

## *Traditional (more or less “Eurocentric”) Chapter Content Outline*

### **Chapter 1: Introduction**

- Personal Connection to the Proposed Study
- Problem Statement and Background
- Purpose of the Proposed Study
- Brief Review of the Nature of the Proposed Study and Research Questions (Somewhere toward the end of this section you need to indicate that you will discuss the nature of the study and research question in greater depth in Chapter 3)
- Brief Review of the Proposed Theoretical Frameworks
- Operational Definitions
- Brief Review of the Topic Literature Related to the Proposed Study
- Brief Review of the Methodological Literature Related to the Proposed Study
- Limitations of the Proposed Study
- Scope and Significance of the Proposed Study – how does the study add to the theoretical body of knowledge in the field of multicultural education
- Chapter Summary (what this chapter did) and Transition to Chapter 2

### **Chapter 2: Review of Literature**

- Intro, including a review of what Chapter 1 did and what Chapter 2 will do
- Restatement of the Purpose of the Proposed Study and the Research Questions
- How you identified the research most closely aligned with your proposed study—keyword searches, how many results came back, how you narrowed those results to find the most relevant literature, etc.
- Overview of the Relevant Topic Literature that Informs the Proposed Study By Theme
- Review of the Relevant Topic Literature that Informs the Proposed Study By Theme
- What is known and is not known about the topic/issue you propose to study – what question(s) do they leave unresolved?
- Overview of the Relevant Methodological Literature that Informs the Proposed Study
- Review of the Relevant Methodological Literature that Informs the Proposed Study
- How the Proposed Study Will Address Gaps in the Topic and/or Methodological Literature
- Chapter Summary (what this chapter did) and Transition to Chapter 3

### **Chapter 3: Research Design and Methodology**

- Intro, including a review of what Chapter 1 and 2 did and what Chapter 3 will do
- Restatement of the Purpose of the Proposed Study and the Research Questions
- Approach to the Study: Rationale for a Qualitative Study
  - Overview of Specific Qualitative Methodology the Proposed Study will Employ (this section should also review other Specific Qualitative Methodologies you considered using, and why you opted not to use them in favor of the one you chose, why the one you chose is best suited to answer your research questions)
- Researcher’s Role in the Proposed Study
- Theoretical and/or Conceptual Framework(s) that inform your study in general, and your data collection and analysis in particular, and how (using a graphic (appropriately captioned) to illustrate how your framework will act as lens through which you will view your work in the study can be helpful)
- Research Design (this section should align the research questions with the data collection instruments that you expect to use to collect the data that will answer those questions)
  - Location (Research Site) and how you will gain (did gain) access to the site
  - Description of Populations (Research Participants) and Justification of the Sampling Techniques Employed to Identify the Participants
  - Data Management and Collection (this section should also include a timeline for the research, from beginning to end, that is date specific—aligns each research task with dates that convey the time it will take to complete it, in sequence from the first activity/dates to the last; using a table (appropriately captioned) to do this can be helpful)
  - Data Analysis and Interpretation
- Ethical Considerations (i.e., informed consent, voluntary participation, privacy and confidentiality of participant identity and data)
- Assumptions, Limitations, and Delimitations (in Chapter 3 for the Dissertation Proposal, in Chapter 5 for the Dissertation)

- Chapter Summary (what this chapter did) and...
  - For the Dissertation Proposal, mention of future chapters 4 (findings) and 5 (implications and significance), that will be included once the study is complete
  - For the Dissertation, Transition to Chapter 4

#### **Chapter 4: Findings and Implications**

- Findings organized by the themes or categories uncovered in your research
- Tethered to your Literature Review—how do they reinforce/confirm, add to/extent, challenge/contradict, and most importantly, FILL THE GAP in the literature (both content related research and, where relevant, also the methodological research) that you used to situate/contextualize the study
- Tethered to your Framework (theoretical/conceptual)—how do you use the framework to “make sense of” the findings
- Chapter Summary (what this chapter did) and Transition to Chapter 5

#### **Chapter 5: Conclusions and Recommendations for Future Research**

- Discussion of what your findings mean in relationship to the specific area of research being addressed, but also to the broader field of multicultural education, and, where relevant, education more broadly
- Discussion of key takeaways from the study—what were the most significant things your study showed or taught or did
- Assumptions, Limitations, and Delimitations (in Chapter 3 for the Dissertation Proposal, in Chapter 5 for the Dissertation)
- Suggestions for further research—based on what your study did/didn’t accomplish, what needs to be the focus of future studies to take your work further, and/or to complete what you started, etc.
- Chapter Summary (what this chapter did)
- Dissertation Summary (what this study did)

***Additional Chapter Outline Considerations for Bridging the Eurocentric to the Counterhegemonic***  
***See also [Establishing Rigor/Validity in Critical Disciplinary Research](#)***

*“The term ‘research’ is inextricably linked to European imperialism and colonialism. The word itself, ‘research,’ is probably one of the dirtiest words in the indigenous world’s vocabulary.”*

*–Linda Smith, [Decolonizing Methodologies](#)*

*Too often, especially urban universities become known as “data plantations” for their “research on” rather than “research with” disposition.*

*Engagement with “urban issues” and the resolution of educational and economic disparities can be undertaken in manners that invite and interest those in underserved communities who are most negatively impacted by these issues and disparities to become our partners—co-learners, co-teachers, co-investigators, and co-problem solvers—and, thus, also agents in their own advancement as well as ours.*

### **Framing Ideas**

- Non-Western-, non-European-attributed ways of knowing (conduct of research, basis of proof).
- Critical exploration and application of emergent, collaborative, indigenous, advocacy, and other social justice-oriented approaches to inquiry (especially Critical Youth Participatory Action Research (CYPAR), Critical Qualitative Research (CQR), and research in the public interest).
- Exploration/application guided by the overarching value that *inquiry matters*: it is a “social theoretical act” that must be grounded in “just and equitable praxis” that is “contextualized in its surroundings” (Steinberg & Cannella, 2012, p. ix).
- Engaged in multi-perspectival analysis and implementation of various criticalizing processes embedded in each inquiry approach.
- Recognizes that because most inquiry exists “in a complicated web of power, neo-liberalism, linear thinking, and elitism,” critical inquiry must intentionally push back against Western egocentrism in order to reclaim and surface anew knowledge derived through restorative and transformative action (Steinberg & Cannella, 2012, p. ix).
- Expressly located in the sociopolitical, not psychosocial inquiry realm.

### **Organizational Considerations**

1. Write multidialectically/multilingually (e.g., in the spirit of Gloria Anzaldúa, bell hooks, among many others), to use informal language (slang, Jive, Spanglish, etc.), even to make up or re-make (by unpacking) words (e.g., research as re-searching, as in, to search again, perhaps like the Sankofa bird “*goes back to get*” indigenous knowledge), etc.
2. Engage the following framing elements through some manner of creative, counterhegemonic, contrarian spirit:

#### **a) Introduction, Beginnings, Origins, etc.**

- A road, spirit, other kind of map for the study
- Introduction to the study, including the research questions
- Background information that will help the reader understand the study and provide a rationale for it
- Why the study was important to undertake

#### **b) Literature Review**

- Where possible, only cite the work of critical, Scholars of Color, especially, seminal and emerging scholars in resistance disciplines (e.g., Ethnic Studies, Multicultural Education, etc.)
- Current literature related to the study content area (theoretical, conceptual, evidence-based, praxis-derived) focus
- Current literature related to the study methodological (qualitative, quantitative, critical) focus
- Gaps in the current literature
- What gaps the study fills and how

**c) Analytical Framework and Research Methodology, Inquiry Approach, Study Design**

- Where possible, use a conceptual or theoretical framework(s) methodology(ies)/approach(es)/design(s) attributed to critical Scholars of Color/Womyn of Color, especially seminal and emerging scholars in who bring critical lenses to both qualitative and quantitative research
- Overall description of the research path of your study (pre-determined, emergent, transformative, etc.) in seeking to answer the research questions
- Step-by-step description of the details of your research path—where, who, how
  - Sites, locations, modes of information sharing/exchange, etc.
  - People
    - Co-researchers
    - Participants
    - “Subjects”
  - Process, beginning to end (gaining access to undertake the study to the formal conclusion of the study, as well as beyond; for example, a plan for continuing co-engagement, involvement, etc.)
- Processes by which the “data” (however it is defined in your study) was analyzed and how and why this process what identified as best, by whom, etc.
- What, if any, challenges emerged in undertaking your study and how you navigated them

**d) Findings**

- What did you learn/re-learn/reclaim as indigenous learning colonized/coopted/attributed to Eurocentric scholarship?
- What answers, if any, do you have to your research questions; what, if any, challenges emerged in seeking to answer the research questions and how you navigated them
- Discussion of the relationship, if any, between your learning/research question answers and your literature review; Are your results consistent with/divergent from what other studies have found? How do you understand your results in various situated context spheres (the “academic” literature, the “woke” academic literature, knowledge amasses from other ways of knowing, etc.)

**e) Conclusion**

- How do you make sense of what you learned?
  - What are the implications of the answers you found/did not find to your research questions?
  - What is the impact/significance of your study on the people involved in it (including you), the communities from which the people involved in your study are connected, and/or education (in whatever way you seek to codify it, if at all)
  - Suggestions for future research—based on the study, what, if any, additional knowledge needs building moving forward? Why?
  - Suggestions for on-going praxis—based on the study, how, if at all, should human action change to end suffering and improve the human condition?
3. For studies conceptualized as even more as non-traditional (e.g., indigenous) inquiry projects, please feel free to adapt the framing elements outlined above, and/or to propose different and/or additional framing elements that support the nature of the project; be sure to provide a rationale for the elements used
4. Whatever you decide to do in the counterhegemonic, critical, indigenous, etc., research (or “de-search”) vein, do it in such a way that demonstrates that you understand Eurocentric research expectations (e.g., linearity, etc.) and can do it well, even as you push against it; illustrate this by doing just this and, as you do it, reveal how limiting these expectations are, and how non-/anti-Western approaches (e.g., conceptuality, etc.) allows for more rigorous examination. Critique and trouble from the inside by doing what’s expected and then unpacking its inadequacy (lack of rigor, excellence) and the higher level of rigor, excellence required in critical scholarship.