

Ethical Issues and Qualitative Methods in the 21st Century: How Can Digital Technologies be Embraced in the Research Community?

Savilla Banister
Bowling Green State University

With the increased use of digital technologies in qualitative research practices encompassing data collection, analysis, and distribution, researchers have expressed a growing concern with the ethical implications of such use. This paper revisits the ethical concerns traditionally associated with qualitative study and then provides an analysis of how these traditional, ethical practices might evolve as digital data becomes an integral part of qualitative research designs.

Educational Criticism, a Form of Arts-Based Educational Research for Studying Teachers

Margaret L. Dotson
Berea College

This article examines educational connoisseurship and educational criticism, a type of arts-based research that lends itself well to studying teachers and their teaching. A brief examination of arts-based research is given with a more detailed look at educational connoisseurship and educational criticisms, its four dimensions, and the criteria by which its creditability is evaluated. A description of doing an educational criticism and a brief glimpse of an introduction to an educational criticism are included.

Is There a Pygmalion in Head Start? An Analysis of Teacher-Child Communications During Group Time Activities

Irmgard Miriam Gruber
Walden University

This ethnographic study was designed to illuminate important aspects of teacher-child communications in Head Start. The foci are two-fold: (1) To examine the socio-linguistic patterns teachers use, and (2) ask if these patterns are affected by the expectancies they have for individual children in their classrooms. The research is based on teacher interviews and observations during group time activities in two classrooms over the course of a school year. Observations were audio taped, transcribed, and analyzed. To strengthen the reliability of the data, qualitative methods were supported by an integration of quantitative analysis. Findings indicated that teachers' linguistic patterns resemble those teachers use with older children, consisting of a teacher initiation, a child response, and a teacher follow-up. Furthermore, most initiations were directed toward teachers' high expectancy children, and teachers were more likely to use follow-ups with these children. Discussion focuses on factors that may influence teachers' differential treatment of children.

The Role of School Uniforms in Creating an Academically Motivating Climate: Do Uniforms Influence Teacher Expectations?

John A. Huss
Northern Kentucky University

This study sought to examine the perceptions of a group of public elementary school teachers toward a new school uniform policy adopted for their building. Interviews and non-participant observations were the primary sources of data collection, and open coding was utilized to name and categorize basic concepts, themes, and other phenomena. Teachers in the study perceived that uniforms enhanced the learning environment by encouraging integrality among students, enriching the quality of interactions between faculty and students and improving discipline. The researcher also employed attribution theory to consider how the social perceiver uses information to arrive at causal explanations for events. Social learning theory rests on the premise that human beings act toward things on the basis of the meanings those things have for them, and that such meanings arise out of the interaction of the individual with others.

An Efficacious Theoretical Perspective of Rural Female School Superintendents' Self-Sustainability

John M. Palladino
Eastern Michigan University

Jean M. Haar
Minnesota State University

Marilyn L. Grady
University of Nebraska—Lincoln

Kaye Perry
Maxwell Public Schools

The landscape of the rural superintendancy is in the midst of a leadership turnover as a significant number of its current administrators reach retirement age. Discussions in the literature have delineated the characteristics of successful rural superintendents and the barriers that threaten their achievement. It lacks, however, adequate discussion of how women have aspired to and sustained success in rural superintendencies. The qualitative case study presented in this report includes the narratives of five novice, rural, and female superintendents. An efficacious theoretical framework was identified as the lens through which the accounts could best be analyzed and discussed, including proposed implications for additional research to further explore this framework and the academy's preparation of rural female superintendents.

A Responsive Evaluation Study of ESL/Spanish Language Services for Newcomers

Faridah Pawan
Indiana University

Therese Groff Thomalla
Indiana University

The article describes a responsive evaluation study of ESL and Spanish language services in a small rural Indiana county. Responsive evaluation is a form of action research that utilizes concerns of stakeholders as the basis for program evaluation. It also involves the stakeholders in planning for improvements in a long-term partnership with the evaluators. Study findings provided a profile of the county's language services; and a SWOT analysis of the services yielded stakeholders' concern for the fact that private enterprise is undertaking the provision of language services; bilingual volunteers' lack of professional training; and new-comer invisibility stemming from reliance on "information surrogates." Stakeholders used findings to identify "pathways of practice" to enhance available resources.

Sibling Interaction During Past and Fantasy Episodes and Possible Implications for Emergent Literacy

Linda L. Sperry
Indiana State University

Chavez Phelps
Indiana State University

The purpose of this descriptive study is to examine differences between sibling-toddler interaction and adult-toddler interaction with a specific focus on two kinds of oral narrative episodes. Oral narrative is prevalent in the talk of two- and three-year-olds, comprising up to one-quarter of all conversation. These early oral narratives are beginning points along the eventual pathway toward literacy. One issue of interest in these beginning points is the young child's patterning of interaction with siblings and how sibling-present oral narrations look different from sibling-absent oral narrations. The patterning of interaction expectations may then help to focus attention on how peer experiences in school may be structured to support emergent literacy goals.

Nurturance Suffering in the Maternal Teacher: An Ethnofictive Case Study

Kjersti B. VanSlyke-Briggs
State University of New York at Oneonta

In this ethnographic case study, feminist research methods were used simultaneously with ethnofiction. This study offers rationale for a specific examination of the socialization of women as mother/nurturer. The researcher argues that it is because of this socialization and resulting historic feminization of the teaching profession in a society with oppressive social relations that female teachers are prone to become emotionally bound to the needs of students. The teacher may experience stress as a result of the level of caring and emotional work associated with nurturing behavior. Because of the school structure, the subject may be limited in decompression alternatives; and, as a result, this subject may experience nurturance suffering (the negative manifestation, physical or mental, of internalized stress on the part of the maternal teacher).
