McMaster Divinity College

MS 5YD5 - RESEARCH DESIGN AND IMPLEMENTATION
Fall 2019

Kelvin F. Mutter, D.Th.　　　　　　　　　**Hybrid Course: Fall 2019**
mutterk@mcmaster.ca　　　　　　　　　　**On Campus Days: Oct 18–19 (F/Sa)**

COURSE DESCRIPTION:

In this course the student will extend their knowledge of and skills for application in the design of context-specific proposals for practitioner-research projects. The student will critically analyze, synthesize and reflect on their professional practice and practice context(s) with a view to clarifying the focus and purpose of their research as well as the relationship of the research to their professional practice and their practice context or setting. The student will explore relevant research approaches and practice designing their dissertation research program. The student will gain an awareness of ethical practice in research and will give consideration to how these principles apply to their dissertation research project.

COURSE FORMAT:

This course is designed to provide an integrated learning experience that includes assigned readings, pre-recorded lectures that are available on Avenue to Learn, on-line discussion boards, student presentations, in-class learning activities, written assignments, and personal reflection. A key feature of this course is that the written assignments provide students opportunities to develop their research design using different theoretical perspectives.

LEARNING OBJECTIVES:

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

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- 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.

Being
- 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 present and explain the student's research to others.

COURSE TEXTS and READINGS:

All required textbooks for this class are available from the College's book service, READ On Bookstore, Room 145, McMaster Divinity College. Texts may be purchased on the first day of class. For advance purchase, you may contact READ On Bookstore, 5 International Blvd, Etobicoke, Ontario M9W 6H3: phone 416.620.2934; fax 416.622.2308; email books@readon.ca. Other book services may also carry the texts.

Required Texts:

Åkerlund, Truls. *A Phenomenology of Pentecostal Leadership.* Eugene, OR: Wipf & Stock, 2018.

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.

Goleman, Larry A. (ed.). *Finding Our Story Narrative Leadership and Congregational Change.* Lanham, MD: Rowman & Littlefield, 2014.

Required Journal Articles:

A list of required journal articles is provided for each Course Module. These articles may be downloaded from the Mills Library web portal (http://library.mcmaster.ca/). Note: students who are offsite will require a McMaster ID and password to use the library's databases.

- Click on the tab "Databases."
- Unless otherwise specified, these articles are located in the "Scholars Portal Journals" database which can be entered into the search line.
- Select "Scholars Portal Journals"
- Enter your McMaster ID and password at the prompt.

INSTRUCTOR:

Biography: Dr. Kelvin Mutter is an Associate Professor (affiliate) at McMaster Divinity College, Dr. Mutter is a Registered Psychotherapist (CRPO); an AAMFT Clinical Fellow & Approved Supervisor; a Certified Pastoral Counsellor & Associate Teaching Supervisor (CASC/ACSS); and, a Registered Marriage and Family Therapist (CAMFT). Dr. Mutter's ministry and counselling 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.

Availability: Dr. Mutter is available by email (mutterk@mcmaster.ca) or for one-on-one consultation in person or via Webex. Please email Dr. Mutter to arrange for a one-on-one conversation.

COURSE MODULES and 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. The intention of the readings, on-line and face-to-face interactions, and written assignments is to provide the student with an opportunity to

INTRODUCTORY MATTERS (Sept 9-11, 2019)

DATES	FOCUS / THEME	COURSE ACTIVITIES
Sept 9–11, 2019	**Introductions** • Personal introductions • Introducing the course	Sept 9–11: View Prof. Mutter's online introduction and then record your own two (2) minute introduction. Sept 9–11: View the "Course Overview" video posted that is on A2L. Post questions you may have about the course and course expectations to the *Course Expectations* discussion forum that is on A2L.

MODULE 1: OVERVIEW OF RESEARCH DESIGN (Sept 11 to Oct 11, 2019)

Learning Objectives:
• The student will be able to develop a research design using an action-research framework. (Knowing & Doing)
• The student will be able to identify ethical issues as they apply to their research (Knowing & Doing)
• The student will be ready to analyze qualitative data. (Knowing & Doing)

Required Reading:

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

Costley, Carol, and Paula Nottingham. "Revisiting Search and Review for Work-Based Projects." *Innovations in Education and Teaching International*, (2017): DOI:10.1080/14703297.2017.1417885

Recommended Reading:

Albala, Ilene, et al. "The Evolution of Consent Forms for Research: A Quarter Century of Changes." *IRB: Ethics & Human Research* 32 (2010), 7–11. Online: http://www.thehastingscenter.org/irb_article/the-evolution-of-consent-forms-for-research-a-quarter-century-of-changes/

Boud, David, et al. "The Influence of Professional Doctorates on Practice and the Workplace." *Studies in Higher Education,* 43(2018), 914–26. DOI: 10.1080/03075079.2018.1438121

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

DATES	FOCUS / THEME	COURSE ACTIVITIES
Sept 11–14, 2019	**Begin with "Why"**	Sept 10–14: View the lecture(s) about Research Design that is on A2L.
		Read the article by Costley & Nottingham.
Sept 16–21, 2019	**Research Ethics**	Complete TCPS2 online module
		Sept 21: Submit pdf copy of TCPS2 Completion Certificate
		Sept 16–Oct 4: Use the *Research Design* discussion on A2L to post questions about this methodology or respond to the questions others ask.
Sept 23–28, 2019	**Research Design**	Sept 23–24: Synchronous small group discussions (Webex) to reflect on the students' questions related to research design and research ethics.
Sept 30–Oct 4, 2019	**Interpreting the Data**	Sept 30–Oct 4: View the lecture(s) about Analyzing Data that is on A2L.
		Read the article by Attride-Stirling.

MODULE 2: PERFORMATIVE RESEARCH: i.e., Practice-as-Research, Practice-Led Research (Oct 7 to 19, 2019)

Learning Objectives:
- The student will develop a research design using Phenomenology (i.e., "practise-as-phenomenon") to conduct a *Performative Research* study to explore their research interest. (Knowing & Doing)
- The student will identify ethical issues relevant to a *Performative Research* study of their research interest. (Knowing & Doing)
- The student will identify the types of data that may be relevant to a *Performative Research* study and how that data might be gathered and analyzed. (Knowing & Doing)

Required Reading:

Åkerlund, Truls. *A Phenomenology of Pentecostal Leadership*, ch. 4. Eugene, OR: Wipf & Stock, 2018.
Barrett, Estelle, and Barbara Bolt. *Practice as Research: Approaches to Creative Arts Enquiry*, chs. 1–2. London: I. B. Taurus, 2010.

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Bolt, Barbara, and Kim Vincs. "Straw Godzilla: Engaging the Academy and Research Ethics in Artistic Research Projects." *Educational Philosophy and Theory, 47*(2015), 1304–1318.

McNamara, Andrew E. (2012) "Six rules for practice-led research." *Text: Journal of Writing and Writing Courses*, (2012), 1–15. Online: http://eprints.qut.edu.au/54808/

Recommended Reading:

Nelson, Robin (Ed.). *Practice as Research in the Arts: Principles, Protocols, Pedagogies, Resistances*. Basingstoke, UK: Palgrave Macmillan, 2013.

Smith, Hazel, and Roger Dean. *Practice–led Research, Research–led Practice in the Creative Arts,* Edinburgh: Edinburgh University Press, 2009.

DATES	FOCUS / THEME	COURSE ACTIVITIES
Oct 7–11, 2019	**Performative Research**	Read: Barrett & Bolt chs. 1–2; article by Cusick.
		Oct 7–11: View the introductory lectures about performative research and practice-led inquiry that is on A2L.
		Oct 7–24: Use the *Performative Research* discussion on A2L to post questions about this methodology or respond to the questions others ask.
Oct 18 (morning)	**Designing your Performative Research Study**	Read: Åkerlund ch. 4, Bolt & Vincs,
Oct 18 (afternoon)	**Designing your Performative Research Study**	Independent Learning: Students will use this time to develop a research design for *Performative Research* project (Learning Activity 6.1).
Oct 19 (morning)	**Presenting your Performative Research Design**	Students will briefly describe how they would design a *Performative Research* study and interact with each other's proposals.

MODULE 3: SCHOLARSHIP OF FORMATION (Oct 21 to Nov 9, 2019)

Learning Objectives:
- The student will develop a research design using Narrative Inquiry to conduct a *Scholarship of Formation* study to explore their research interest.
- The student will identify ethical issues relevant to a *Scholarship of Formation* study of their research interest. (Knowing & Doing)
- The student will identify the types of data that may be relevant to a *Scholarship of Formation* study and how that data might be gathered and analyzed. (Knowing & Doing)

Required Reading:
Goleman, Larry A. (ed.). *Finding Our Story Narrative Leadership and Congregational Change.* Lanham, MD: Rowman & Littlefield, 2014.

Gill, Peggy. "Narrative Inquiry: Designing the Processes, Pathways and Patterns of Change." *Systems Research and Behavioral Science*, 18(2001), 335–44.

Read One (1) of the Following.

Foster, Charles R. "The Scholarship of Teaching in Theology and Religion: A Wabash Center Advisory Committee Conversation." *Teaching Theology and Religion*, 5(4) (2002), 192–200.

Gravett, Emily O. "The Scholarship of Teaching and Learning in Religious Studies." *Journal of the American Academy of Religion,* 84 (September 2016), 589–616.

Gurung, Regan A. R., and R. Eric Landrum. "Using the Scholarship of Teaching and Learning to Improve Learning Outcomes." In James E. Groccia, et al. *Handbook of College and University Teaching: A Global Perspective*, pp. 29–44. Los Angeles: Sage. 2012.

O'Connell Killen, Patricia, and Eugene V. Gallagher "Sketching the Contours of the Scholarship of Teaching and Learning in Theology and Religion." *Teaching Theology and Religion*, 16 (April 2013), 107–24.

Young, Richard A., et al. "The Action–Project Method in Counseling Psychology." *Journal of Counseling Psychology*, 52 (2005), 215–23.

Recommended Reading:

Hodge, David, and D. F. Gillespie. "Phrase Completions: An Alternative to Likert Scales." *Social Work Research* 27 (2003) 45–55.

Pascal, C., and Bertram, T. "Praxis, Ethics and Power: Developing Praxeology as a Participatory Paradigm for Early Childhood Research." *European Early Childhood Education Research Journal, 20*(2012), 477–92.

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

DATES	FOCUS / THEME	COURSE ACTIVITIES
Oct 19 (afternoon)	**Scholarship of Formation**	Read Goleman chs. 1–3. Oct 19–Nov 9: Use the *Scholarship of Formation* discussion on A2L to post questions about this methodology or respond to the questions others ask.
Oct 21–26, 2019	**Designing your Scholarship of Formation Study**	Oct 22: Project Design Assignment (Performative Research) is due
Oct 28–Nov 2, 2019	**Designing your Scholarship of Formation Study**	Independent Learning: Students will use this week to develop a research design for a *Scholarship of Formation* research project (Learning Activity 6.2).
Nov 4–9, 2019	**Presenting your Scholarship of Formation Design**	Nov 4–5: Synchronous small group discussions (Webex). Students will briefly describe how they would design a *Scholarship of Formation* research study and interact with each other's proposals. Nov 9: Project Design Assignment (*Scholarship of Formation*) is due

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MODULE 4: COLLABORATIVE RESEARCH WITHIN COMMUNITIES: e.g., Theological Action Research, Participatory Action Research (Nov 11 to Dec 7, 2019)

Learning Objectives:
- The student will develop a research design using Action Research to conduct a *Collaborative Research* study to explore their research interest. (Knowing & Doing)

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- The student will identify ethical issues relevant to a *Collaborative Research* study of their research interest. (Knowing & Doing)
- The student will identify the types of data that may be relevant to a *Collaborative Research* study and how that data might be gathered and analyzed. (Knowing & Doing)

Required Reading:

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

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

Read One (1) of the Following.

Acai, Anita, et al. "Success in Student-Faculty/Staff SoTL Partnerships: Motivations, Challenges, Power, and Definitions." *The Canadian Journal for the Scholarship of Teaching and Learning*, 8(2) (2017), Article 8. Online: https://www.cs.ubc.ca/~meghana/cjsotl_2017_acai.pdf

Doornbos, Anja, et al. "From Fairytales to Spherecards: Towards a New Research Methodology for Improving Knowledge Productivity." *Forum: Qualitative Social Research Sozialforschung,* 9(2) (2008) Art. 48. Online: http://www.qualitative-research.net/index.php/fqs/article/view/386

English, Leona M. "Of Twirling Dervishes and Daring New Directions: Collaborative and Practitioner Research." *Religious Education*, 101(Spring 2006), 153–6.

Fisher, Mike. "Beyond Evidence-Based Policy and Practice: Reshaping the Relationship between Research and Practice." *Social Work & Social Sciences Review,* 16(2013), 20–36.

Koerner, Kelly, and Louis G. Castonguay. "Practice-Oriented Research: What It Takes To Do Collaborative Research In Private Practice." *Psychotherapy Research*, 25(2015), 67–83.

Recommended Reading:

Pascal, C., and Bertram, T. "Praxis, Ethics and Power: Developing Praxeology as a Participatory Paradigm for Early Childhood Research." *European Early Childhood Education Research Journal, 20*(2012), 477–92.

DATES	FOCUS / THEME	COURSE ACTIVITIES
Nov 11–16, 2019	**Collaborative Research Within Communities**	Nov 11–16: Read Cameron et al. chs. 1–4; Swinton & Mowat chs. 8–10.
		Nov 11–16: View the introductory lecture(s) about *Collaborative Research* that is on A2L.
		Nov 11–Dec 7: Use the *Collaborative Research* discussion on A2L to post questions about this methodology or respond to the questions others ask.
Nov 18–23, 2019	**Designing your Collaborative Research Study**	Nov 18–23: Read Cameron et al. chs. 5–9
		Nov 18–23: View the online lecture about designing a *Collaborative Research* project that is posted that is on A2L.
Nov 25–30, 2019	**Designing Your Collaborative Research Study**	Independent Learning
		Students will use this week to develop a research design for a *Collaborative Research* project (Learning Activity 6.3).
Dec 2–7, 2019	**Presenting Your Collaborative Research Design**	Dec 2–3: Synchronous small group discussions (Webex). Students will briefly describe how they would design a *Collaborative Research* study and interact with each other's

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proposals.

Dec 6: Project Design Assignment (*Collaborative Research*) is due.

Dec 9–11, 2019	**NO SCHEDULED COURSE ACTIVITIES**

LEARNING ACTIVITIES (including graded assignments)

Grading Rubrics:

- 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.

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. Introductory Videos   Due: Sept 11, 2019

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.

3. Lectures

3.1. Asynchronous Lectures   Sept 9–14; Sept 23–Oct 11; Oct 21–Dec 6, 2019

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 this material in their assignments and discussions (e.g., discussion forums).

3.2. TCPS 2: CORE (Research Ethics training)   Sept 16–21, 2019

Intended pedagogical outcomes: i) knowledge / interpretation (discernment), ii) contextualization (knowing + doing), and iii) 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 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. Students will integrate their awareness of research ethics

in the written work (***Learning Activity 6***) and their participation in their reflections on each other's projects.

Students will receive 10 marks when they email a copy of the completion certificate to the course instructor upon completion of this learning module.

3.3. <u>Face-To-Face Classes (Hybrid week)</u>   <u>Oct 18 & 19, 2019</u>

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

Students are expected to attend, participate in, and reflect on the presentations and discussions that take place during our face-to-face learning encounter in October. Students are expected to integrate this material in their assignments and discussions (e.g., discussion forums).

4. <u>Discussion Forums</u>

Intended pedagogical outcomes: i) Fostering a community of learning.

<u>General Guideline</u>:

Students are encouraged to use these discussion forums to ask questions about the topic and to respond to questions that are asked. <u>These discussions are not intended to demonstrate your mastery of the subject. Rather the intent is to foster a conversation</u>. *It is for this reason you are asked to limit each question you ask and each response to a question that you post to 250 words* (to illustrate, this paragraph is 91 words long). Please note that you may be asked to rewrite any post that is too long.

4.1. <u>Research Design</u>   <u>Sept 11–Oct 11, 2019</u>

4.2. <u>Performative Research</u>   <u>Oct 7– 19, 2019.</u>

4.3. <u>Scholarship of Formation</u>   <u>Oct 21–Nov 9, 2019</u>

4.4. <u>Collaborative Research</u>   <u>Nov 11–Dec 7, 2019</u>

5. <u>Synchronous Project Discussions</u>

Intended pedagogical outcomes: i) Fostering a community of learning; ii) knowledge / interpretation (discernment), iii) contextualization (knowing + doing), and iv) performance (doing).

Three online small group discussions and the second morning of our on-site or face-to-face time have been set aside to support discussion related to the course. These presentations and discussions are an extension of what the student is learning in their coursework (***Learning Activity 3***) and provide opportunities to refine their thinking about their dissertation research project (***Learning Activity 6***).

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5.1. <u>Research Design (Webex)</u>   **<u>Sept 23 and 24</u>**

Students will sign up for and participate in a small group discussion (Webex) to reflect on and discuss any questions that may have arisen with respect to research design and/or research ethics.

5.2. <u>Performative Research</u>   **<u>Oct 19, 2019</u>**

On the second day of the on-site hybrid classes, each student will have two (2) minutes to state their research question (or purpose statement) *and* to briefly describe how they might use Phenomenology (i.e., "practise-as-phenomenon") to conduct a *Performative Research* study of their practice. The remainder of the class will have opportunities to ask questions and provide feedback. ***Maximum time for any student's project is 20 minutes***.

5.3. <u>Scholarship of Formation (Webex)</u>   **<u>Oct 28 and 26</u>**

Students will sign up for and participate in small group discussions (Webex) in which each student has two (2) minutes to state their research question (or purpose statement) *and* to briefly describe how they would employ a Narrative investigation to conduct a *Scholarship of Formation* study of their practice. The rest of the group will have opportunities to ask questions and provide feedback. ***Maximum time for any student's project is 20 minutes***.

5.4. <u>Collaborative Research (Webex)</u>   **<u>Nov 25 and 26</u>**

Students will sign up for and participate in small group discussions (Webex) in which each student has two (2) minutes to state their research question (or purpose statement) *and* to briefly describe how they would use Action Research to conduct a *Collaborative Research* study of their practice. The rest of the group will have opportunities to ask questions and provide feedback. ***Maximum time for any student's project is 20 minutes***.

6. **<u>Project Design Assignments</u>**   **<u>Due as Assigned</u>**

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

The following assignments are intended to provide the student with opportunities to develop their research ideas using three different research perspectives (i.e., *Performative Research, Scholarship of Formation, and Collaborative Research*). It is expected that the student will use these assignments to develop three preliminary research designs to explore the practice or research focus that is at the centre of the student's doctoral program.

Word Length: 3500 to 4000 words.

Each research design project will consider the following.
- Current practice setting.
- Practice to be research.
- Background research (if any).
- Challenges encountered or problem definition.
- Relevant ideological framework(s) that will inform your study.
- The type(s) of data that will be used in your study.

These elements may be the same for each research design assignment.

- How will the data be gathered?
- Are there any research ethics questions that need to be addressed? What steps will you take to protect the integrity and confidentiality of the data you collect?
- How will the data be analyzed?

Grading:

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

6.1. <u>Project Design: Performative Research</u>   (30 %)   <u>Due: Oct 22, 2019</u>

Design a *Performative Research* project using a phenomenological frame of reference (i.e., "practise-as-phenomenon") to explore the practice or research focus that is at the centre of your doctoral program.

6.2. <u>Project Design: Scholarship of Formation</u> (30 %)   <u>Due: Nov 12, 2019</u>

Design a *Scholarship of Formation* research project using Narrative methodologies to explore the practice or research focus that is at the centre of your doctoral program.

6.3. <u>Project Design: Collaborative Research</u>   (30 %)   <u>Due: Dec 6, 2019</u>

Design a *Collaborative Research* project using Action Research to explore the practice or research focus that is at the centre of your doctoral program.

<u>COURSE ADMINISTRATION:</u>

<u>College Style for Submission of Written Work</u>: All stylistic considerations (including but not limited to questions of formatting, footnotes, and bibliographic references) must conform to the McMaster Divinity College Style Guidelines for Essays and Theses http://mcmasterdivinity.ca/wp-content/uploads/2018/02/mdcstyleguide.pdf

Failure to observe appropriate form will result in grade reductions.

<u>Statement on Academic Honesty</u>: Academic dishonesty is a serious offence 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 Divinity College Statement on Academic Honesty ~ https://mcmasterdivinity.ca/rules-regulations/

<u>Gender Inclusive Language</u>: McMaster Divinity College uses inclusive language for human beings in worship services, student written materials, and all 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.

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.

SUPPLEMENTAL RESOURCES:

1. *General Research:*

Clark, I. *Writing the Successful Thesis and Dissertation: Entering the Conversation*. Upper Saddle River, NJ: Prentice Hall, 2007.

Vyhmeister, Nancy Jean, and Terry Dwain Robertson. *Quality Research Papers for Students of Religion and Theology*, 3rd ed. Grand Rapids, MI: Zondervan, 2014.

2. *Research Design*

Christensen, Larry B., et al. *Research Methods, Design, and Analysis*, 12th edition. Boston: Allyn & Bacon, 2014. (any recent edition will be helpful)

Coghlan, David, and Abraham B. Shani. *Conducting Action Research for Business and Management Students*. Los Angeles: Sage, 2018.

Coghlan, David, and Teresa Brannick. *Doing Action Research in Your Own Organisation*, 5th edition. Los Angeles: Sage, 2019.

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

Creswell, John W. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 2nd edition. Thousand Oaks, CA: Sage, 2003.

Efron, Sara Efrat, and Ruth Ravid. *Action Research in Education: A Practical Guide*. New York: Guilford, 2019.

Herr, K., & G. L. Anderson. *The Action Research Dissertation: A Guide for Students and Faculty*. London, UK: Sage, 2005.

Marshall, Judi, et al. *Leadership for Sustainability: An Action Research Approach*. New York: Routledge, 2011.

Nelson, Robin (Ed.). *Practice as Research in the Arts: Principles, Protocols, Pedagogies, Resistances*. Basingstoke, UK: Palgrave Macmillan, 2013.

Salkind, Neil J. *Exploring Research,* 8th edition. Upper Saddle River, NJ: Pearson, 2011. (any recent edition will be helpful)

Sensing, Tim. *Qualitative Research: A Multi-Methods Approach to Projects for Doctor of Ministry Theses*. Eugene, OR: Wipf & Stock, 2011.

Smith, Hazel, and Roger Dean. *Practice–led Research, Research–led Practice in the Creative Arts,* Edinburgh: Edinburgh University Press, 2009.

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

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