

EXS 5536

Qualitative Inquiry in Sport & Physical Activity

COURSE OUTLINE

Lectures: Wednesdays 9am-10:30am (full year: Fall and Winter); room WS 2007

COURSE DESCRIPTION: Qualitative inquiry 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.

Pre-Requisites: none

Co-Requisites: none

Instructor: Dr. Katherine Tamminen

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Phone: 416-946-4068

Office Hours & by appointment

Location: Goldring Building, room 430

Communication: **Preferred method is via email or in person:**
Response time to e-mail inquiries is within 72 hours (weekends excluded).

Course Webpage: Blackboard® website for this course at portal.utoronto.ca
You are responsible for all information posted to this site (announcements/communications, lecture notes, etc.)

Required Text: The primary texts for this course are:
Jones, S., Torres, V., & Arminio, J. (2014). *Negotiating the Complexities of Qualitative Research in Higher Education*. New York: Routledge.
Sparkes, A. C., & Smith, B. (2014). *Qualitative research methods in sport, exercise, and health*. New York: Routledge.

Additional readings will be assigned on a weekly basis.

STUDENT CONDUCT AND ACADEMIC BEHAVIOUR

Adherence to the Code of Student Conduct and the Code of Behaviour on Academic Matters will be strictly enforced in this course.

These policies can be found online at www.governingcouncil.utoronto.ca/policies.htm

****Course grades are not final until approved by the Faculty's Examinations Committee****

POLICY ON LATE ASSIGNMENTS AND MISSED TESTS/EXAMINATIONS:

Students who miss a midterm or final examination for an unforeseen and petitionable reason must notify the Undergraduate Program Office within 24 hours of the scheduled examination. Failure to do so within the allotted time will result in the assignment of zero for the missed examination. Faculty examinations missed because of documented petitionable grounds may be replaced by a make-up examination where feasible. It is the responsibility of the student to contact the professor and the Registrar's Office promptly to arrange for the make-up examination.

ACADEMIC DISHONESTY:

Academic dishonesty is not qualitatively different from other types of dishonesty. It is a misrepresentation by deception or other fraudulent means.

Academic dishonesty can result in serious consequences, e.g., the grade of zero on an assignment, loss of credit with transcript notation (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university. You are responsible for understanding what constitutes academic dishonesty.

In an academic setting this includes things such as:

- copying or the use of unauthorized aids in tests, examinations and laboratory reports
- plagiarism
 - the submission of work that is not one's own
 - submission of any academic work for which credit has previously been obtained or is being sought in another course or program of study in the University or elsewhere, without the knowledge and approval of the instructor to whom work is submitted
- aiding and abetting another student's dishonesty
- giving false information for the purposes of gaining admission or credit
- giving false information for the purposes of obtaining deferred examinations or extension of deadlines
- forging or falsifying University of Toronto documents

For complete information visit: <http://academicintegrity.utoronto.ca/> and <http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppjun011995.pdf> for the Code of Behaviour on Academic Matters.

LEARNING ENVIRONMENT EXPECTATIONS:

All members of the class are expected to demonstrate courtesy and mutual respect for the views of others (instructor, teaching assistants and students) and to refrain from any actions that are contrary to respectful relationships. If students encounter any problems in the course, these should be discussed with the course instructor. If problems persist, the Dean can be contacted.

EVALUATION

Grades are a measure of the performance of a student in individual courses. Each student shall be judged on the basis of how well they have command of the course materials.

Relevant Evaluation Policies:

Please note that we are required to assign a minimum of 10% of the final grade to the students before the drop date which for the [2016/2017] academic year is [date]. No final examination can be worth more than 75% of the final grade. No one component of evaluation should have a value of more than 75% of the grade. No term test worth more than 25% of the final mark can be set within two weeks of the last class or end of term.

Submission of papers/assignments:

All assignments will be submitted directly to the instructor; no assignments will be accepted through email. Assignments must be stapled and have the student's name and student number on the front page.

Students will be required to submit their final paper to Turnitin.com for review, **and** a copy of the final paper must also be submitted directly to the instructor in hard copy (paper) format. Normally, students will be required to submit their course essays to Turnitin.com for review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site. If students are unable or object to submitting their paper to Turnitin.com, students will be required to submit an annotated bibliography and all rough work along with their final paper.

Course Topic Outline/Schedule (additional articles/readings to be assigned on a weekly basis)

Dates	Topic	Readings from Textbooks
Sept. 14 & 17	Introduction to Qualitative Inquiry	Jones, Torres, Arminio text: Chapter 1 Sparkes & Smith text: Chapter 1
Sept. 28, Oct. 5 & 12	Paradigms, Epistemology, and Ontology	Jones, Torres, Arminio text: Chapter 3
Oct. 19 & 26, Nov. 2	Methodologies in Qualitative Inquiry	Jones, Torres, Arminio text: Chapter 4 Sparkes & Smith text: Chapter 2
Nov. 9	Assignment 1 Due (+ In-class presentations)	
Nov. 16, 23, 30	Methods of Data Collection	Jones, Torres, Arminio text: Chapter 5
Jan. 11, 18, 25	Approaches to Data Analysis	Jones, Torres, Arminio text: Chapter 7 Sparkes & Smith text: Chapter 5
Feb. 1	Assignment 2 Due (+ In-class presentations)	
Feb. 8, 15	Quality in Qualitative Inquiry	Sparkes & Smith text: Chapter 6 & 7
March 1	The Role of the Researcher	Readings to be assigned
March 8	Ethical Issues in Qualitative Inquiry	Jones, Torres, Arminio text: Chapter 8
March 15	Politics and Qualitative Inquiry	Jones, Torres, Arminio text: Chapter 9
March 29 & April 5	Assignment 3 Presentations; final paper due April 12	

Additional Readings (to be assigned over the course of the year; all readings are available through the 'Launch Course Reserves' link on your Blackboard home page)

Introduction to Qualitative Inquiry

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

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 & Y. Lincoln (Eds.), *The SAGE handbook of qualitative research* (3rd ed., pp. 1-32). Thousand 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, K.J. (2007). Paths of inquiry for qualitative research. In *Qualitative methods for family studies and human development*. Thousand Oaks, CA: Sage. Available online via UofT library.

Daley, K.J. (2007). Epistemological considerations in qualitative research. In *Qualitative methods for family studies and human development*. Thousand Oaks, CA: Sage. Available online via UofT library.

Daley, K.J. (2007). Ontology and the human realm. In *Qualitative methods for family studies and human development*. Thousand Oaks, CA: Sage. Available online via UofT library.

Smith, B., Sparkes, A., Phoenix, C., & Kirkby, J. (2012). Qualitative research in physical therapy: A critical discussion on mixed-method research. *Physical Therapy Reviews*, 17(6), 374-381. doi: 10.1179/1743288X12Y.0000000030

Methodologies in Qualitative Inquiry

Students will select and assign one article each – to be chosen in class.

Baker, C., Wuest, J., & Noerager Stern, P. (1992). Method slurring: The grounded theory/phenomenology example. *Journal of Advanced Nursing*, 17, 1355-1360

Methods 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 Inquiry

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

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

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 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

Evaluation Components:

Component I	Value: 10%	Date: ongoing
In-Class Participation	Students are expected to complete the assigned readings and come prepared to discuss them during class time. Class participation will be evaluated on regular attendance as well as depth and quality (and to a lesser degree, quantity) of verbal interactions during class discussions. Students will be evaluated on their critical thinking and their ability to communicate their grasp of the concepts presented in readings and in class.	
Component II	Value: 30%	Date: Nov. 9
Research questions and paradigms (written assignment & informal class presentation)	The purpose of this assignment is to 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 8 pages, APA format) and also share their knowledge during informal class presentations.	
Component III	Value: 30%	Date: Feb. 1
Considerations in data collection (written assignment & informal class presentation)	Each student will select a method or issue related to data collection to examine in-depth. Examples include exploring issues related to interviewing, reflexivity, transcribing, observations, visual methods, etc. Students will describe the method/issue and discuss its use within different paradigmatic and methodological perspectives. Students will hand in a written assignment (approximately 8-10 pages, APA format) and also share their knowledge during informal in-class presentations.	
Component IV	Value: 30%	Date: April 12
Data analysis (written assignment & class presentation)	Students will conduct an interview and share transcripts with the other members of the class. Each student will analyze the set of transcripts according to a chosen qualitative methodology (e.g., grounded theory, phenomenology, narrative inquiry, etc.). Students will present their analysis and their results to the class (presentations will be 15-20min long and take place during class time). A written paper of the analysis and results will be submitted one week after the presentation (approximately 12 pages, APA format).	

LEARNING OUTCOMES:

LEARNING OUTCOME	PROCESS BY WHICH THESE SKILLS WILL BE DEVELOPED
<p><i><u>I. Subject-Specific Content.</u></i> <i>By the end of the course, students should be able to (feel free to use different language)</i></p> <ul style="list-style-type: none"> i. Demonstrate an understanding of foundational concepts in qualitative inquiry, including assumptions underlying main research paradigms ii. Demonstrate an understanding and practice of qualitative data collection approaches, as well as issues concerning data collection in qualitative inquiry iii. Demonstrate an understanding of methodological assumptions relating to qualitative data analysis 	<p>In-class discussion and readings Student-led presentations Written assignments</p>
<p><i><u>II. Transferable Skills.</u></i> <i>By the end of this course, students will have enhanced the following skills:</i></p> <ul style="list-style-type: none"> i. literacy ii. research/inquiry skills iii. independent and collaborative learning iv. critical thinking skills v. understanding equity and diversity 	<p>In-class discussion and readings Student-led presentations Written assignments</p>

KPE/EXS STUDENT SUPPORT SERVICES:

We're here to help! The Registrar's Office offers student services related to academic success, health and wellness, career planning and much more.

**Writing Centre (www.hswriting.ca)**

KPE's Health Sciences Writing Centre provides free individualized, confidential writing instruction to:

- Develop your writing skills
- Improve your capacity to plan, organize, write and revise academic papers (in any subject!)
- Manage ESL/EFL language challenges

The centre works with *all* students, for *all* assignments, at *all* stages of the writing process. Visit the website to book an appointment or for more information.

**Academic Success Centre (www.asc.utoronto.ca)**

In addition to KPE in-house offerings, the Academic Success Centre at U of T offers group workshops and individual counselling to develop strategies for a range of learning challenges such as:

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| • time management | • stress and anxiety | • memory |
| • exams | • note-taking | • other aspects of study |
| • textbook reading | • concentration | |

Visit the website to view upcoming workshops and drop-in centre hours.

**Accessibility Services (www.accessibility.utoronto.ca)**

Accessibility Services provides services and programs for students with a documented disability, whether *physical, sensory, learning disabilities* or *mental disorders*. Students with a temporary disability (e.g. concussion, broken arm or leg,) also qualify. Services include test and exam arrangements, note-taking services, on-campus transportation, concussion support etc. Visit the website to find out about registering, accommodations, peer mentoring, financial supports etc.