

Where Rigor Becomes Rigor Mortis: Institutional Review Boards and Qualitative Research

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The following keynote address was presented at the 19th Annual Ethnographic & Qualitative Research in Education (EQRE) conference. The speech was given on Friday, June 8th on the campus of Cedarville University in Cedarville, OH with 180 participants at the conference. Swartz addressed the topic of how researchers can best approach Institutional Review Boards (IRB) for successful navigation through the approval process. Using Pritchard's (2002) analogy of trolls who gate-keep bridges, qualitative researchers must develop skill in working with individuals who are not always friendly to qualitative methodology and sometimes do not aptly understand it. Swartz provides both theoretical and practical suggestions, based on research literature and his own experience as a current IRB chair, for qualitative research scholars.

Making it Personal: The Policy Micropolitics of Stakeholders in the Standards-Based Teacher Education Reform Effort

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Throughout the United States, almost every state has adopted standards-based policies that attempt to reform teacher education and licensing procedures from an input-based course and credit system to one based on outcomes and performance. The present qualitative study included case study research that examined the micro-political decisions administrators, faculty, and students at three Wisconsin teacher-preparing institutions made in response to these reform efforts. The findings suggest stakeholders at all levels make personal decisions about the policies' directives to accommodate their program's institutional structure without disrupting its curricular or pedagogical elements. The theoretical constructs that gird this claim are presented and shed light on the policy micropolitics in other reform efforts.

Compassion Fatigue as a Theoretical Framework to Help Understand Burnout among Special Education Teachers

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John M. Palladino
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Compassion fatigue is a theoretical framework researchers have applied to helping professions other than teaching. The purpose of this report is to propose the use of this theory to better understand the prevalent rates of special education teachers' exit from the profession often labeled as burnout. A qualitative study with six middle school special education teachers makes an argument for greater infusion of this theoretical framework within the academy and among K-12 practitioners. Implications for practice and additional research are presented.

Perceptions of Secondary Principals Toward Online Teacher Preparation

John A. Huss
Northern Kentucky University

Seven principals representing two large school districts in northern Kentucky were interviewed regarding the initiative within higher education to develop web-based undergraduate teacher preparation programs. Because this study was concerned with actors' perceptions, interpretations, and beliefs, it drew on the interpretive tradition. Through criterion-based selection, participants were chosen for their expertise in human resources and because their schools possessed comprehensive instructional technology implementation plans. After utilizing a nonscheduled standardized interview approach, open coding ultimately revealed that principals were apprehensive about the social aspects of teaching, the quality of field placements, and the measurement of teacher dispositions that may be compromised in online learning. Participants exhibited concern about ethical issues surrounding online programs and possible student motivations for choosing this medium.

An Ethnographic Exploration of Narrative Methodologies to Promote the Voice of Students with Disabilities

Melissa M. Jones
Northern Kentucky University

Individuals with disabilities represent 10 to 12 percent of the population, yet their perspective remains relatively absent from the literature. One reason is that narrative research requires the participant to have adequate communication skills in order to relay his or her story. However, many individuals with disabilities communicate in very unconventional ways, making traditional forms of narrative research inadequate for helping people with disabilities find their voice. In order to add the voice of disability to the discourse, alternative forms of narrative inquiry, such as supportive auto-biographical ethnography, need to be explored. Through a case study with three adolescents with disabilities, I explored this form of adaptive research whereby participants and I co-authored their personal stories.

Collective Bail and Student Learning: How an Instructor Can Combat *Krugovaya Poruka*

David J. Meyer
Cedarville University

This study represents a year and a half of field research composed of teaching and conducting interviews in both English and Russian, using Geertzian "thick description." Findings showed the group orientation of Russian culture, particularly the practice of "collective bail," seriously undermines a teacher's potential effectiveness in preventing cheating on exams and plagiarism on papers and even in maintaining classroom discipline. Practical measures for breaking up group-cohesion and selective rewards and punishments are crucial to maintaining pedagogical quality, particularly in the teaching of the subjects of the social sciences to students from the Former Soviet Union. Suggestions are offered for how an instructor can implement this strategic breaking-down of group cohesion in order to improve teaching effectiveness.

The Crit

Lubomir Popov
Bowling Green State University

The crit is a public presentation of student design projects and a major trait of design culture. The goal of this project is to explore and construe the crit with regard to its sociocultural dimensions, including interactions, experiences, symbolism, and meanings. The research design is formatted as a multiple case study and employs Grounded Theory methodology. The study reveals multiple layers of behavior patterns and experiences, as well as the latent functions and significance of the crit for the studio culture. Understanding the cultural specifics of this phenomenon is important for developing better educational specifications for school planning and better design of spaces for critiques. This project also contributes to improving the pedagogy and organization of the crit.

**From Policy to Practice:
A Case Study of Initial Certification Reforms
in Three Private University Schools of Education**

Maureen V. Spelman
Saint Xavier University

This blended study explored how standards-based policy mandates for teacher quality have been translated into practice. Case vignettes explored how administrators, instructors, and teacher-candidates at three private Illinois institutions interpreted and implemented recent standards-based reforms. The study's design blended quantitative and qualitative research tools and strategies, including: surveys, semi-structured interviews, and document reviews. Data collected via 140 surveys and 30 follow-up interviews demonstrated that symbolic policies do experience a change in both appearance and purpose as they travel the bureaucratic path towards practical implementation. Schools of education need time and support in building capacity and shift in ownership. The absence of explicit attention to building depth and capacity limits the means for successful integration of external reforms.

**A Phenomenographic Analysis of Course Design
in the Academy**

Donna Harp Ziegenfuss
Widener University

A lack of research exists about how faculty in higher education design and develop the courses they teach. In response, the present phenomenographic study ensued. Twenty-three faculty members were interviewed about their approaches to course design. Although each participant stated unique approaches, data analyses condensed the responses into five different methods. Discussion presented in this article describes how personal experiences, priorities, and academic culture are the forces behind these five methods. Furthermore, the article explains how a faculty member's subject matter (e.g., biology) may not influence the five methods. Additional discussion and reflections about the use of a phenomenographic research design and implications for additional research are presented.
