

A Cross-Case Analysis of Leadership Qualities in Three Postsecondary Disability Support Centers

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Structure, organization, management strategies, and financial constraints influence postsecondary disability support services. Qualitative analysis of 3 exemplary support centers in North America was conducted to investigate strategies leaders use to support students with disabilities. Cross-case analysis of 22 interviews relied upon a recursive thematic coding process to focus upon similarities and anomalies in leadership, funding, legislation, and collaboration. Findings indicated that a shared vision of supports improved morale, dedication, and efficiency, resulting in exemplary services. Longitudinal analysis of 24 coded interviews conducted in a follow-up study focused on how management offset budget reductions. Results revealed that grouping student support services into classes, workshops, and labs increased efficiency without eliminating services.

Situating Qualitative Research in the Curriculum: A Study of Qualitative Research Courses in Colleges of Education

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The purpose of the study was to determine where qualitative research courses are taught in colleges of education. We examined the curricula of the colleges of education affiliated with the 62 members of the Association of American Universities. Our findings revealed that qualitative research courses were taught across the curriculum, unlike quantitative research courses, which were generally situated in educational psychology programs. The study addresses the theoretical and policy implications of research courses being taught across the curriculum rather than bound in a single academic unit.

Co-Constructing Understandings: The Use of Photographs in Data Generation and Verification

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This article discusses the way that digital photography can be used effectively in the qualitative research process. In this study, multiple data sources that included interviews, participant observations, and photographs were used to document the interactions of mothers with their very pre-term infants in answer to the question: What do mothers of pre-term infants experience in a Neonatal Intensive Care Unit? This method of using photographs was found to be valuable in providing a record of the child's physical development throughout a 6-week period, scaffolding the memory of mothers during the interviews, creating a joint focus of attention for the researcher and participant, and in data generation and verification.

Coping with Stress Through Validation: A Tool of the Teaching Trade

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Teachers are isolated from other adults throughout the work day. Lunch time is often the only time for adult interaction. Some researchers have argued that the alienation of teaching contributes to retention problems in the profession. This ethnography investigated the lunch-time activities conducted in congregational spaces throughout one inner-city school. The congregational spaces created a safe space for teachers to share their emotions, as teachers have to mask their emotions throughout their workday. In particular, it explored the teachers' need to congregate in order to be heard and validate their experiences in the classroom. The act of validation is a coping mechanism where teachers receive social support from each other. More research needs to explore these important relationships and spaces.

Proof in the Pudding: Does Guiffrida's Cultural Advancement of Tinto's Theory Apply to African American Graduate Students?

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African American doctoral students experience a high rate of attrition in graduate programs. The present study identified and described factors that contribute to successful persistence among this population of learners. The themes of support systems, racial issues, and individual motivation emerged from data collected from African American adult education doctoral students at a predominately White institution. These themes were applied to the question: "Does Guiffrida's (2006) cultural advancement of Tinto's (1993) theory on student departure apply to African American graduate students?" The results suggest that while Guiffrida's recommendations for cultural advancement of Tinto's model better captured the experiences of this population, they did not adequately attend to the importance of external communities and racism.

Using Qualitative Methodology to Explore Disability: A Response to Christ's "Management and Leadership Strategies"

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Use of a Coding Manual when Providing a Meta-Interpretation of Internal-Validity Mechanisms and Demographic Data Used in Qualitative Research

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In a prior investigation (Wilkinson, Soter, & Murphy, 2004), we conducted a meta-analysis of how quantitative studies use small group discussions to promote high-level thinking. In the present project, our initial intent was to develop an equivalent mechanism for qualitative studies that focused on the same subject. However, our efforts to tease out effects-versus-claims and to identify measures used in the studies led to an evaluative coding manual. Our findings revealed that the majority of studies we investigated either neglected to provide sufficient background information regarding their participant populations or failed to contextualize the settings in which the studies occurred.

Critical Constructs as Indicators of a Shifting Paradigm in Education: A Case Study of Four Technology-Rich Schools

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This study presents and assesses a methodology for determining school-level commitment to an education paradigm. The methodology uses the concepts of paradigm change, border pedagogy, and border crossing to frame commitment to a paradigm as indicated by stakeholder engagement with 5 constructs of practice. It was applied to 4 schools noted for innovative use of technology. Data about 4 levels of engagement with the constructs were gathered using multiple research methods. The methodology was shown to differentiate school engagement with the constructs, commitment to change, and commitment to a paradigm. It appears to have potential for guiding school-level change.