



The Knowledge to
Change Your World



INTERNATIONAL
Development Ph.D. Program

IDV 726 Field Research Practice II Spring 2006 Syllabus

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Course Goals

This course is designed with the following goals:

- To teach the process of field research examining several methodologies
- To teach the dynamic process of collecting field research data and the challenges it provides
- To examine the process of collecting as clean and unbiased data possible in a setting that is not always conducive to collecting clean and unbiased data
- To construct a list of best-practices for field research techniques for each student in the class where a clear and effective means of collecting the best data possible is emphasized
- To design a tight and effective multimedia presentation of the research within the manuscript(s) for dissemination to a group of peers within a 15-20 minute format
- To have students write a draft chapter of their methodology for their dissertation building in some of the anticipated challenges they will face in collecting data in the field.

Learning Outcomes

Students will achieve the following outcomes by the end of the term:

- Learn how to distinguish between good, solid and rigorous data collection techniques and unacceptable techniques by academic standards
- Learn how to make good decisions in the field when faced with a data collection problem to ensure that the research project continues forward with as little disruption as possible
- Learn the dynamics of writing anticipated problems faced in field research data collection into a methodological dissertation chapter
- Learn the differences of collecting field data alone and collecting data as a team and/or as a team leader
- Learn how to teach/train others who are hired to help collected field research data to ensure project and data integrity throughout.

Required Readings

- Robert K. Yin
Case Study Research: Design and Methods, 2nd edition or higher

Sage Publishers
ISBN 0-8039-5663-0

Gretchen B. Rossman and Sharon F. Fallis
Learning in the Field: An Introduction to Qualitative Research, 2nd edition
or higher
Sage Publishers
ISBN 0-7619-2651-8

Colin Robson
Real World Research, 2nd edition or higher
Blackwell Publishers
ISBN 0-631-21305-8

Class

- Presentation**
- A presentation of a dissertation methodology chapter. Will prepare you for your prospectus review, comprehensive exam orals and dissertation defense.

Seminar

- Design**
- Student-led seminar discussion

Evaluation

- 33.3% Completion and submission of a draft methodology dissertation chapter
- 33.3% Professional presentation of draft methodology dissertation chapter
- 33.3% Participation in leading seminar discussion
- 100%

A =90-100%	Excellent work	Exceeded high expectations
B =80-89%	Good work	Met high expectations
C =70-79%	Average work	Met basic expectations
F =69% or less	Unacceptable work	Did not meet basic expectations

ASSESSMENT RUBRIC

Product

Assessment Criterion

*Draft Methodology Chapter
of
Dissertation*

A
The chapter contained very few errors, was well written, formatted and argued. The figures and tables support the text and the formatting met the requirements of the graduate school. The content of the chapter was interesting, relevant, and clearly articulated the

methodology to be used and strategies for addressing potential field related data collection problems. The student incorporated student and instructor reviewed comments successfully into the chapter. The paper reflects a solid draft chapter for the dissertation than can be adjusted as the student progresses in their research.

B

The chapter contained some errors, was above average in writing, formatting and argumentation of a typical draft methodology dissertation chapter. The content of the chapter could hold an audience and addressed challenges associated with field data collection. The student incorporated most peer and instructor reviewed comments into the chapter. The paper reflects a draft chapter of a dissertation that will need continuous updates throughout the research process.

C

The chapter contained a fair number of errors, was average in writing, formatting and argumentation. The content of the chapter reflected a curiosity knowledge of the challenges faced in data collection and did not fully articulate a strategy to keep the data safe from bias. The student addressed some peer and instructor reviewed comments into the chapter. This chapter will have to undergo substantial revisions before it is a dissertation methodology chapter.

F

The chapter contained numerous errors, was poor in writing, formatting and argumentation and is below the standards of a typical chapter submission. The content of the chapter could not hold an audience, even of people interested in seeking out the subject matter. The chapter fails to address critical issues in field research data collection. The author failed to adequately address peer and instructor reviewed comments in the chapter. This paper does not constitute a draft of a dissertation methodology chapter.

Professional Presentation)

A

The presentation was almost flawless in content and delivery. The presenter(s) held the audience throughout and effectively incorporated multimedia into the presentation. The voice level and pitch were correct for the environment of the presentation.

B

The presentation was solid in content and delivery. The speaker(s) held most of the audience's attention and used multimedia as part of the presentation. The voice level and pitch of the presenter(s) were correct for the environment of the presentation.

C

The presentation was average in content and delivery. The speaker(s) held the attention of most of the audience for most of the presentation. The presentation used some visuals to convey the message. The presenters could be heard by the majority of the audience.

F

The presentation was poor in content and delivery. The speaker(s) could not hold the attention of the audience during the presentation. The presentation failed to make use of visuals or multimedia devices. The audience had difficulty hearing and following the speaker(s).

*Student-Led Seminar***A**

The student excelled in leading class discussion creating a solid environment of learning. The student's goals for their seminar was clear, clean, precise, and articulated in advance. The student ensured that there was full participation from all and was fair in balancing the time and effort of each student. The classed ended on time with all objectives being met. The seminar added much value to the overall class.

B

The student effectively led class discussion creating a solid environment of learning. The student's goals for their class were clear and articulated in advance. The student ensured that there all students contributed and attempted to balancing the time and effort of each student. The classed ended on time with most of the objectives being met. The seminar added value to the overall class.

C

The student led class discussion. The student's goals for

their class were articulated. The encouraged students to contribute. The classed ended with part of the objectives being met. The seminar added partial value to the overall class.

F

The student led class discussion. The student did not have goals for their class. They did not encourage students to contribute. The classed ended too late or too early without objectives being met. The seminar added no value to the overall class.

WEEKLY SCHEDULE

Week
TBA

Topic

DRAFT