COURSE DESCRIPTION
Addresses the philosophy and methodology of classroom research, the role of classroom research within the educational profession, and the reflective nature of such research. Students will learn methods of qualitative research and utilize them in classroom research. Prerequisite: current teaching certificate or instructor’s permission.

INSTRUCTOR
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COURSE INFORMATION
Days: Wednesdays
Time: 5:30 P.M. - 8:00 P.M.
Place: Via audio conference
Credits: 3

OTHER IMPORTANT CONTACT INFORMATION
UAS Help Desk: 1-877-465-6400 or 796-6400 (for technical support)
Egan Library Reference Librarian: 1-877-465-4827 or 796-6502
Egan Library Website: www.uas.alaska.edu/library/index.html
REQUIRED TEXTBOOK (To be purchased by the student)


Students enrolled in distance-delivered courses should order their textbooks from MBS Direct, an online bookstore. Orders can be placed by telephone or online. Students will want to place their orders early to allow time for shipping. Generally allow 7 to 10 business days for shipping.

Contact information for MBS Direct:

Phone: 1-800-325-3252  
Online: http://direct.mbsbooks.com/ualaska.htm

OTHER REQUIRED READINGS (To be provided by the instructors)


REQUIRED ONLINE PRESENTATIONS (To be viewed by the student)

- Harvard Graduate School of Education. (n.d.). APA exposed: Everything you always wanted to know about APA format but were afraid to ask. Online tutorial presented by Wendy K. Mages. Retrieved August 19, 2008 from the Harvard Graduate School of Education at http://gseacademic.harvard.edu/~instruct/articulate/APA/player.html


RECOMMENDED READING (Useful, but not required)


**BASIS FOR EVALUATION**

You will conduct a phenomenological self-study of your experience as an educator in Alaska. The grade in this course will be based on the final draft of a research report that describes your phenomenological self-study.

The research report must include the following: (a) Introduction section; (b) Review of the Literature; (c) Methods section; (d) Results section (with tables); (e) Discussion section; and (f) List of References. The research report will be evaluated as follows:

1. Introduction .................................................................20%
2. Review of the Literature ..............................................20%
3. Methods .................................................................10%
4. Results (with word tables) ..........................................20%
5. Discussion .................................................................20%
6. References .................................................................10%

**Grading Criteria**

• 90-100 points .................................................................A
• 80-89 points .................................................................B
• 70-79 points .................................................................C
• 60-69 points .................................................................D
• Below 60 points ........................................................... F

**SCHEDULE**

**01/20 - WEEK ONE**

• Introductions
• Discuss syllabus
• Discuss ILLiad (interlibrary loan service) and other Egan Library Distance Education services
• Discuss American Psychological Association (APA) publication guidelines
NOTE #1: ILLiad is a system for ordering and tracking books, articles, and other information resources you need. ILLiad will allow you to create your own account so you can manage each of your own interlibrary loan requests. You will be using ILLiad (and other Egan Library Distance Education services) quite a bit in this course.

If you do not yet have an ILLiad account, please create an account before next week’s class meeting by accessing the following website: http://www.uas.alaska.edu/library/services/interlibrary-loan.html

If you need help creating your ILLiad account, please do not hesitate to call the Reference Desk Librarian (1-877-465-4827 or 796-6502).

NOTE #2: The Egan Library has developed an online presentation that describes some of the library services that are available to you as a distance student. Please view the following online presentation before next week’s class meeting:


NOTE #3: You will need to follow American Psychological Association (APA) publication guidelines when writing your research report. Please view the following online presentation before you begin writing your paper:

- Harvard Graduate School of Education. (n.d.). APA exposed: Everything you always wanted to know about APA format but were afraid to ask. Online tutorial presented by Wendy K. Mages. Retrieved August 19, 2008 from the Harvard Graduate School of Education at http://gseacademic.harvard.edu/~instruct/articulate/APA/player.html

NOTE #4: The Purdue University Online Writing Lab (OWL) has developed an excellent resource on the APA Formatting and Style Guide. Please refer to this resource as you are writing your paper. You can access the OWL (APA Formatting and Style Guide) at http://owl.english.purdue.edu/owl/resource/560/01/

1/27 - WEEK TWO

To prepare for today’s class meeting, please read:


NOTE: Come to class prepared to ask at least one question and/or make one comment about the assigned readings.

2/3 - WEEK THREE

To prepare for today’s class meeting, please read:


In class, we will discuss the:

- INTRODUCTION section of your study.

NOTE: Come to class prepared to ask at least one question and/or make one comment about the assigned readings.

2/10 - WEEK FOUR

To prepare for today’s class meeting, please read:


Please also review the Review of the Literature section of the following manuscripts:


In class, we will discuss the:

- REFLECTIVE JOURNAL data generation activity; and
- REVIEW OF THE LITERATURE section of your study.
NOTE: First draft of the INTRODUCTION section of your study is DUE TODAY. Please send this draft to Jessie via E-mail as a Word document.

2/17 - WEEK FIVE

To prepare for today’s class meeting, please read:


In class, we will discuss the:

- HAIKU data generation activity; and
- REVIEW OF THE LITERATURE section of your study.

2/24 - WEEK SIX

To prepare for today’s class meeting, please read:


In class, we will discuss the:

- COLLAGE data generation activity; and
- REVIEW OF THE LITERATURE section of your study.

NOTE: Please post the written descriptions of your HAIKU to our course Discussion Board before today’s class meeting.

3/3 - WEEK SEVEN

To prepare for today’s class meeting, please read:

- Janesick (2004), “Stretching” Exercises for Qualitative Researchers, p. 94-95

In class, we will discuss:

- YA-YA BOX and QUILT PATCH data generation activities; and
- REVIEW OF THE LITERATURE section of your study.

NOTE: Please post the written descriptions of your COLLAGE to our course Discussion Board before today’s class meeting. Please post a photograph of your collage if you have the technology to do so.
3/10 - WEEK EIGHT

To prepare for today’s class, please review the **Methods** and **Results/Presentation of Data** (i.e., the word tables) sections of the following manuscripts:


Please also review the “**Instructions: How to Construct Your Word Tables**” section of this syllabus.

In class, we will discuss the:

- **METHODS** section of your study; and
- **RESULTS / PRESENTATION OF DATA** section of your study.

**NOTE:** Please post the written descriptions of your YA-YA BOX or QULIT PATCH to our course Discussion Board **before** today’s class meeting. Please also post a photograph of your Ya-Ya Box or Quilt Patch if you have the technology to do so.

**NOTE:** First draft of the **REVIEW OF THE LITERATURE** section of your study is **DUE TODAY.** Please send this draft to Jessie via E-mail as a Word document.

3/17 - WEEK NINE (SPRING BREAK NOT CLASS)

3/24 - WEEK TEN (NO CLASS)

3/31 - WEEK ELEVEN

To prepare for today’s class meeting, please read:

Please also review the **Discussion, Summary** and **Conclusion** sections of the following manuscripts:


In class, we will review:

- RESULTS/PRESENTATION OF DATA section of your study.

**NOTE:** First draft of the METHODS section of your study is DUE TODAY. Please send this draft to Jessie via E-mail as a Word document.

**4/7 - WEEK TWELVE**

To prepare for today’s class meeting, please review the following online presentation:

- Harvard Graduate School of Education. (n.d.). *APA exposed: Everything you always wanted to know about APA format but were afraid to ask.* Online tutorial presented by Wendy K. Mages. Retrieved August 19, 2008 from the Harvard Graduate School of Education at [http://gseacademic.harvard.edu/~instruct/articulate/APA/player.html](http://gseacademic.harvard.edu/~instruct/articulate/APA/player.html)

Please also review the **List of References** from the following manuscripts:


In class, we will discuss the:

• American Psychological Association (APA) Publication Guidelines; and
• List of References

**NOTE:** First draft of the RESULTS section of your study (the nine Word Tables) is DUE TODAY. Please send this draft to Jessie via E-mail as a Word document.

### 4/14 - WEEK THIRTEEN

In class today, we will review the entire study.

**NOTE:** First draft of the DISCUSSION section of your study is DUE TODAY. Please send this to Jessie via E-mail as a Word document.

### 4/21 - WEEK FOURTEEN

In class today, we will answer any questions you may have about the study.

**NOTE:** FINAL VERSION of your entire study is DUE TODAY. Please send to Jessie via E-mail as a Word document.

**ACADEMIC REQUIREMENTS**

You will conduct a *phenomenological self-study.*

**What is phenomenological study?**

In his text *Qualitative Inquiry and Research Design: Choosing Among Five Approaches,* the researcher John Creswell (2007) defines a *phenomenological study* as follows: “This type of study describes the meaning of a phenomenon (or topic or concept) for … [one or more] individuals. In this study, the researcher reduces the experiences to a central meaning or the ‘essence’ of the experience” (p. 236).

**What is a self-study?**

“**Self-study research** is a mode of scholarly inquiry in which educators examine their beliefs and practices within the context of their work as instructors” (Louie, Drevdahl, Purdy & Stackman, 2004).
Self-studies conducted by teachers in classroom settings are sometimes called *action research*. Here are some descriptions of *action research*:

“Action research is the process by which practitioners attempt to study their problems scientifically in order to guide, correct, and evaluate their decisions and actions” (Corey, 1953).

“Action research in education is a study conducted by colleagues in a school setting of the results of their activities to improve instruction” (Glickman, 1992).

“Action research is fancy way of saying let’s study what’s happening at our school and decide how to make it a better place” (Calhoun, 1994).

“Action research is an approach to professional development and improved student learning in which teachers systematically reflect on their work and make changes in their practice” (Borgia & Schuler, 1996).

**What is a phenomenological self-study?**

When teachers conduct *phenomenological self-studies*, they engage in a variety of self-reflection activities to generate *data* (that is, *information*) related to their beliefs about education and their school and classroom practices. These teachers then systematically analyze this data and create a series of word tables that represent the *meanings* of their beliefs about education and the impact of these beliefs on their work as educators.

**TEACHER-RESEARCHER SELF-REFLECTION ACTIVITIES**

In order to generate data for your phenomenological self-study, you will participate in a number of self-reflection activities developed by the educator and researcher Valerie Janesick (2004). These “stretching exercises” (or self-reflection activities) include: (a) the *Reflective Journal* activity; (b) the *Haiku* activity; (c) the *Autobiographical Collage* activity; and (d) the *YaYa Box* activity or *Quilt Patch* activity. Detailed descriptions of these data generation activities are included in the Janesick (2004) text.

**Activity #1: Writing the Reflective Journal (Janesick, 2004, p. 95-97)**

Researchers working within the phenomenological and self-study traditions of qualitative inquiry often keep *reflective journals* that allow these researchers to “reflect more deeply on their role[s] as researchers and as human beings” (Janesick, 2004, p. 97).

You will keep a daily journal. You will make daily entries in this journal. You will use this journal to reflect on each of your research questions.

**NOTE:** This will become one of your four primary *data sources*. Later in the semester, I will teach you to use the *Stevick-Colaizzi-Keen method* to analyze all four primary *data sources* and construct a series of Word tables that represent the “essence” of your study.

Researchers working within the self-study tradition of qualitative inquiry often develop haiku to explore and reflect upon their thoughts and feelings about their research topics. Haiku, according to Janesick (2004), “is the poetic form most like qualitative work because it takes its imagery from careful observations…the point is to capture in another idiom – poetry – something of what occurred in the study…about the role of the researcher” (p. 98).

Develop at least one haiku in response to each of your three research questions, for a total of at least three haiku.

Write a 2-3 paragraph summary that describes the meaning of each haiku.

NOTE: This will become one of your four primary data sources. Later in the semester, I will teach you to use the Stevick-Colaizzi-Keen method to analyze all four primary data sources and construct a series of Word tables that represent the “essence” of your study.

Activity #3: Building a Collage: My Role as Researcher, (Janesick, 2004, p. 93)

Many researchers working within the self-study tradition of qualitative inquiry create autobiographical collages to explore their thoughts and feelings about their research topics. These researchers typically use photographs, drawings, text, and other images, objects, and materials to visually represent their feelings and beliefs about their research projects (Janesick, 2004, p. 93).

You will create an autobiographical collage that answers each of your research questions.

You will then write a 2-3 page summary that describes the meaning of your collage.

NOTE: This will become one of your four primary data sources. Later in the semester, I will teach you to use the Stevick-Colaizzi-Keen method to analyze all four primary data sources and construct a series of Word tables that represent the “essence” of your study.

Activity #4: Constructing a YaYa Box or Making a Quilt Patch, (Janesick, 2004, pp. 94-95)

The YaYa Box activity is a self-reflection activity first pioneered in the field of art therapy. Janesick (2004) noted “a YaYa Box is a box designed to represent a person’s innermost self on the inside of the box and the person’s outward self on the outside of the box” (p. 94). Many researchers working within the self-study tradition of qualitative inquiry use a variety of images, texts, found objects, and other materials to create boxes that represent their thoughts and feelings about their research topics.

You will develop YaYa Box or Quilt Patch that answers each of your research questions.

You will then write a 2-3 page summary that describes the meaning of your YaYa Box or Quilt Patch.
NOTE: This will become one of your four primary data sources. Later in the semester, I will teach you to use the Stevick-Colaizzi-Keen method to analyze all four primary data sources and construct a series of Word tables that represent the “essence” of your study.

THE RESEARCH REPORT

You will develop a research report that describes your self-study for the reader. This report must include the following sections: (a) Introduction section; (b) Review of the Research; (c) Methods; (d) Results / Presentation of Data (with tables); and (e) Discussion section (followed by the Reference List).

Please refer to the “Outline and Levels of Headings” on page 13 of this syllabus to see how your research report should be organized.
OUTLINE & LEVELS OF HEADINGS

Introduction

The Context of this Study

The Purpose of this Study

Research Questions

Review of the Literature

Selection Criteria

Search Procedures

Emergent Themes

Methods

Data Generation Activities

Data Analysis Activities

Results/Presentation of the Data

- Table 1
- Table 2
- Table 3
- Table 4
- Table 5
- Table 6
- Table 7
- Table 8
- Table 9

Discussion

Theme 1

Theme 2

Theme 3

References
INTRODUCTION

The Introduction section often begins with a vignette, anecdotal report, journal entry, poem, song lyric, a brief excerpt from a novel, short story or other literary form, student writing samples, and/or quotation(s) that foreshadow (i.e., “set the mood”) of the study for the reader.

Creswell (2007) described the elements of the Introduction section as follows:

Topics include an autobiographical statement about experiences of the author leading to the topic, incidents that lead to a puzzlement or curiosity about the topic, the social implications and relevance of the topic, new knowledge and contribution to the profession to emerge from studying the topic, knowledge to be gained by the researcher, the research question[s] and the terms of the study. (p. 188)

Your Introduction section will have three sub-sections: (a) context statement; (b) statement of purpose; and (c) research questions.

The Context of this Study

The context statement describes the topic under investigation. You will conduct a self-study in an educational setting. Your context statement should, therefore, include descriptions of (a) your job title and professional responsibilities (e.g., second-grade classroom teacher; reading specialist; early childhood educator; etc.); (b) the classroom, program, school and community where you work (include information about the cultural and linguistic characteristics and socioeconomic status of your students and their families); and (c) personal experiences that caused you to be interested in this topic.

NOTE: As you describe the personal experiences that caused you to be interested in the topic you are investigating, you should try to answer the following questions:

- Why am I interested in finding out more about this topic? Why do I care about this topic? Why is this topic important to me?
- What are the social implications of this topic? How is this topic relevant to my work as an educator?
- What new knowledge do I hope to gain through the conduct of my self-study? How might this knowledge make me a better teacher? How might my students, their families, and/or my colleagues benefit from this knowledge?

NOTE: Identify your school and community by name. Please include demographic information about your school and community in your Context Statement. If you live and work in Alaska, you must include demographic information from the Alaska Community Database Online in your Context Statement. http://www.dced.state.ak.us/dca/commdb/CF_COMDB.htm
This database, which is maintained by the Alaska Department of Commerce, Community and Economic Development, is an excellent source of demographic, historical, cultural, and socioeconomic information about every city, town, and village in the state of Alaska.

NOTE: When you cite a website in the body of your paper, you should cite the year that you retrieved the information from the website. Here is an example of how to cite the Alaska Community Database Online website in the body of your paper:

Point Hope is one of the oldest continuously occupied Inupiat Eskimo communities in the state of Alaska. The Inupiat people have inhabited the Point Hope peninsula for at least 2,500 years. Today, the town has a population of 736; approximately 90% of the people who live in Point Hope are of Alaska Native ancestry (Alaska Department of Commerce, Community, and Economic Development, 2008).

NOTE: When you cite the Alaska Community Database Online website in your reference list at the end of the final paper, you will cite it as follows:


NOTE: The “n.d.” stands for “no date” of publication. Websites do not have dates of publication, so we write “n.d.” (instead of citing the year of publication).

Purpose of this Study

The purpose of this phenomenological self-study is to describe the beliefs and practices of an educator who _________________.

NOTE: Fill in the blank by describing your teaching position.

Here are several examples of Statements of Purpose from self-studies conducted by previous students:

- The purpose of this phenomenological self-study is to describe the beliefs and practices of an elementary school teacher who uses phonics-based and whole language approaches to teach reading to a culturally and linguistically diverse group of children with exceptional learning needs in the remote Aleutian island community of Unalaska, Alaska.
• The purpose of this phenomenological self-study is to describe the beliefs and practices of a special education teacher who provides instructional services to adolescents with emotional and behavioral disorders at a residential treatment facility in Anchorage.

• The purpose of this phenomenological self-study is to describe the beliefs and practices of an early childhood educator who provides developmentally appropriate and culturally responsive educational services for young children and their families at a Tlingit-Haida Head Start Program in rural southeast Alaska.

**Research Questions**

1. What are my beliefs about ____________?
2. What are my beliefs about ____________?
3. How do these beliefs guide and inform my classroom practices?

**NOTE:** Fill in the blank with the topic or topics you plan to investigate.

Please refer to the following manuscripts for examples of what your own Introduction section might look like:


**REVIEW OF THE LITERATURE**

Creswell (2007) described the elements of the Review of the Literature as follows:

Topics include a review of databases searched, an introduction to the literature, a procedure for selecting studies, the conduct of these studies and themes that emerged in them, a summary of core findings and statements as to how the present research differs from prior research (in question, model, methodology and data collected). (p. 188)
The review of the literature section of your narrative report must include the following three subsections:

- Selection Criteria
- Search Procedures
- Emergent Themes

**Selection Criteria**

You must develop selection criteria that explain to the reader why you chose to *include* certain articles in your review of the literature and why you chose to *exclude* other articles. Your selection criteria should allow you to systematically: (a) select articles that examine the topic or topics you are investigating in your own self-study; (b) select articles that were published in professional journals related to the field of education; and (c) select articles published within a certain period of time (e.g., articles published between 1990-2006).

Use the following template to develop the *selection criteria* for your Review of the Literature:

**Selection Criteria**

Articles selected for this review of the literature met the following criteria:

1. The articles examined ________________; and/or
2. The articles examined ________________.

**NOTE:** Fill in the blank with the topic or topics you are investigating. In other words, restate each of your research questions as a declarative statement.

3. The articles were published in professional journals related to the field of education.

4. The articles were published between ____________.

**NOTE:** Fill in the blank with the dates of publication (e.g., 1990-2009). Use the dates of publication to help you *limit* the number of articles you include in your Review of the Literature.

**Search Procedures**

You must search the Education Resources Information Center (ERIC) (Ebscohost) database to locate 8-12 articles to include in your Review of the Literature. You *may* search additional databases (but you are not required to do so). You must list all the search terms (and search term combinations) that you used to search the database(s) in the *search procedures* sub-section of your Review of the Literature.
Emergent Themes

In the emergent themes sub-section of the Review of the Literature, you should delineate the significant themes, concepts and conclusions that emerged from the articles included in your review. You should organize this sub-section of the Review of the Literature by theme; you should NOT organize this sub-section by article.

Please refer to the following manuscript for an example of what your own Review of the Literature section might look like:


METHODS

Creswell (2007) described the elements of the Methods section as follows:

Topics include the methods and procedures in preparing to conduct the study, in collecting data and in organizing, analyzing and synthesizing the data (p. 188).

Your Methods section will consist of two sub-sections:

- Data Generation Activities
- Data Analysis Activities

Data Generation Activities

In the Data Generation Activities sub-section, you must let the reader know what methods you used to analyze data for your study. For this particular study, you participated in four different self-reflection activities developed by the educator and researcher Valerie Janesick (2004) to generate data for your study. You wrote haiku, created an autobiographical collage, constructed a YaYa box and kept a reflective journal. You must explain this to the reader in this sub-section of your paper.

Data Analysis Activities

In the Data Analysis Activities sub-section, you must let the reader know what methods you use to analyze data for your study. For this particular study, you used a modified version of the Stevick-Collaizi-Keen method described by Brown and Duke (2005) and McCarthy and Duke (2007) to organize your data into a series of Word tables. You must explain this to the reader in this sub-section of your paper.

Please refer to the following studies for examples of what your own Methods section might look like:


**RESULTS/PRESENTATION OF THE DATA**

The **Results** section (also referred to as the **Presentation of the Data** section) will include the Word tables that you construct to visually represent your data. You must construct at least 3 sets of Word tables: (a) the first set of tables represents **significant statements**; (b) the second set of tables represents **clusters of common themes**; (c) the third set of tables represents written descriptions of the **essence** of your study (the **essence** is a brief summary, written in paragraph form, that describes the major themes that emerge from your analysis of data).

You will organize your tables around your three research questions. You will construct nine Word tables labeled as follows:

1. Table 1. Significant Statements: Beliefs about ______________
2. Table 2. Significant Statements: Beliefs about ______________
3. Table 3. Significant Statements: Classroom Practices
4. Table 4. Common Themes: Beliefs about ______________
5. Table 5. Common Themes: Beliefs about ______________
6. Table 6. Common Themes: Classroom Practices
7. Table 7. Essence: Beliefs about ______________
8. Table 8. Essence: Beliefs about ______________

**NOTE:** Fill in the blank with the topic or topics you are investigating. Keep the title of each table brief. Don’t re-state your entire research question.

Please refer to the following four studies for examples of what your own tables might look like:


**INSTRUCTIONS: HOW TO CONSTRUCT YOUR TABLES**

**Materials:** You will need (a) pink highlighter; (b) yellow highlighter; (c) blue highlighter; (d) written descriptions of your three haiku; (e) written description of your collage; (f) written description of your YaYa box or quilt patch; and (g) your journal.

Follow these procedural steps to construct Word tables 1-9:

1. Use your pink highlighter to highlight any sentence or phrase from the written description of your haiku that answers Research Question #1.

2. Use your pink highlighter to highlight any sentence or phrase from the written description of your collage that answers Research Question #1.

3. Use your pink highlighter to highlight any sentence or phrase from the written description of your YaYa box or quilt patch that answers Research Question #1.

4. Use your pink highlighter to highlight any sentence or phrase from your journal that answers Research Question #1.

5. Make a numbered list of every sentence or phrase that is highlighted in pink from all four data sources (i.e., the four data sources include the written descriptions of your haiku; the written description of your collage; the written description of your YaYa box or quilt patch; and your journal).

6. Delete all repetitive statements from this list. You might also decide to combine several similar statements to form one single statement. Each statement should represent a distinct idea. Do not state the same idea more than one time in this list.

7. Take all the non-repetitive and non-overlapping statements from this list and create your first table ("Table 1: Significant Statements"). Please refer to Table 1 in the
Group the statements from your first table into THEMES. Use these themes to create Table 4 (“Common Themes”). The “Common Themes” table is very similar to an OUTLINE you would create before writing an essay. Please refer to Table 4 in the studies by Brown and Duke (2005), Hauk (in press), McCarthy and Duke (2007), and Roberts (2009). YOUR fourth table should look like these examples.

Use the OUTLINE you created for Table 4 to write a vivid, dense, succinct paragraph. This paragraph should address each THEME and SUB-THEME included in Table 4. This paragraph should describe the “essence” of your first Research Question. Format this paragraph as a word table. This paragraph will become your seventh table (“Table 7: Essence”). Table 7 ANSWERS Research Question #1. Please refer to Table 7 in the studies by Brown and Duke (2005), Hauk (in press), McCarthy and Duke (2007), and Roberts (2009). YOUR seventh table should look like these examples.

Use your yellow highlighter to highlight any sentence or phrase from the written description of your haiku that answers Research Question #2.

Use your yellow highlighter to highlight any sentence or phrase from the written description of your collage that answers Research Question #2.

Use your yellow highlighter to highlight any sentence or phrase from the written description of your YaYa box or quilt patch that answers Research Question #2.

Use your yellow highlighter to highlight any sentence or phrase from your journal that answers Research Question #2.

Make a numbered list of every sentence or phrase that is highlighted in yellow from all four data sources (i.e., the four data sources include the written descriptions of your haiku; the written description of your collage; the written description of your YaYa box or quilt patch; and your journal).

Delete all repetitive statements from this list. You might also decide to combine several similar statements to form one single statement. Each statement should represent a distinct idea. Do not state the same idea more than one time in this list.

Take all the non-repetitive and non-overlapping statements from this list and create your second table (“Table 2: Significant Statements”). Please refer to Table 2 in the studies by Brown and Duke (2005), Hauk (in press), McCarthy and Duke (2007), and Roberts (2009). YOUR second table should look like these examples.

Group the statements from your second table into THEMES. Use these themes to create Table 5 (“Common Themes”). The “Common Themes” table is very similar to an OUTLINE you would create before writing an essay. Please refer to Table 5 in the
studies by Brown and Duke (2005), Hauk (in press), McCarthy and Duke (2007), and Roberts (2009). YOUR fifth table should look like these examples.

18. Use the OUTLINE you created for Table 5 to write a vivid, dense, succinct paragraph. This paragraph should address each THEME and SUB-THEME included in Table 5. This paragraph should describe the “essence” of your second Research Question. Format this paragraph as a table. This paragraph will become your eighth table (“Table 8: Essence”). Table 8 ANSWERS Research Question #2. Please refer to Table 8 in the studies by Brown and Duke (2005), Hauk (in press), McCarthy and Duke (2007), and Roberts (2009). YOUR eighth table should look like these examples.

19. Use your blue highlighter to highlight any sentence or phrase from the written description of your haiku that answers Research Question #3.

20. Use your blue highlighter to highlight any sentence or phrase from the written description of your collage that answers Research Question #3.

21. Use your blue highlighter to highlight any sentence or phrase from the written description of your YaYa box or quilt patch that answers Research Question #3.

22. Use your blue highlighter to highlight any sentence or phrase from your journal that answers Research Question #3.

23. Make a numbered list of every sentence or phrase that is highlighted in blue from all four data sources (i.e., the four data sources include the written descriptions of your haiku; the written description of your collage; the written description of your YaYa box or quilt patch; and your journal).

24. Delete all repetitive statements from this list. You might also decide to combine several similar statements to form one single statement. Each statement should represent a distinct idea. Do not state the same idea more than one time in this list.

25. Take all the non-repetitive and non-overlapping statements from this list and create your third table (“Table 3: Significant Statements”). Please refer to Table 3 in the studies by Brown and Duke (2005), Hauk (in press), McCarthy and Duke (2007), and Roberts (2009). YOUR third table should look like these examples.

26. Group the statements from your third table into THEMES. Use these themes to create Table 6 (“Common Themes”). The “Common Themes” table is very similar to an OUTLINE you would create before writing an essay. Please refer to Table 6 in the studies by Brown and Duke (2005), Hauk (in press), McCarthy and Duke (2007), and Roberts (2009). YOUR sixth table should look like these examples.

27. Use the OUTLINE you created for Table 6 to write a vivid, dense, succinct paragraph. This paragraph should address each THEME and SUB-THEME included in Table 6. This paragraph should describe the “essence” of your third Research Question. Format
this paragraph as a table. This paragraph will become your ninth table (“Table 9: Essence”). Please refer to Table 9 in the studies by Brown and Duke (2005), Hauk (in press), McCarthy and Duke (2007), and Roberts (2009). YOUR ninth table should look like these examples.

**DISCUSSION**

Creswell (2007) described the elements of the Discussion section as follows:

Sections include a summary of the study, statements about how the findings differ from those in the literature review, recommendations for future studies, the identification of limitations, a discussion about implications and the inclusion of a creative closure that speaks to the essence of the study and its inspiration for the researcher. (p. 188)

In the Discussion section of the narrative report, you should connect the results of your self-study to the review of the literature. That is to say, you should compare and contrast the themes that emerged from your self-study to the themes that emerged from your review of the literature. How are the findings of your self-study supported by the review of the literature? How do the findings of your self-study differ from the literature that you reviewed? **Your “Discussion” section is, essentially, a discussion of what you learned by conducting this self-study.** Many researchers end the Discussion section with a brief piece of creative writing that illuminates the themes that emerged from the study.

**Please refer to the following four studies for examples of what your own Discussion section might look like:**


