



University
of Victoria



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Announcing Summer 2015 Graduate Qualitative Research Methods course

Open to all students in the Faculty of Education

**Course in School of Exercise Science, Physical and Health Education (EPHE)
EPHE 585 (PO1): Qualitative research genres applied to education,
health and society
CRN 31303**

Research genres are understood as a style or form of representing research data. Health is framed a resource for living. This course will focus on understanding how physical engagement in the world informs our understanding of health and education through the use of qualitative research.

Different genres represent a particular way of thinking about whether or how representation of data in an area of study makes a difference. Each genre has a coherent and internally consistent way of thinking about what makes a difference. The course guides students in examining ways of drawing on a qualitative research tradition to collect data and then apply research genres to represent findings to share in a polyvocal community of researchers.

Key focus of the course:

A text must do more than awaken moral sensibilities. It must move the other and the self to action. Ethnography's future can only be written against the history of a radical democratic project that intends humane transformations in the public sphere. (Denzin, 1997, p. xxi)

Course Description:

The focus of this course will be to examine issues surrounding social justice as it applies to education, health and physical activity engagement from societal and pedagogical perspectives. A core component of the course will be to develop, implement and report on a personal/community based inquiry project. Expertise will be developed in an array of software application tools for doing and representing qualitative research such as NVivo/Qualyzer, Mendeley, digital video and Prezi. Qualitative genres based on different modes of inquiry will be explored and applied in the inquiry project.

Units: **1.5**

Contact the Instructor is you are interested in taking this course.

Instructor:	Dr T.F. Hopper	Website: http://web.uvic.ca/~thopper/
Office:	McKinnon 127	E-mail: thopper@uvic.ca
Location:	MCK 070	
Class Time	Summer 2014 Term P July 6 to 28, time 10.00-12.20 MTWR, work on personal project July 23 to 26.	



The following publications by students have resulted from work done in the EPHE585

- Gerrity, S., Hopper, T., & Sanford, K. (2013). Case studies on three iterations of ePortfolios: Exploring complexity in teacher education in Canada, Australia and New Zealand. In K. Sanford & T. Strong-Wilson (Eds.), *The Emperor's new clothes? Issues and alternatives in uses of the portfolio in teacher education programs*. Peter Lang.
- Hopper, T., Madill, L., Bratsch, C., Cameron, K., Coble, J., & Nimmon, L. (2008). Multiple Voices in Health, Sport, Recreation and Physical Education Research: Revealing Unfamiliar Spaces in a Polyvocal Review of Qualitative Research Genre. *QUEST*, 60, 214-235.
- Nimmon, L. E. (2007). Esl-speaking immigrant women's disillusion: Voices of health care in Canada: An ethnodrama. *Health Care for Women International*, 28(4), 381.
- Madill, L., & Hopper, T. F. (2007). The best of the best discourse on health: Poetic insights on how professional sport socializes a family of men into hegemonic masculinity and physical inactivity. *American Journal of Men's Health*, 1(1), 44-59.

Texts used in the course

- Sparkes, A. C., & Smith, B. R. (2014). *Qualitative research methods in sport, exercise and health: From process to product* (p. 279). London and New York: Routledge: Taylor and Francis group.
- Sparkes, A. (2002). *Telling tales in sport and physical activity: A qualitative journey*. Champaign, IL: Human Kinetics.
- Lincoln, Y., & Denzin, N. (2000). *Handbook of qualitative research* (2nd ed). California: Sage.
- Spradley, J. (1980). *Participant observer*. New York: Holt, Rinehart and Winston.

Key Terms

- **Health.** Health is a condition of being well in mind and body. Health will be considered in this course as a resource for living as such health is understood as the capacity to play, to be able to engage freely within certain limits.
- **Pedagogy:** The art and science of teaching. Pedagogy relates to activities that impart knowledge or skill. In this course pedagogy will be connected to education as a process of drawing out from the learner/reader ways to make claims to truth.
- **Physical Engagement:** Physical activity and nutrition will be considered in this course as functional concepts for leading a healthy lifestyle. However, a key concern is to consider how physical engagement in the world will promote a healthy world.
- **Research:** Research refers to the process of studying (something) thoroughly so as to present in a detailed, accurate manner. We will consider research as a systematic exploration for knowledge through inquiry, representation and co-construction.
- **Knowledge:** The fact or condition of knowing something with familiarity gained through experience or association. What is known and how it is known will be a critical feature of this course.