

The Goucher Symposium: A Celebration of Learning and Scholarship

Josephine McKinley
Psychology Major
Class of 2020



Research

Title:

COURSE PARTICIPANTS

- 17 psych students (demographics)
- Major: ↑
- classification (mixed)
- foundational knowledge
 - intro. & stats
- course setting (Covher State)
SLAC

EXPERIENTIAL RESEARCH PROCESS:

- Phases
- culminating research presentation

CHALLENGES:

- time frame
- new perspective
(cognitive flexibility)
- fixed vs growth
mindset

SUCCESSES:

- final presentation
- final grade dis.
- student quotes

Integrating Case Study Method, Experiential Method, and, Interpretative Phenomenological Analysis to Teach Psychology as a Human Science and Qualitative Research Methods for Psychology

Nyasha Grayman-Simpson, PhD | Josephine McKinley, BA Candidate | Zanabou Njie, BA Candidate | Goucher College | Center for Psychology | Baltimore, Maryland, USA

Course Objectives/Transferable Skills

“Upon entering this class for the first time, I was unsure of how qualitative research was to be done.... Painstaking time goes into educating and preparing yourself to even start research.”
Josephine (Week 2)

- Verbatim audio interview transcription
- Explain and execute Case Study Method
- Explain and execute Experiential Method
- Explain and execute Interpretative Phenomenological Analysis
- Set up and manage qualitative database using Dedoose
- Write individual APA style research reports
- Deliver group research presentation
- Develop ethical, reflective research practice

Integrating Qualitative Methods

- Robert K. Yin's Case Study Method
- James J. Barrell's Experiential Method
- Jonathan A Smith, Paul Flowers, & Michael Larkin's Interpretative Phenomenological Analysis

Course Structure

"That is what I like best and will take from this class: qualitative research is research without an endgame or goal; it is finding out through exploration."
Zanabou (Week 11)

Problem-Based Learning	Workshop Style	Writing/Reflection Intensive
<ul style="list-style-type: none">• Student-centered• Working individually and in groups to articulate meaning of 'awe,' an open-ended problem• Course members functioned in dual roles of students and participatory researchers	<ul style="list-style-type: none">• Agenda-focused• Task-orientated• Instructor introduces the task, important concepts related to the task, and, the process of carrying out the task	<ul style="list-style-type: none">• Responding to experiential method prompts using thick and rich description• Writing methodological summaries• In-depth data analytic writing• Consistent, weekly reflective journaling on the process of executing the tasks

Course Participants

Race	Sex	College Year
Black = 5	Female = 15	First Years = 0
White = 5	Male = 1	Second Years = 3
Multiracial = 4	Non-Binary = 1	Third Years = 10 (Target Year)
Asian = 2		Fourth Years = 4
Latinx = 1		

Research Preparation

Pre-Course Reading



Protecting Human Research Participants Certification



Brainstorming Awe-Inducing Experiments

- Watch "The Miracle of Life"
- Watch the sunrise while listening to the song, "Amazing Grace" alone
- Tour an Art Gallery alone
- Explore an unfamiliar neighborhood alone
- Watch the Marvel film, "Black Panther"


Experiential Research Process

“I’m looking forward to, but also stressed about, the amount of work it’s going to take to gather connections and analyze this scattered data.”
Zanabou (Week 4)

3 Rounds of Data Collection



9 Phases of Data Analysis



Results Communication



GOUCHER college

Challenges/Successes

"I am feeling a bit overwhelmed as I try to catch up with the pace of the class and struggle. Phase 2 came up on me a bit faster and a lot more time consuming than I was prepared for.” Zanabou (Week 5)	"After speaking to Dr. Grayman-Simpson about some of my worries and anxieties, I feel more assured that although I don’t have a full skillset for research, I can successfully develop one." Josephine (Week 12)
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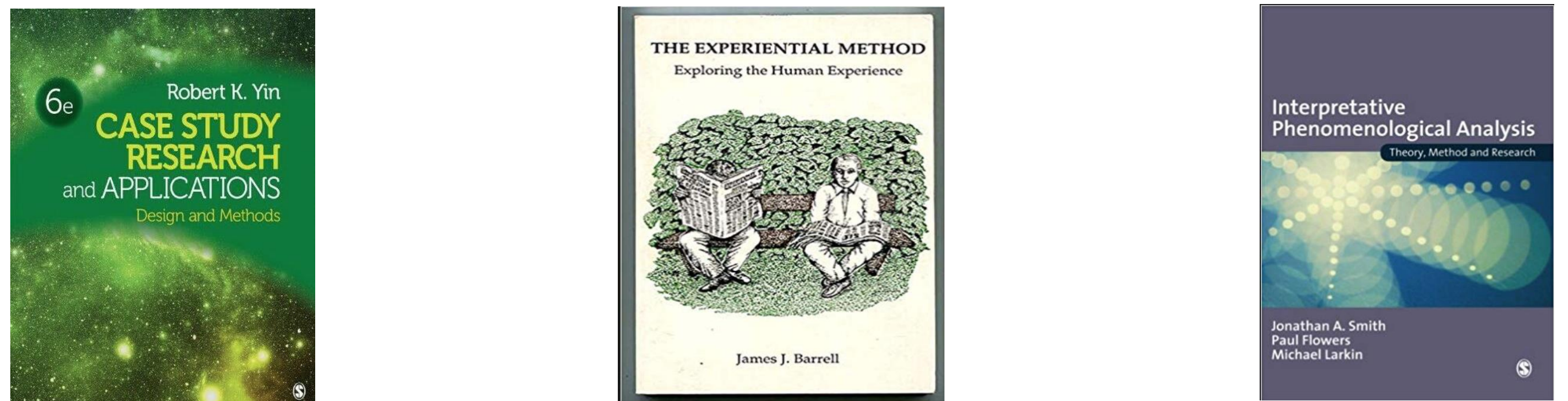
Challenges	Successes
Time Frame	Final Presentation and Research Report
New Perspective (Cognitive Flexibility)	Final Median Grade (B+)
Fixed vs. Growth Mindset	Transferable/Marketable Skillset
Competing Academic Workloads	Cohesive Group Dynamics

Response to Challenges

"This was the first class in a while, that challenged everything I knew about myself, and it was the first class I took in a long time, that made me feel like I was learning brand new material."
Josephine (Week 16)

- Ideally, offer as a two-semester, sequential course.
- If one-semester course, settle on a set of skills you want students to develop based on perceived priorities.
- Remember, "mistakes make art," and, "you can't cross a river without getting wet." (Zulu Proverb)

References





SQIP (Society for Qualitative Inquiry) Conference 2019



