

EDLL 728: Conceptual Framework
Fall 2021: 10/9, 11/6, 12/11
8:30am – 4:30pm

Instructor:
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Office hours by appointment (please email to schedule)

CATALOGUE DESCRIPTION:

Students will learn to generate clear, coherent, well-grounded conceptual frameworks and apply them to their work as emerging researcher-practitioners. Students will read and critique a variety of conceptual frameworks as well as collaboratively generate conceptual frameworks based on course readings. They will begin to develop a conceptual framework particular to their own practice and research interests.

COURSE GOALS & OBJECTIVES:

By the end of the course, students will:

- understand the meaning, importance, and use of theoretical frameworks and conceptual frameworks;
- understand how theoretical frameworks are generated from existing literature and theory;
- understand how conceptual frameworks relate to theoretical frameworks, the problem statement, and the literature review;
- be able to construct conceptual frameworks with multiple components;
- understand how existing literature and theory lend a rationale for understanding their research problem;
- construct and present a conceptual framework for their dissertation; and
- write a scholarly conceptual framework section and create an accompanying visual map.

COURSE MATERIALS:

See Moodle/Google Classroom for links.

COURSE CALENDAR, READINGS, & ASSIGNMENTS:

10/9: What Are Conceptual Frameworks?

Group Questions:

- What is a conceptual framework?
- Why does anybody need one? What do they accomplish?
- Is a conceptual framework the same thing as a theoretical framework? If not, how are they different from each other? Why would I choose one or the other for a particular problem?

- How do these frameworks relate to the literature review and the problem statement?
- How do these frameworks relate to different kinds of projects and problems?

Individual Questions:

- What do I know for sure about my project?
- What's my central hope or goal?
- What's my biggest unanswered question about my project? What am I most unsure about?

Readings and Assignments Due at Second Class on 11/6:

Reading

Maxwell, J. A. (2012). Conceptual framework: What do you think is going on? In *Qualitative research design: An interactive approach* (pp. 39–72). Sage.

Assignment 1: *Take detailed notes to share.*

1A. Of the four sources of modules for constructing your conceptual framework discussed by Maxwell—your experiential knowledge, existing theory and research, your pilot and exploratory research, and thought experiments—which are the most relevant and helpful for your project? For each potentially helpful module, list three ideas for how you could use it. How would this expand, change, or limit your project?

1B. In relation to your project, what does Maxwell make you rethink, change, add, doubt, or consider?

Research

- *Find five pieces of scholarship* that both:
 - relate directly to the problem you are focusing on; *and*
 - have an identifiable conceptual framework (which may or may not include a visual map).

Assignment 2: *Take detailed notes to share.*

Study and analyze the conceptual frameworks you found and compare and contrast them. For each conceptual framework:

- What are the components of this framework? Does it contain theories, paradigms, phenomena, methodologies?
- What relationships does this framework show? Do they make sense to you? Are they convincing?
- Does this framework cohere? Why or why not?

Suggested additional reading and listening:

Casanave, C. P., & Li, Y. (2015). Novices' struggles with conceptual and theoretical framing in writing dissertations and papers for publication. *Publications*, 3, 104–119.

<https://doi.org/10.3390/publications3020104>

Jabareen, Y. (2009). Building a conceptual framework: Philosophy, definitions, and procedure. *International Journal of Qualitative Methods*, 8(4), 49–62.

<https://doi.org/10.1177/160940690900800406>

*If intersectionality is important to your framework, I highly recommend listening carefully to this interview with Patricia Hill Collins! There are years of thought and scholarship in every sentence she speaks here. She talks about intersectionality as critical social theory, what it means to think about intersectionality as a theory or a methodology, and about how this concept has been framed, used, and misused in the literature.

<https://newbooksnetwork.com/intersectionality-as-critical-social-theory>

Making up for the September Class Hours We Missed

Assignment 3: *Schedule and complete meetings.*

-Depending on your schedules and your project needs, schedule a half-day session with a partner in this class.

-Depending on your project needs, schedule an individual session with me.

Both of these meetings should be scheduled before class on 11/6 and completed by the end of November.

11/6: Constructing Conceptual Frameworks and Visual Maps from Literature and Theory Relevant to Your Project

Group Questions:

-What are the characteristics of successful conceptual frameworks? What do they have in common?

-How do conceptual frameworks handle complex relationships?

-How do conceptual frameworks handle different types of components (theories, paradigms, phenomena, methodologies)?

-What makes a conceptual framework cohere? What stops it from cohering?

-How do conceptual frameworks help to move a project forward?

-How does a conceptual framework become a piece of scholarly writing?

-How does a conceptual framework become a visual map?

Individual Questions:

-Which components have I found that definitely need to be part of my conceptual framework?

-What's missing from my conceptual framework? How is it currently limited or insufficient?

-What next steps do I need to take to move my conceptual framework forward?

-How can I turn my conceptual framework into a piece of scholarly writing?

-How can I use my conceptual framework to create a visual map?

Readings and Assignment Due at Last Class on 12/11:

Research

Find missing components for your conceptual framework, based on the second class and your research and notes.

Assignment 4: *Write a rough draft.*

Submit a rough draft of your written conceptual framework and visual map in class.

Assignment 5: *Present your conceptual framework to the rest of the class on 12/11.*

12/11: Formalizing Your Conceptual Framework in Written and Visual Forms

Group Questions:

- What problems arise in formalizing conceptual frameworks?

Individual Questions:

- What problems do I still need to solve in my written conceptual framework?
- What problems do I still need to solve in my visual map?
- What did I learn from writing and mapping?
- What did I learn from presenting?

Final Assignment (6): *Submit the final draft of your written conceptual framework and visual map.*

8–12 pages double spaced

Bibliography 10 outside sources minimum

APA 7th Edition

The final assignment is due by 1 p.m. on Saturday, 12/18.

COURSE POLICIES:

Attendance Policy

This class requires 30 contact hours, to be comprised of:

- Three class meetings. Attendance is required, except in cases of emergency.
- A half-day meeting (via Zoom or in person, according to your preference) with another student in the class for one-on-one work on your conceptual frameworks.
- An individual meeting with me for one-on-one work on your project.

Method of Determining Final Grade

This course is credit/ no credit. In order to receive credit, you must complete all 6 assignments with sufficient time and effort and fulfill the attendance requirement above.

Late Assignments

If meeting an assignment deadline presents a hardship, please request an extension prior to the due date (at least 24 hours) and propose a deadline that you are able to meet. However, please be aware that the deadline for the Final Assignment is an important one; I have tight time constraints on my end and must submit my final grades on Dec. 20. If you are struggling with this course, please let me know as soon as possible so that we can problem-solve together.

Instructor Behavior

In this course, I will:

- Do my best to provide a valuable learning experience for all enrolled students.
- Respond to your questions and messages in a timely and attentive manner.
- Work to resolve any issues that limit or negatively impact your learning in this course.
- Listen and respond to your comments, contributions, suggestions, and feedback.
- Treat all students with equal respect and ask that all class participants do the same.
- Credit your participation and written work fairly, reasonably, and equitably.

Disability Services Statement

If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Office of Student Accessibility in Albany Quadrangle (503-768-7192). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible.

GSEC Policies

This course adheres to the general policies outlined in the catalog and student handbook of the Lewis & Clark Graduate School of Education and Counseling. This includes full adherence to the following policies:

- Nondiscrimination: go.lclark.edu/gsec-nondiscrimination
- Standards for professional student conduct and academic integrity: go.lclark.edu/gsec-conduct
- Sexual misconduct: go.lclark.edu/titleIX

If you have any questions regarding these policies, please speak to your instructor for clarification.