



McMaster Divinity College

MS 5YD5 - RESEARCH DESIGN AND IMPLEMENTATION (hybrid format) Fall 2018

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Online: Sept 10 to Oct 5, 2018
Face-to-Face: Oct 12 & 13, 2018
Online: Oct 15 to Dec 12, 2018

COURSE DESCRIPTION:

In this course the student will extend their knowledge of and skills for application in the design of context-specific proposals for research projects. The student will explore a range of practice relevant research approaches and issues, professional and ethical applications to develop a proposal for an independent practice-led research project. The student will critically analyze, synthesize and evaluate theoretical, socio, cultural contexts to inform their particular practice context as well as position their research within local and global contexts.

LEARNING OBJECTIVES:

Knowing

- To critically analyze and discuss key characteristics and emerging issues in the practice of ministry.
- To define their field of research, delineate and delimit the field of study, and describe the rationale for the project.
- To differentiate between research methodologies and to select a methodology that may be adapted to the student's research.

Being

- To reflect on and evaluate the student's ministry practice and their contribution to the practice of ministry, making connections between academic knowledge and skills, and practical applications.
- To reflect in personal terms on the roles of the researcher and scholar as an expression of Christian identity and the student's relationship to specific academic and Christian communities.
- To include the role and practice of researcher within the student's identity as a Christian practitioner and scholar.

Doing

- To design and execute practice-led research projects using accepted research methodologies.
- To demonstrate ethical responsibility relating to the practice of research.

- To demonstrate skill in identifying and accessing the resources relevant to the student's practice and research, e.g., libraries, archives, collections, museums, galleries and web-based information.
- To be able to present and explain the student's research to others.
- To evaluate published research on issues of validity, reliability, sampling, data collection, and be an informed consumer of research relating to ministry practice and the social sciences.

COURSE TEXTS and READINGS:

Unless otherwise noted, required textbooks for this course are available from MDC's book service, **READ On Bookstore**. To purchase course texts, please contact **READ On Bookstore**, 5 International Blvd., Etobicoke, ON, M9W 6H3; email - books@readon.ca; phone - (416) 620-2934; fax - (416) 234-8840. Other book services may also carry these texts.

Required Texts:

Barrett, Estelle, and Barbara Bolt. *Practice as Research: Approaches to Creative Arts Enquiry*. London: I. B. Taurus, 2010.

Cameron, Helen, et al. *Talking about God in Practice: Theological Action Research and Practical Theology*. London: SCM Press, 2010.

Creswell, John W. and Cheryl N. Poth. *Qualitative Inquiry & Research Design: Choosing among Five Approaches*, 4th edition. Los Angeles: Sage, 2017.

Swinton, John, and Harriet Mowat. *Practical Theology and Qualitative Research*, 2nd edition. London: SCM, 2016.

Required Journal Article:

The student is expected to download this article on their own from the Mills Library web portal (<http://library.mcmaster.ca/>). Click on the tab "Articles/Databases" and enter "Scholars Portal" into the second box and select "Go." Note, students who are offsite will need a McMaster ID and password to access to this article.

Attride-Stirling, Jennifer. "Thematic Networks: An Analytic Tool for Qualitative Research." *Qualitative Research 1* (2001), 385–405.

Recommended Reading:

Canadian Institutes of Health Research, Natural Sciences and Engineering Research Council of Canada, and Social Sciences and Humanities Research Council of Canada, *Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans*, Dec 2014. Online: http://www.pre.ethics.gc.ca/pdf/eng/tcps2-2014/TCPS_2_FINAL_Web.pdf

INSTRUCTOR:

Biography: Dr. Kelvin Mutter is an Associate Professor (part-time) at McMaster Divinity College, Dr. Mutter is a Registered Psychotherapist (CRPO); an OAMFT/AAMFT Clinical Fellow & Approved Supervisor; and, a Certified Psycho-Spiritual Therapist & Certified Psycho-Spiritual Therapist Supervisor- Educator (CASC/ACSS). Dr. Mutter's ministry and counseling experience includes both his current work as an individual, couple and family therapist as well as over twelve years in pastoral leadership. Dr. Mutter is married and has three adult children.

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Availability: Dr. Mutter is for one-on-one consultation as requested and/or on the days class is scheduled. Otherwise, students may contact him at mutterk@mcmaster.ca.

COURSE SCHEDULE:

This course will be delivered through a process of blended learning that incorporates readings, asynchronous lectures, face-to-face and on-line (synchronous) seminar discussions, and independent learning activities. These activities will introduce the student to the key concepts, approaches, and theories related to the practice of action research in practical theology.

1. Course Schedule

DATES	FOCUS / THEME	COURSE ACTIVITIES
Sept 10–15, 2018	INTRODUCTIONS <ul style="list-style-type: none"> • Personal introductions • Introducing the course • Introducing the subject matter 	Sept 10-12: View Prof. Mutter’s online introduction and then record your own 90 second introduction. Sept 10-15: View the “Course Overview” video posted on A2L. Post questions you may have about the course and course expectations to the <i>Course Expectations</i> discussion forum on A2L. Sept 10-15: View the brief introductory lecture about research that is posted on A2L. Sept 14-15: View each other’s online introductions.
Sept 17–22, 2018	INTRODUCTION TO PERFORMATIVE RESEARCH (e.g., PaR, PLR)	Read Barrett & Bolt chs. 1–2. Sept 17-22: View the introductory lectures about practice-led inquiry that are posted on A2L. Sept 17-22: Post your observations and questions about performative research to the <i>Performative Research</i> discussion forum on A2L.
Sept 24–29, 2018	PERFORMATIVE RESEARCH METHODOLOGIES	Read Barrett & Bolt chs. 11–12, Appendix. Sept 24 3:00 PM (EDST): Synchronous case study discussion [WebX]. Sept 25-29: Monitor and participate in the <i>Performative Research</i> discussion forum on A2L. Sept 28-29: Using the template provided, each student is to submit a one (1) page preliminary research formulation.
Oct 1–5, 2018	PREPARATION FOR INTENSIVE WEEK.	Oct 1-4: Monitor and participate in the <i>Performative Research</i> discussion forum on A2L. Oct 1-4: Read or review the following. . . <ul style="list-style-type: none"> • Portions in Creswell & Poth that pertain to Narrative Research (see index on p. xix) • Portions in Creswell & Poth that pertain to Phenomenology (see index on pp. xix–xx) • Portions in Creswell & Poth that pertain to Ethnography (see index on p. xxi)

Online Learning Modules

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	DATES	FOCUS / THEME	COURSE ACTIVITIES
Intensive Hybrid Week	Oct 9–13, 2018	CASE STUDY # 1 – Using phenomenological inquiry and analysis in performative & community research	Observe Case Study Collaborative reflection on case study Collaborative development of research study Oct 13: Post your observations and questions about phenomenological inquiry to the <i>Phenomenology</i> discussion forum on A2L.
		CASE STUDY # 2 – Using narrative inquiry and analysis in performative & community research	Observe Case Study Collaborative reflection on case study Collaborative development of research study Oct 13: Post your observations and questions about narrative inquiry to the <i>Narrative</i> discussion forum on A2L.
		CASE STUDY # 3 – Using ethnographic inquiry and analysis in performative & community research	Observe Case Study Collaborative reflection on case study Collaborative development of research study Oct 13: Post your observations and questions about ethnographic inquiry to the <i>Ethnography</i> discussion forum on A2L.
Online Learning Modules	Oct 15–20, 2018	RESEARCH DESIGN	Oct 15-20: Monitor and participate in at least one of the <i>Phenomenology</i> , <i>Narrative</i> , and/or <i>Ethnography</i> discussion forums on A2L. Oct 15-20: Read Barrett & Bolt, Appendix. Oct 15-20: Use the Appendix in Barrett and Bolt to draft the research design that will guide your research project.
	Oct 22–27, 2018	RESEARCH DESIGN	Oct 22–27: Synchronous small group discussions [WebX] (groups of 2 or 3 students) will meet with the professor to reflect on each student’s draft research design. Oct 22–27: Read Swinton & Mowatt chs. 8-10 (preparation for next week).
	Oct 29–Nov 3, 2018	PARTICIPATORY RESEARCH (e.g., PAR)	Oct 29–Nov 3: Read Cameron et al. chs. 1–4 Oct 29–Nov 3: View the introductory lectures about participatory research that are posted on A2L. Oct 29–Nov 3: Post your observations and questions about participatory research to the <i>Participatory Research</i> discussion forum on A2L. Nov 3, 2018: Submit Learning Activity 2.7 - Written Research Proposal.
	Nov 5–10, 2018	METHODOLOGIES FOR PARTICIPATORY RESEARCH	Nov 5–10: Read Cameron et al. chs. 5–9 Nov 5, 3:00 PM (EDST): Synchronous case study discussion [WebX].
	Nov 12–17, 2018	ANALYZING (QUALITATIVE) DATA	Nov 12–17: Read article by Attride-Stirling Nov 12–17: View the introductory lectures about analyzing data that is posted on A2L.

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DATES	FOCUS / THEME	COURSE ACTIVITIES
Nov 19–24, 2018	RESEARCH ETHICS	Complete TCPS2 online module Nov 24: Submit pdf copy of TCPS2 Completion Certificate
Nov 26– Dec 1, 2018	RESEARCH ETHICS	Synchronous small group discussions [WebX] (groups of 2 or 3 students) will meet with the professor to reflect on possible ethical questions relevant to each student’s research project. Independent Work: Learning Activity 2.9 - Research Ethics Reflection
Dec 3–8, 2018	RESEARCH ETHICS	Dec 8: Submit Learning Activity 2.9 - Research Ethics Reflection
Dec 10–12, 2018	NO SCHEDULED COURSE ACTIVITIES	

2. Learning Activities (including graded assignments)

Grading Rubrics:

- An evaluation rubric is provided for the on-line discussion forums.
- For all other graded assignments, the evaluation categories and the weight given to these categories are provided along with description of each graded assignment.
- A handout describing these categories along with the outcome expectations for each category will be provided at the beginning of the semester.

2.1. Assigned Readings

Due: as assigned

Intended pedagogical outcomes: i) knowledge / interpretation (discernment), ii) contextualization (knowing + doing), and iii) performance (doing)

Each student is to read the assigned readings and be prepared to integrate these readings in the relevant discussions and their assignments.

2.2. Introductory Videos

Due: Sept 12, 2018

Intended pedagogical outcome: Fostering a community of learning.

Use the link to Flipgrid that is provided in A2L to view Prof. Mutter’s personal welcome and introduction. Create your own short video (90 seconds) to introduce yourself to the class. Return periodically to Flipgrid to view each other’s introduction of themselves to the class.

2.3. Asynchronous Lectures

Due: as assigned

Intended pedagogical outcomes: i) knowledge / interpretation (discernment), and ii) contextualization (knowing + doing).

Students are expected to view and reflect on the lectures and support materials that are posted on A2L. Students are expected to integrate these readings in the relevant class discussions and in their assignments.

2.4. Discussion Forums (15 %)

Due: as assigned

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Intended pedagogical outcomes: i) knowledge / interpretation (discernment), ii) contextualization (knowing + doing), iii) performance (doing), and iv) professional formation (being).

Each student is expected to participate in the following discussion forums found on **Avenue to Learn**.

- Course Expectations: This is the forum to seek clarification about assignments and ask general questions about the course. – no grade is assigned for this forum.
- Performative Research: 1st post Sept 22, 2nd post Oct 4; see rubric re: grading
- Qualitative Methodologies: grading will be based on the fact that the student makes one comment in each of the three qualitative discussion threads and participates fully in one of thread.
 - Phenomenology: 1st post Oct 13, 2nd post Oct 20; see rubric re: grading
 - Narrative Inquiry: 1st post Oct 13, 2nd post Oct 20; see rubric re: grading
 - Ethnography: 1st post Oct 13, 2nd post Oct 20; see rubric re: grading
- Participatory Research: 1st post Nov 3, 2nd post Nov 10; see rubric re: grading

General Guideline:

Access to each discussion will be provided at the beginning of the week it appears in the syllabus. *Because the intent is to foster a discussion it is expected that each student's response will not exceed 150 words (i.e., approximately the length of this paragraph).* This discussion is not intended to demonstrate your mastery of the subject. Rather the intent is to foster a thoughtful conversation. Each posting will be reviewed by the professor. *Students will be asked to rewrite any post that is too long.* Please note that approval of is required before you will be able to see and respond to other posts and other students will be able to see and respond to your post. Students are asked to return to the discussion and to respond (150 words or less) to the postings made by other students. The grading rubric for these posts is provided below.

Grading:

Grading Category	Description of Grading Category	% of DB Grade
On-time submission	On-time submission by midnight on the date indicated in the syllabus in order to facilitate active discussion. We are looking for on-time submission of the posts.	10%
Content of the Post	In 150 words or less give a quality, descriptive observation about the methodology and/or pose at least two questions for possible, further discussion with other classmates. We are looking for quality comments.	60%
Interaction with other Discussion Boards	In 150 words or less (per response) engage with at least two other postings. For full credit, post before midnight on the date indicated in the syllabus. We are looking for quality comments and on-time submission of the posts.	20%
Form and Style	Parenthetical documentation is allowed, but sources should be documented (eg. Smith, Survey of the New Testament, 2005). Proper grammar and spelling is expected.	10%

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2.5. Synchronous consultations

Due: as assigned

Intended pedagogical outcomes: i) knowledge / interpretation (discernment), ii) contextualization (knowing + doing), and iii) performance (doing).

Two online small group discussions have been assigned to support and enhance the student's learning as well as contribute to their major assignments. These sessions will be conducted using WebX and students will be provided with the URL for accessing these sessions.

Dates:

- a. **Week of Oct 22–27** [TBA]: Small group discussions re: research design (3-4 students). Students will have an opportunity to sign up for a time meeting time.
 - These discussions are intended to support the student's ability to reflect on their proposed dissertation project through the lens of what they know and are learning about research methodology and research design (***Learning Activities 2.3 & 2.4***).
 - In preparation for this discussion the student will complete an initial draft of ***Learning Activity 2.7 - Written Research Proposal***.
 - Each student will have about 20 minutes for their presentation and a Q&A exchange. It is recommended that the student use about 10 minutes to describe nature of their project, whether they are recruiting participants, how they plan to recruit participants, the type of data to be collected, and any foreseeable risks that may be posed by this research. The group will have the remaining time to ask questions based on the presentation.

- b. **Week of Nov 26–Dec 1** [TBA]: Small group discussions re: research ethics (3-4 students). Students will have an opportunity to sign up for a time meeting time.
 - These discussions are intended to support the student's ability to reflect on their proposed dissertation project in light of what they have learned completing the TCPS2 certification (***Learning Activity 2.8***).
 - In preparation for this discussion the student will use the ***Appendix*** in Barrett and Bolt to write an initial draft of ***Learning Activity 2.9 - Research Ethics Reflection***.
 - Each student will have about 20 minutes for their presentation and a Q&A exchange. It is recommended that the student use about 10 minutes to describe nature of their project, whether they are recruiting participants, how they plan to recruit participants, the type of data to be collected, and any foreseeable risks that may be posed by this research. The group will have the remaining time to ask questions based on the presentation.

2.6. Preliminary Research Formulation (10%)

Due: Sept 29, 2018

Intended pedagogical outcomes: i) interpretation (discernment), ii) performance (doing), and iii) professional formation (being).

Each student will prepare a one (1) page ***preliminary*** formulation of their proposed research project. This brief formulation will answer the following questions.

- What aspect of (your) “practice” will be examined?
- What aspects of (your) practice will not be examined (i.e., delimitations)?
- What is the context in which (your) practice occurs?

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e.g., the researcher's practice setting, socio-cultural context, literature review.

- What is the purpose of this research?

e.g., "What is the "big idea" that will guide the research?"

Sample Script: The purpose of this study is to (explore / discover / understand / describe) (identify the practice) of/for (participant) at/in (research site).

Grading:

Knowledge & Interpretation (knowing / discernment)	(30 %)
Performance (doing)	(30 %)
Professional Formation (being)	(25 %)
Academic Style	(15 %)

2.7. Written Research Proposal (45 %)

Due: Nov 3, 2018

Intended pedagogical outcomes: i) knowledge / interpretation (discernment), ii) contextualization (knowing + doing), iii) performance (doing), and iv) professional formation (being).

This is a multi-step assignment:

- As a "work-in-progress," this proposal will identify any difficulties that have been encountered or questions that remain unanswered, as well as explain the anticipated relevance of this research for the church, academy, and society (builds on **Learning Activity 2.6**).
- The student will also draw on the outcome of the small group discussion scheduled for the week of Oct 22–27, 2018 (**Learning Activity 2.5a**).
- The student will use the **Appendix** in Barrett and Bolt to write a research proposal (6000 words or 24 pp. excluding bibliography). At a minimum, this proposal will include:
 - A description of the topic and its importance.
 - A description of the student's research methodology/model/framework of inquiry
 - The type(s) of data to be gathered and methodology for data analysis and validation
 - An outline of the research study that identifies the tasks or steps to be taken and a proposed work plan or timeline.
 - A preliminary bibliography.

Grading:

Knowledge & Interpretation (knowing / discernment)	(20 %)
Contextualization (knowing + doing)	(30 %)
Performance (doing)	(25 %)
Professional Formation (being)	(10 %)
Academic Style	(15 %)

2.8. TCPS 2: CORE (Research Ethics training)

Due: Nov 24, 2018

Intended pedagogical outcomes: i) knowledge / interpretation (discernment), and ii) professional formation (being).

Each student is expected to complete the TCPS2 online training program in research ethics (<https://tcps2core.ca/welcome>) and to submit a copy of the completion certificate to the

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course instructor. This training program may be completed all at once or in parts. According to the TCPS 2 website, the average length of time required to complete this on-line training module is three (3) hours. Students are advised to allocate six (6) hours for completing this requirement.

2.9. Research Ethics Reflection (30 %)

Due: Dec 8, 2018

The purpose of this assignment is for the student to reflect on their proposed dissertation project with a view to determining whether their project will require them to apply to the McMaster Research Ethics Board (MREB) for a review of their research protocol.

Intended pedagogical outcomes: i) knowledge / interpretation (discernment), ii) contextualization (knowing + doing), iii) performance (doing), and iv) professional formation (being).

Procedure:

- The student will draw on what they have learned completing the TCPS2 certification (**Learning Activity 2.8**).
- The student will also draw on the outcome of the small group discussion scheduled for the week of Nov 26–Dec 1, 2018 (**Learning Activity 2.5b**).
- The student will answer **all** the questions found in the McMaster Research Ethics Board (MREB) form “*Application to Involve Human Participants in Research*” (available at <https://reo.mcmaster.ca/forms>). Careful consideration needs to be given to the following questions.
 - What data sources will inform your study?
 - Do you plan to make secondary use of existing data? If so, what type of data will you use? How was it gathered? Where and how is it currently stored? Do you need to obtain permission to use this data?
 - Who, if anyone, is/are the research participant? How many? What type of participation will be sought?
 - How will the participant(s) be recruited?
 - What information, if any, do you envision asking of, or obtaining from, the participant(s)?
 - What foreseeable risks (e.g., physical, emotional/psychological, social, professional) may be posed to the research participant(s)?
 - How do you plan to address and mitigate these risks?
 - What information do you need to provide to potential participants?
 - What steps will the student take to protect the integrity and confidentiality of any data you collect?
- The student will write a paper (5000 words, 20 pp.) that draws on their answers to the MREB application form, addresses the questions identified above, and engages the feedback received during the scheduled small group discussion (Learning Activity 2.5b). The student will identify if there are any outstanding questions that need to be addressed as which need to be explored. The student will use the “data” presented to make their case as to why (or why not) they require MREB review and approval for their dissertation project.

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Grading:

Knowledge & Interpretation (knowing / discernment)	(15 %)
Contextualization (knowing + doing)	(25 %)
Performance (doing)	(25 %)
Professional Formation (being)	(20 %)
Academic Style	(15 %)

COURSE ADMINISTRATION:

College Style for Submission of Written Work: All written work—unless informed otherwise by the course instructor—is to be submitted in accordance with the *McMaster Divinity College Style Guide for Essays and Theses*, available on the McMaster Divinity College web-site (<https://mcmasterdivinity.ca/sites/default/files/documents/mdcstyleguide.pdf>).

Statement on Academic Honesty: Academic dishonesty is a serious offense that may take any number of forms, including plagiarism, the submission of work that is not one’s own or for which previous credit has been obtained, and/or unauthorized collaboration with other students. Academic dishonesty can result in severe consequences, e.g., failure of the assignment, failure of the course, a notation on one’s academic transcript, and/or suspension or expulsion from the College. Students are responsible for understanding what constitutes academic dishonesty. Please refer to the McMaster University Academic Integrity Policy - <http://www.mcmasterdivinity.ca/programs/rules-regulations>.

Gender Inclusive Language: McMaster Divinity College uses inclusive language for human beings in worship services, student written materials, and all of its publications. It is expected that inclusive language will be used in chapel services and all MDC assignments. In reference to biblical texts, the integrity of the original expressions and the names of God should be respected, but you will need to use gender-inclusive language for humans, and you will need to quote from a gender-inclusive version such as the following: NRSV (1989), NCV (1991), TEV/GNB/GNT (1992), CEV (1995), NLT (1996), TNIV (2005), and the Common English Bible (CEB 2011).

Submission of Written Work: All assignments are due on the day indicated (by email before 5 p.m. of the day due). *Late submission of assignments will be deducted one grade point for every late day.* All written work is to be submitted by email in either MSWord format, “Rich Text Format” (i.e., *.rtf), or as an Open Office document. Graded papers will be returned to the student with comments in pdf format

Length: Students are expected to adhere to the page / word count.

Cell Phone/Computer Policy: Students are to refrain from texting or conducting cell phone conversations while the class is in session (this applies to our synchronous (on-line) meetings as well as the intensive week). Should you need to maintain contact with family members and/or your work, please turn off the ringer so as to avoid disturbing others; upon receipt of an urgent call, you may discretely excuse yourself from the classroom or the online session. The same policy applies to all computer-generated sound schemes, pagers, or other electronic annunciation systems.

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