

**University of Arkansas at Little Rock
College of Arts, Humanities and Social Sciences**

**TEACHING WITH TECHNOLOGY
GRANT APPLICATION**

*Grants may be awarded up to a maximum of \$3,000. **Deadline for submission: March 2nd, 2007.**
Submit grant proposal via e-mail to lrholzer@ualr.edu and also send a signed copy
by regular mail to Linda Holzer, Department of Music.*

Name: Margaret E. Scranton

Department: POLS

Title of Training: NVivo7, Basic & Intermediate, Advanced

Dates of Training: Aug. 20-21, Sept. 17, 2007 Location: Denver, Baltimore

Phone: 501 551-6524

E-mail: mescranton@ualr.edu

Describe briefly the training you wish to attend (session must be software specific). NVivo7 (see attached brochure)

The software manufacturer, QSR International, holds “NVivo7 Software Training & Qualitative Methods Consulting” sessions at the Basic & Intermediate level (2-days of training, \$625 registration fee) and a one-day Advanced training session (\$450). I will attend both sessions. Session descriptions (paraphrased):

Beginning & Intermediate: an in depth exploration of all areas of the software, with participants working on their own data (maximum 10 participants).

Advanced: intensive and focused training, with participants working on their own data to: fully utilize the capabilities of the software and create their own training modules, with a familiar data set, to use in Qualitative Methods courses (maximum 6 participants).

“In all training sessions, participants discuss the qualitative research process as well as the specific capabilities of the software. In all training levels you will learn to:

1. Create a coding structure and code source materials
2. Explore strategies for coding inductively as well as deductively
3. Manage non-text data (audio, video, photographs, etc.)
4. Keep track of emerging thoughts and analytical notes within the project (memos and annotations)
5. Triangulate qualitative data with quantitative variables (age, gender, ethnicity, GPA, Likert Scale responses, etc.)
6. Conduct searches to reveal patterns (and thereby build theories)
7. Generate output in textual or numeric form (narrative reports, tables, charts, etc.)
8. Develop graphic representations (existing/emerging theory, conceptual framework, literature review, social networks, coding structures, etc.)” [www.QUERI.org]

Do you have an existing class in which you will use the software? Not yet

- A. If so, describe how you will use it in this class.
- B. If not, describe a future course in which you might use it.

I will use this software in a Seminar on Undergraduate Research, a Seminar on Political Science Research, or a Seminar on Qualitative Data Analysis. Such seminars will be at the 4000/5000 level so that graduate students, especially in the MALS program, can also enroll. Among the undergraduates I hope to attract are social science majors, Donaghey Scholars, students majoring in History, Rhetoric and Writing, Mass Communication, and Speech Communication, and students in interdisciplinary majors or minors such as Gender Studies, Presidential Studies, and Legal Studies. As mentioned in the training description above, one purpose of the Advanced training session is to develop modules instructors can use in qualitative methods classes. Easing the transition from using to teaching this software is one of the benefits of the NVivo7 training.

How the proposed seminars will incorporate this software

While the seminar will be based in a smart classroom on campus, when records from the Clinton Presidential Library are used, the class occasionally will meet in the Archive Reading Room to collect data from one of four open collections: the Interagency Task Force on Health Care Reform; the files of two presidential assistants Carole Rasco and Ralph Reed; and the entire set of Administration Histories (each cabinet department and agency). Online records at other presidential libraries can also be used.

Each student will conduct a research project for which he/she formulates a research design using NVivo7 Software and their own, primary source-based data. In addition to software-specific training, students will learn essential elements of research design: to formulate an empirical research question and specify a relationship, how to select a sample, establish a data collection protocol, and adhere to codes of ethics for research. Students will establish a coding scheme for their variables, enter data, select a proper analytical framework, analyze the data, and evaluate their findings.

Students will present their findings to the class and submit papers for the Undergraduate Research Expo at UALR; graduate students will participate at a similar forum. Students may also submit papers to state conferences in the disciplines, such as the Arkansas Political Science Association and the Arkansas History Association.

How will you share the information you gain beyond the classroom?

As the instructor, I will be happy to share my teaching experience with others on campus. I will conduct detailed assessments of student learning for my seminar and present the findings at UALR's assessment expo.

As a researcher, I would enjoy presenting a professional talk to faculty as well as presentations on qualitative methodology for the Donaghey Scholars and for MALS students in LIST 7310, Introduction to Liberal Studies. As a member of project/thesis committees for several Donaghey Scholars and MALS students, I strongly believe that training in qualitative research methodology will assist in improving the quality of research proposals and products, even if students do not use this software in their research.

How do you currently use technology in your classroom? (Please give examples)

This semester, in my Clinton Presidency class, I am teaching some research methodology in which students are learning how to code documents (primarily speeches) in order to compare documents for analysis. We begin with the traditional tools, paper: pencil, and markers. Then students use Excel or Word to display their evidence. Thus, presently, students are engaged in basic textual research exercises; most use word processing for their analytical reports. For my Clinton Presidency companion WebCT site, I am the technology user.

To move students up to using coding and analysis software in the Clinton Presidency class or in any of my upper level classes would exceed the time available in a 15-week semester. I estimate, based on teaching the pilot IT for Social Science Majors class, that learning this software will take about one-third of the semester. This is the reason I propose the seminars described above.

For my online American National Government classes, I am the technology user who creates the online classroom, for which I prepare PowerPoint presentations and use Dream Weaver to create Lecture Notes with links to government and political sites. In both I insert images of charts, graphs, and tables from the text which I annotate, indicating where I want the students to focus and what I want them to see.

Recent Past

When I participated in teaching the aforementioned experimental sophomore class "IT for Social Sciences," we four professors taught basic research design, how to create charts and graphs using Excel, and how to acquire and analyze documents (text and visual), how to use a digital camera and insert images, and how to format a professional research paper.

When I have taught social science methods for the Donaghey Scholars Individual and Society course, I have taught a more complex version of research design, along with qualitative and quantitative methods.

When I taught Introduction to Political Science, I used a Micro Case Research Workbook for Political Science with a software/data disk including data

sets from the General Social Survey, the National Election Studies, the City-County Data Book, and on the 50 states. In this course, I taught the basic elements of defining variables, making hypotheses, using cross-tabs, analysis of variance, and measures of association.

I have taught several semesters in various smart classrooms on campus.

Is the same or similar training available on campus? If so, why do you wish to attend the offsite training?

No, it is not.

Proposed Budget for Workshop/Conference:

Follow university guidelines for expenditures.

Destination: (see attached training schedule for alternative dates)

Dates of Basic/Intermediate workshop/conference, Denver From: August 20, 2007 To: August 21, 2007

Dates of Advanced workshop/conference, Baltimore From: September 12, 2007 To: same

Travel expenses:

MO	Day	Regis- tration fee	Airfare	Car	Hotel Room	Meals	Tele- phone	Additional Costs	Incidentals	Total for day
Mar/Apr.								1 software license, \$495		\$ 495
Mar/Apr.								maintenance agreement, \$99		\$ 99
Aug. basic & intermed.	20- 21	\$625	Denver \$312*		2 nights \$304 *incl tax, fees when booked w/ flight	\$100			local transport \$50; airport parking, \$14	\$1,405
Sept. advanced	12	\$450	Balt- imore* \$250		1 night* est. \$125 for both, tax, fees when booked w/ flight	\$50			local transport \$30; airport parking, \$7	\$ 912
Sub- totals		\$1,075	\$562		\$429	\$150		\$594	\$101	\$2,911

Travel by privately owned vehicle

From	To	Mileage Driven	Amount claimed
UALR	airport	11	\$ 4.62
airport	UALR	11	\$ 4.62
Total expenses:			\$2920.24

* Package, airfare and hotel

**Incidentals (1) postage (2) parking (3) other (Explain)

Signatures

Applicant _____ Date _____

Department Chair _____ Date _____