Research Methods and Ethics
ANTH-3500 (3 credits)

Chile: Comparative Education and Social Change

This syllabus is representative of a typical semester. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester.

Course Description
The *Research Methods and Ethics* course (RME) introduces students to the conceptual and practical tools for gathering primary data and the knowledge and skills that are essential to forming constructive relationships with organizations and/or individuals, which are necessary for completing an academic project in the cultural context of Chile or Argentina. In particular, the course enhances students' skills at building rapport; initiating purposeful dialogue in the Chilean cultural context; gathering, recording, and analyzing primary data; and writing a scholarly academic report. The course also pays particular attention to US higher education ethical considerations that guide primary data collection and how these could be translated within the local cultural context of Chile and Argentina and their educational systems as well as the program´s critical global issue of Education and Social Change. Broadly, the course introduces students to both qualitative and quantitative approaches of social science field research.

The main emphasis of the course is on the development of empirical tools and ethics of interactive research skills involving the collection of primary data. The course includes lectures on qualitative methods of research in social sciences and in particular in the program´s critical global issues of Education & Social Change and Identity & Human Resilience, development of a research proposal or internship proposal, and preparation of an application for review of research with human subjects. All students will participate in an overview of research design and methodological approaches to program themes. Ethical considerations related to conducting research or completing an internship will be discussed. The overall aim is to help students hone their experience-based learning processes and prepare them for the development of an Independent Study Project (ISP), which is largely based on the data gathered from primary sources, or an internship at a local organization.

Learning Outcomes
Upon completion of the course, students will be able to:

- Show an acute sense of positionality and perspective and operate independently, using cultural sensitivity, language skills, and local networks of trust built over the course of the semester;

- Demonstrate awareness of appropriate methods and ethics used in field research in the critical global issue of Education and Social Change, Identity and Human Resilience, OR demonstrate awareness of the ethics of internship in the context of Chile;
- Analyze and process primary data gathered in the field and draw valid and ethical interpretations and conclusions;
- Produce an Independent Study Project proposal that is in strict observance of ethical academic standards and local values and that includes a research question, sample review of the relevant literature, outline of the research methods, and anticipated ethical challenges and ways of addressing them OR an internship proposal that includes a description of the host organization, an outline of tasks that will be performed, a proposed work timetable, and projected outcomes such as a paper or business plan.

Language of Instruction
This course is taught in Spanish, students will be exposed to vocabulary related to the course content, as well as the nuances of social change and the educational system of both Chile and Argentina through lectures by in-country experts and field visits to a wide range of regional locations and venues.

Instructional Methods
SIT's teaching and learning philosophy is grounded in the experiential learning theory developed by Kolb (1984; 2015) and informed by various scholars, such as Dewey, Piaget, Lewin, among others. Experiential learning theory recognizes that learning is an active process that is not confined to the formal curriculum; "knowledge is created through the transformation of experience" (Kolb, 2015, p. 49). Learning involves both content and process. Learning is holistic and happens through various life experiences upon which students draw to generate new ways of knowing and being. Learning involves a community and is a lifelong endeavor. Learning is transformational. The suggested four step-cycle of a *concrete experience*, *reflective observation*, *abstract conceptualization*, and *active experimentation* embedded in the experiential learning model is not linear and might not always happen in that specific order, as any learning is highly context dependent. These stages of taking part in a shared experience; reflecting on that experience by describing and interpreting it; challenging their own assumptions and beliefs to generate new knowledge; and ultimately applying new knowledge, awareness, skills, and attitudes in a variety of situations and contexts are important for students to engage in to become empowered lifelong learners.

Course Schedule
Please be aware that topics and excursions may vary to take advantage of any emerging events, to accommodate changes in our lectures' availability, and to respect any changes that would affect student safety. Students will be notified if this occurs.

Module 1: Experiential Learning and Positionality in Field-Based Research
This introductory module is designed to introduce students to field-based research in a study abroad context. Students learn how to relate to local communities and individuals. Most particularly, this module allows students to discover the power of experiential learning and use it as a tool to connect to local communities and individuals and develop into reflexive

researchers who are attentive to their own positionality in relation to the local communities in which they engage for their research or internship.

Sessions:
- Theoretical Approach: Assessing the Experiential Learning Process from Cultural Studies' Perspectives.
- Cultural Adjustment Cycle
- Homestay as a Cultural Experience and Site of Learning
- Doing Field-Based Research in a Study Abroad Context
- Experiential Learning Philosophy and the Politics of Culture in Chile and Argentina
- Positionality and Outsider/Insider Research

Seminar Chile: Culture and Identity, The Chile of today, thematic orientation: History of education in Chile. Drop off exercise provides an opportunity for student to begin developing observation and interview skills for the Independent Study Project (ISP) and Internship.

Site visits: Human Rights field trip, Villa Grimaldi, General Cemetery, Patio 29, Memorials, talk by Lorena Pizarro, president of the association of relatives of disappeared detainees.

Readings:
PNUD, (2009) Informe de Desarrollo Humano en Chile. La manera de hacer las cosas. Programa de las Naciones Unidas para el desarrollo. Capítulo 5. ISBN: 978-956-7469-12-3
Larrain, J. 2005, ¿América Latina Moderna? Globalización e Identidad, Chapter 7 "La Identidad Chilena 30 Años Después", pp. 159 - -183, LOM, Chile.

Module 2: Research Methods and Ethics in Chile or Argentina
This module focuses on the tools and methods required for conducting quantitative and/or qualitative field research in observance of the ethics and value systems of the local community.

Sessions:
- Use of Primary Sources and Ethnographic Techniques
- Defining the Area of Research and Looking at the Social Problem
- Research Methods and Ethics in Education & Social Change and Identity & Human Resilience
- Selecting Topics, Formulating Research Questions, and Literature Review
- Data Collection: Participant Observation and Interviewing
- Mixed Methods Research
- Data Analysis, Evaluation, and Interpretation
- Skills for Networking, Time Management, and Productivity

Site visits: During this module students will have the opportunity to visit different schools and institutions in Santiago and Valparaiso such as School La Victoria, Caleta Sur and Valparaíso

excursion. Visit to teachers' colleges in Santiago and Valparaíso. Visit to private schools in the city of Santiago

Readings:
Hernández, Roberto. Fernández, Carlos. Baptista, Pilar. (2006) Metodología de la Investigación. Cuarta edición. Mc Graw Hill. Capítulo I y II ISBN 970-10-5753-8
Canales, M. "Metodologías de investigación social, Introducción a los oficios". LOM Ediciones, Primera edición, pp. 219-261, 2006.
Ortiz, O y Arias, M (2018) Hacer decolonial: desobedecer a la metodología de investigación. Universidad del Magdalena, Colombia. Institución Educativa Departamental de Tucurinca, Colombia. Recuperado de http://www.scielo.org.co/scielo.php?script=sci_arttext&pid=S1794-38412019000100147&lng=en&nrm=iso
Villaseca, Roberto (2021) Necesidad y posibilidad ética de la autonomía educative del pueblo Mapuche: Pedagogia decolonial como una vía para el desprendimiento epistemologico del currículo escolar chileno. Tesis para optar al grade de Doctor en Cultura y Educación en America Latina. Convenio Universidad UCM-ARCIS

Module 3: Introduction to the Independent Study Project (ISP) and Internship
This module will describe the ISP and internship processes and help students brainstorm ideas and set goals for their ISP or internship. The module will include a review and critique of past ISP and/or internship papers. The module will also walk the students through the "SIT Study Abroad Review Board (SARB) and Institutional Review Board (IRB) process and the application for Human Subjects Review (HSR application).

Sessions:
- Approaching the ISP or Internship topic
- Critical Review of past ISPs or Internships
- Introduction to the SARB/IRB Process and HSR Application
- Identifying an ISP Advisor and Securing an Internship Placement
- One-on-one Meetings with the Academic Director to Discuss Preliminary ISP or Internship Ideas

Week of visits to schools and institutions selected by the students. They will carry out participant observation. They will also have the opportunity to exchange conversations and ideas with teachers and students in the different observation spaces.

Visits to schools and organizations during the Temuco Field Trip.
- Escuela Municipal, Cerro Loncoche, Temuco.
- Escuela Municipal, Temuco.
- Escuela Particular Subvencionada, Chol Chol. Temuco.

Visits to schools and organizations during the Buenos Aires Excursion
- Bachillerato Popular IMPA.
- Escuelas Técnicas Raggio
- Espacio de la Memoria de Abuelas de Plaza de Mayo

- UTE-CTERA. Unión de Trabajadores de la Educación Confederación de Trabajadores de la Educación de la República de Argentina UTE
- Universidad de Buenos Aires (UBA). Facultad de Filosofía y Letras
- Escuela Nº 24 DE 19º
- Bachillerato MOCHA CELIS
- Escuela de Reingreso de Enseñanza Media de Barracas

Readings:
Hernández, Roberto. Fernández, Carlos. Baptista, Pilar. (2006) Metodología de la Investigación. Cuarta edición. Mc Graw Hill. Capítulo I y II ISBN 970-10-5753-8
Flores, Ángela y Loor, Rocía (2014) La Práctica profesional y su influencia en el desempeño laboral. ISBN: 1940600731 EAN: 9781940600734. DREAMS MAGNET LLC.

Module 4: Project Proposal Development
Based on learning and engagement in the preceding course modules, this module focuses on ISP and internship proposal development and guiding students through the development of the Human Subjects Review (HSR) application for review by the "SIT Study Abroad Review Board (SARB). This critical phase in the course involves both large student group meetings and individual student meetings with the academic director and the ISP advisor or internship supervisor.

Sessions:
- Approaching the Field Work; Writing the ISP paper or Internship inform
- Writing an ISP or Internship Proposal
- One-on-one Meetings with Academic Director and/or ISP Advisor or Internship Supervisor
- Peer review of ISP or Internship Proposal Drafts
- Writing the HSR Application
- ISP or Internship Proposal Presentation to Peers and Roundtable Discussion

During this period students will conduct their ethnographic fieldwork through visits to sites of interest related to their research work or internship site.They will also have the opportunity to conduct interviews as a fieldwork technique. For this purpose, they will coordinate with different institutions and/or schools according to the topics of interest related to their ISP work. In the case of students who decide to do an internship, they will be able to do it in person and learn in depth about the dynamics and work of the chosen institutions.

Readings:
Hernández, Roberto. Fernández, Carlos. Baptista, Pilar. (2006) Metodología de la Investigación. Cuarta edición. Mc Graw Hill. Capítulo I y II ISBN 970-10-5753-8
La formación práctica de estudiantes universitarios. Repensando el prácticum. Revista de Educación. Ministerio de Educación de España. Nº 354 enero-abril 2011. ISSN: 0034-8082

After completing Modules 1-4, students will split into groups by ISP or internship. ISP students will take Module 5a, and internship students will take Module 5b.

Module 5a: ISP in the Context of Chile or Argentina
This module prepares the student for the ISP experience. It examines work-based norms and practices related to conducting research in Chile or Argentina. The module highlights the importance of applied methodology in the ISP experience and the expectations and responsibilities of the student.

Session 1: Preparing for the ISP
This introductory session prepares the student for the ISP. The session covers a range of areas that include how to approach and develop rapport with research participants, how to work collaboratively with the ISP advisor, and logistics of the ISP period, including travel, materials, and timelines. Students will also review the ISP assessment rubric.

Session 2: Work-based Norms and Practices in Chile and Argentina
This session explores work-based norms and practices related to research in Chile or Argentina exploring such issues as how best to describe the ISP to potential research participants and others, gender norms, issues of language, and expectations for behavior while conducting research.

Readings:
PNUD, (2009) Informe de Desarrollo Humano en Chile. La manera de hacer las cosas. Programa de las Naciones Unidas para el desarrollo. Capítulo 5. ISBN: 978-956-7469-12-3
Larrain, J. 2005, ¿América Latina Moderna? Globalización e Identidad, Chapter 7 "La Identidad Chilena 30 Años Después", pp. 159 - -183, LOM, Chile.
Hernández, Roberto. Fernández, Carlos. Baptista, Pilar. (2006) Metodología de la Investigación. Cuarta edición. Mc Graw Hill. Capítulo I y II ISBN 970-10-5753-8

Session 3: ISP Applied Methodology
This session covers strategies of time management, networking strategies, and problem-solving research challenges.

Readings:
Hernández, Roberto. Fernández, Carlos. Baptista, Pilar. (2006) Metodología de la Investigación. Cuarta edición. Mc Graw Hill. Capítulo I y II ISBN 970-10-5753-8
Canales, M. "Metodologías de investigación social, Introducción a los oficios". LOM Ediciones, Primera edición, pp. 219-261, 2006.

Recommended Readings:
Bell, Judith. (2010). Planning the Project. In *Doing Your Research Project: A Guide for First-time Researchers in Education, Health and Social Science (5th ed.).* Berkshire England: Open University Press.
Lofland, J. & Lofland L. H., 1995, Analyzing Social Settings: A Guide to Qualitative Observation and Analysis, Chapter 3 "Getting in", Wadsworth, USA.

Module 5b: Internship in the Context of Chile
This module prepares the student for the internship experience. It examines work-based norms and practices related to internships in Chile. The module highlights the importance of ethics in the internship experience and the expectations and responsibilities of the student, the host institution, and the program.

Session 1: Preparing for the Internship
This introductory session prepares the students for their internship in country. The session covers a range of areas that include résumé preparation and cover letter, dress, student objectives for the internship, and stages of student growth in the internship. Students will review the internship rubric.

Readings:
La formación práctica de estudiantes universitarios. Repensando el prácticum. Revista de
    Educación. Ministerio de educación de España. Nº 354 enero-abril 2011. ISSN: 0034-
    8082

Recommended Readings:
Álvarez, Adrián, (2003) Manual de Prácticas Educativas. GTZ GMBH, Alemania y el Instituto
    Nacional de Educación Tecnológica (INET), Argentina. ISBN: 987-20958-7-X
Switzer, Frederick and King, Mary (2013) *The Successful Internship: Personal, Professional
    and Civic development in Experiential Learning (4th Edition)*. Belmont, CA: Brooks/Cole
    (chapters 2 and 3)

Session 2: Work-based Norms and Practices in Chile
This session explores work-based norms and practices related to internships and work in Chile, exploring such issues as how best to describe the internship experience and purpose to potential internship hosts and others, gender norms, issues of language, and workplace expectations.

Readings:
Méndez, Eliana. De la Importancia de las prácticas en la formación inicial docente: Una
    aproximación desde la experiencia. Retrieved from:
    http://www.revistadocencia.cl/pdf/20110808235658.pdf

Recommended Readings:
Flores, Ángela y Loor, Rocía (2014) La Práctica profesional y su influencia en el desempeño
    laboral. ISBN: 1940600731 EAN: 9781940600734. DREAMS MAGNET LLC.

Session 3: The Ethics of Participating in an Internship in Chile
This session outlines the responsibilities of the student and the host organization for a productive and significant experience that can serve the objectives of both. The session also reviews best practices for a successful internship and exposes the student's positionality in relation to the organization.

Readings:
Flores, Ángela y Loor, Rocía (2014) La Práctica profesional y su influencia en el desempeño laboral. ISBN: 1940600731 EAN: 9781940600734. DREAMS MAGNET LLC.

Recommended Readings
McDonald, Francis (2011) Ethical Use of Interns. Retrieved from:
http://www.prsa.org/aboutprsa/ethics/ethicalstandardsadvisories/documents/psa-17.pdf

Evaluation and Grading Criteria
Description of Assignments:

1) Practice Interview (15%)
Students are asked to conduct a practice interview with one of the members of their host family. They are asked to write a small reflection (2-3 pages) about their role and attitude towards their research subjects and the skills they brought to the interview to establish an ethical and safe environment for the interviewee. Students are also encouraged to explore how their own positionality along the lines of gender, sexuality, race, and class affected the set-up and wording of their questionnaire and consequently the outcome of the interview.

2) Life History Interview Exercise (15%)
Depending on the nature and objectives of the program, the methods used may be qualitative or quantitative. The assignments developed for this course have the objective of assessing the use of these field methods in different cultural, political, and economic environments. The skills developed in the assignment aim to prepare students to carry out their Independent Study Project or internship with high ethical considerations.

3) Field Work Journal (20%)
Students are expected to keep a work journal where they will document thoroughly all the activities and assignments carried out during the course. This will also continue during the Independent Study Project or the internship period. The work journal is submitted for review and evaluation twice during the course of the semester.

4) Research/Internship Proposal (40%)
All students must develop a research or internship proposal. The research proposal should address a theme related to the program, include research question and objectives, theoretical framework, methodology, and comply with the ethical standards learned throughout the course.

The internship proposal should include the objectives to be achieved during the internship period, a justification of the work and the organization selected, skills or areas in which the student can contribute to the work of the host organization, and an outline of the work plan to be carried out.

5) Participation (10%)
This includes active involvement in lectures, readings, discussions, and excursions using the

following criteria:
- Attendance - promptness to class and positive presence in class.
- Active Listening - paying attention in class and during field excursions, asking appropriate questions, showing interest and enthusiasm (this includes body language), entertaining contradictory perspectives, taking notes.
- Involvement in Class Discussions - either in small or large groups, sharing knowledge. This means challenging yourself to speak up if you usually don't, and also means allowing others to speak if you are a person who tends to dominate class discussions.
- Group Accountability – positive participation in the group during field excursions and classes; not keeping others waiting.
- Displaying Respect – culturally appropriate interaction with hosts, SIT program staff, SIT lecturers and communities.

Assessment:
Practice Interview – 15%
Life History Interview Exercise – 15%
Field Work Journal – 20%
Research/Internship Proposal – 40%
Participation – 10%

Grading Scale:

94-100%	A
90-93%	A-
87-89%	B+
84-86%	B
80-83%	B-
77-79%	C+
74-76%	C
70-73%	C-
67-69%	D+
64-66%	D
below 64%	F

Program Expectations
- Show up prepared. Be on time, have your readings completed and points in mind for discussion or clarification. Complying with these elements raises the level of class discussion for everyone.
- Have assignments completed on schedule, printed, and done accordingly to the specified requirements. This will help ensure that your assignments are returned in a timely manner.
- Ask questions in class. Engage the lecturer. These are often very busy professionals who are doing us an honor by coming to speak.
- Comply with academic integrity policies (no plagiarism or cheating, nothing unethical).
- Respect differences of opinion (classmates', lecturers, local constituents engaged with on the visits). You are not expected to agree with everything you hear, but you are expected to listen across difference and consider other perspectives with respect.

- Storing Your Work: Keep several copies of your work as back up and keep one copy accessible to you through an online forum, such as an attachment in your email, the course learning management system, or cloud-based storage. This way your work will always be available to despite technical issues. Lost files, deleted drives, or computer crashes are not excuses for late, missing work.
- Personal Technology Use: Cell phones and other personal electronics can be used for taking notes and other class activities. Off-task usage is not acceptable. You may be marked as absent for habitually using them for something other than classroom activities.
- Course Communication: Course documents and assignments will be posted on the learning management system, Canvas. Although the course calendar provides a broad overview and the general sequence of work and assignments for the course, what we accomplish in class will vary, and revisions to the calendar will be posted at the course site. You will need to check the course site regularly. You are responsible for letting me know about any network-related problems that prevent you from accessing or submitting assignments.
- Content Considerations: Some texts and activities you will encounter in this course delve into sensitive topics that may be emotionally and intellectually challenging. Our classroom is a space where we can engage with challenging ideas, question assumptions, and navigate difficult topics with respect and maturity. As possible, I will flag content and activities that are especially graphic or intense, so we are prepared to address them soberly and sensitively. If you are struggling to keep up with the work or participate in the course because of the nature of the content and activities, you should speak with me and/or seek help from counseling services.
- Classroom recording policy: To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use.

SIT Policies and Resources

Please refer to the SIT Study Abroad Handbook and the Policies section of the SIT website for all academic and student affairs policies. Students are accountable for complying with all published policies. Of particular relevance to this course are the policies regarding: academic integrity, Family Educational Rights and Privacy Act (FERPA), research and ethics in field study and internships, late assignments, academic status, academic appeals, diversity and disability, sexual harassment and misconduct, and the student code of conduct.

Please refer to the SIT Study Abroad Handbook and SIT website for information on important resources and services provided through our central administration in Vermont, such as Library resources and research support, Disability Services, Counseling Services, Title IX information, and Equity, Diversity, and Inclusion resources.