These courses are conceptualized to be a seamless experience in which only students who have participated in the first course (E10.2140) may enroll in the next one (E10.2141). Because of the nature of qualitative research, the purpose of both semesters' activities is the same. The difference, however, will be seen in our increasingly deep, complex, focused and productive efforts as we go along. The purpose of Qualitative Field Research I an II, then, is to involve you deeply in thinking about qualitative study in learning to carry out some major procedures of such depth—study of people, individual and in groups, in naturalistic Held settings. In doing so you will be asked to:

A. gain entry in the Held and establish rapport
B. interview people
C. observe people and/or their products
D. take field notes
E. develop your log
F. analyze your data
G. share your findings
H. study the literature
I. study yourself in these roles
J. work in support groups with class members
K. contribute to on-going class planning
L. be reflective
M. take some chances
N. communicate as a colleague with class members — and this includes the instructor

In these courses the interweaving of "learning about" and "learning to" are as vital as they are sensible. This means that your enthusiastic involvement and presence are necessary ingredients. Probably none of us will become as expert as more time and experience will allow, but we will begin we will continue, and we will grow.

Reading For E10.2140

Bogdan, R. and Biklen, S. (1992) Qualitative research for Education, Allyn and Bacon

One qualitative research proposal or dissertation — to be discussed
Various Xeroxed materials
Our work will include attention to the following:

**Qualitative Research**
Foundations, meanings, characteristics, quarrels, needed qualities for researchers.

**What's the Question?**
Clarifying the reason to study qualitatively, keeping open, thinking of topics, developing and redeveloping the questions as part of the ongoing process.

**Making Decisions about the Field**
Appropriateness, support, logic, ethnics

**Gaining Access and Continuing in the Field**
Various assorted feelings,
Field relations,
Ethics, stresses and victories,
Insights and emotions, keeping "cool" · staying "warm"
Finding and depending on gatekeepers,
Issues of ownership, keeping going,
Moving in and moving out, checking

**Collecting Data and On-Going Data Analysis - The Recursive Process**
The two sides of one coin, rhythms, getting access to data, preserving people's anonymity, observing, interviewing, logging data, clarifying the questions, direction for tomorrow, hunching, writing while not being seen, writing while being seen, creating files, macro and micro focus, analytic instruments.

**Push Comes to Shove - Final Data Analysis**
When is enough?, making beginning sense, verifying. The return to the field syndrome, asking questions of the data, theoretical focus, establishing categories, thinking of themes, checking results for representativeness, checking results for inclusiveness, re-doing the categories, allowing for changes, feedback strategies, feelings, computer programs to aid in analysis, diagrams and displays.

And then.

Strategies for writing, studying the results, what-to-keep·what-to drop, using the files, making order, using primary data, telling the story, final checking in the field, grabbing hold of the unknown reader, keeping in focus, feeling, characteristic of qualitative research proposals and dissertations.

You will provide much direction in this course. Thus we will probably consider other topics, just as important. Our decision will depend on the active work and class contributions of all of us.

Your assignments will be discussed.