students are expected to be writing at a graduate level, and of the same quality suitable for publication and thesis. Students are encouraged to utilize Faculty, University and Library writing services and workshops (including Graphos, SKILLSETS, MyResearch graduate seminars)

Evaluation Value: 20%

**Date:
ongoing (1
week after
your team
presentation)**

Component I

Team presentation Students will pair up and choose a methodology to focus on. The 60- minute presentation will delve into the paradigm the methodology stems from, a summary of what the methodology is, examples of how the methodology has been used in PE, sport, exercise and health research, as well as some type of activity to help experientially engage us in learning about the methodology. A two-page summary of the presentation will be handed in prior to class beginning on the day of your presentation.

Component II Value: 20 %

**Date:
October 10**

Research questions and paradigms (written assignment & informal class presentation) The purpose of this assignment is for students to become familiar with various research paradigms that could inform their research. Students will select a research question and situate it within two paradigms to identify how their research would differ from each perspective. Students should outline the epistemological and ontological assumptions of their chosen paradigms, and the methodologies and methods they would use to pursue their research question from each perspective. Students will hand in a written assignment (approximately 5 pages, APA format) and also share their knowledge during informal class presentations.

Component III Value: 30 %

**Date:
Ongoing**

Reflexive ongoing reading responses

Each week (with the exception of whole group presentation weeks) students will hand in a 1- 1.5 page response to the assigned readings as well as suggested readings. I don't want a summary, I want critical engagement with the readings that takes into account your own research project, chosen methodology etc. Each reading should end with 3 questions that can be used to generate class discussions during the sharing of reading responses.

Component IV

Value: 30%

**Date:
December 2-6**

Methodology section of your thesis

Whatever stage you are at in your research process, writing your methodology chapter will continue to evolve. In this assignment, you will outline the methodology and methods you will use for your thesis. You will identify the research question or puzzle, research design, researchers background and beliefs, population (participants), procedures, data or field text collection and analysis, ethical implications and a justification of quality or rigor. (12-15 pages, APA formatting)

