

**George Mason University**  
**College of Education and Human Development**  
PhD Program

EDRS 812, Section 001 - Qualitative Methods in Educational Research  
3 Credits, Spring 2022  
Wednesdays, 4:30-7:10pm Thompson Hall L018

**Faculty**

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**Prerequisite**

Successful completion (with a grade of B or higher) of EDRS 810, or equivalent coursework or experience.

**University Catalog Course Description**

Teaches how to apply qualitative data collection and analysis procedures in educational research, including ethnographic and other field-based methods, and unobtrusive measures.

**Course Overview**

This course is an introduction to the field and practice of qualitative inquiry. ‘Qualitative research’ is an umbrella term that encompasses many methodologies and methods, many of which aim to understand everyday social life as it occurs in its natural environment. In this course, you will be introduced to some of the varied perspectives related to qualitative inquiry, as well as the theoretical and historical foundations of qualitative research. Further, you will have an opportunity to learn about and practice some of the research methods that are common to qualitative research. As such, this course is also practical in scope, as you will complete a ‘mini-research’ study. Finally, this course aims to prepare you for more advanced study of qualitative inquiry.

**Course Delivery Method**

This course will be delivered using a seminar format.

**Learner Outcomes or Objectives**

This course is designed to enable students to do the following:

1. Articulate the historical and theoretical foundations of qualitative inquiry;
2. Describe the common characteristics of qualitative research;

3. Discuss common practices associated with designing qualitative research studies;
4. Outline ethical considerations common to the qualitative research process;
5. Describe the various types of data collected in qualitative research studies;
6. Create an interview protocol;
7. Carry out observations and interviews;
8. Discuss the basic characteristics commonly associated with various qualitative methodologies;
9. Discuss the process of preparing qualitative data for analysis;
10. Describe the qualitative data analysis process (specifically associated with ‘coding’ and ‘thematic analysis’);
11. Outline the arguments associated with establishing validity or quality in qualitative research studies; and
12. Describe issues related to representation and writing up findings in qualitative research.

### **Professional Standards**

Not applicable.

### **Required Text**

Ravitch, S. M., & Carl, N. M. (2021). *Qualitative research: Bridging the conceptual, theoretical, and methodological*. SAGE Publications.

**Recommended texts** (you can order these online if you so choose; I can provide a few chapters of each on pdf upon request):

- Boellstorff, T. (2012). *Ethnography and virtual worlds: A handbook of method*. Princeton University Press.
- Carspecken, P. F. (1996). *Critical ethnography in educational research: A theoretical and practical guide*. New York: Routledge.
- Denzin, N. K., & Lincoln, Y. S. (Eds.). (2011). *The Sage handbook of qualitative research* (4th ed.). Thousand Oaks, CA: Sage.
- Emerson, R. M., Fretz, R. I., & Shaw, L. L. (2011). *Writing ethnographic fieldnotes* (2nd edition). Chicago, IL: The University of Chicago Press.
- Paulus, T. M., Lester, J. N., & Dempster, P. (2014). *Digital tools in qualitative research*. London: Sage.
- Weiss, R. S. (1995). *Learning from strangers: The art and method of qualitative interview studies*. Simon and Schuster.

### **Other Required Readings (Available in Blackboard)**

Articles or chapters will be additional required readings. All of these readings can be found on Blackboard. In addition to these readings, I may assign videos, podcasts, or other multimedia. These are required as well.

### **Recommended Equipment**

- I recommend you gain access to an audio recorder with software that allows you to listen to a recording from your computer. Recording observations and interviews will be crucial for your fieldwork. Most people find that the voice recorder app on their cell phone works well for the purposes of this class.
- Depending on your circumstances, you may consider finding a way to transcribe the data you collect rapidly. Otter is a free app that transcribes as it records. Of course, you'll have to go back through the transcription to make sure it aligns with what was said, but it - or something like it - will save you some time in transcription.
- We will use MaxQDA, a qualitative data analysis software package, for this class. You will use a course license, so it will only work during this semester. You may choose to purchase a student license if you prefer. MaxQDA is also available for use in Thompson Hall L018 computer lab.

### **Web Resources and Networks**

There are several web resources that you may find useful. Many of these sites have listservs that you can join if you are interested in receiving regular updates and information regarding qualitative research methodologies and methods. I strongly encourage you to familiarize yourself with these useful resources.

- The International Institute for Qualitative Methodology's Webinar series: <http://www.iiqm.ualberta.ca/WebinarSeries/MasterClassWebinarSeries.aspx>
- Methodspace (<http://www.methodspace.com/>)
- The Qualitative Report (<http://www.nova.edu/ssss/QR/index.html>)
- Top Qualitative Research Blogs (<http://www.qualitative360.com/news-and-blogs/11-editor-s-pick-top-qualitative-research-blogs>)

### **My Approach/Commitment**

In this course, my primary goal is to establish a safe and inclusive environment that will support your learning. During this course, I am most dedicated to making sure we learn together but also that we stay safe, healthy, and sane, as well as emotionally available for the loved ones we are taking care of. Because we are in unprecedented times, I have sought to decrease the typical reading load for this course, while maintaining its integrity and your ability to proceed through your doctoral program with a sound understanding of qualitative inquiry and the necessary skills to engage in qualitative fieldwork.

Throughout the course, I invite your questions and critiques, desiring thoughtful dialogue to be central to our learning experience. In this course, we will work to understand a variety of positions and practices associated with the qualitative inquiry process, pushing one another to question taken-for-granted beliefs and assumptions. Throughout the course, I will remind each other that there is not "one right" way to carry out a qualitative research study. In order to facilitate our learning environment, I will work to cultivate a classroom space that generates respectful, thoughtful, and empathetic understanding. What we come to learn is a shared experience; thus, we will all work to cultivate a community of learners.

In our learning community, I will position myself as co-learner, as well as teacher. Hence, if I am teaching and you are not learning, then I am not teaching. Please let me know! Throughout the course, I welcome your feedback and will encourage your participation in an informal mid-course evaluation. In addition, throughout the course, you can expect feedback from me, with this feedback designed to support your growth as a qualitative researcher.

### **Anti-Racism Statement**

I affirm that in this class, faculty and students will work together to cultivate a more equitable, inclusive, and just learning environment for all participants, regardless of racial background. We will actively seek ways to

- Make constant, conscious decisions to interrupt racism and cultivate equity, inclusion, and justice for people of all racial backgrounds, and in particular those from Black communities, indigenous communities, and other communities of color, who are most likely to bear the direct and indirect costs of systems of white supremacy;
- Interrogate histories of white supremacy and white-dominant culture, and to examine the ways in which these histories have impacted our individual beliefs, our interpersonal relationships, our institutional and structural policies and processes, and our entire society;
- Make a commitment to being responsible for our own relationships to, and actions within, systems of white supremacy; and
- Cultivate a practice of self-awareness and self-reflection that allows us to critically evaluate our own role in upholding white supremacy and identify the ways we can interrupt cycles of racism at the individual, interpersonal, institutional, and structural levels.

### **Diversity and Inclusion Statement**

The College of Education and Human Development, an intentionally inclusive community, promotes and maintains an equitable and just work and learning environment. We welcome and value individuals and their differences including race, economic status, gender expression and identity, sex, sexual orientation, ethnicity, national origin, first language, religion, age, and ability status.

- We value our diverse student body and desire to increase the diversity of our faculty and staff.
- We commit to supporting students, faculty and staff who have been the victims of bias and discrimination.
- We promote continuous learning and improvement to create an environment that values diverse points of view and life experiences.
- We believe that faculty, staff and students play a role in creating an environment that engages diverse points of view.
- We believe that by fostering their willingness to hear and learn from a variety of sources and viewpoints, our students will gain competence in communication, critical thinking and global understanding, and become aware of their biases and how they affect their interactions with others and the world.

## Names and Pronouns Use Statement

If you wish, please share your name and gender pronouns with me and how best to address you in class and via email. I use she/her/hers for myself and you may address me as “Dr. Call-Cummings” in email and verbally. Additionally, I invite students to approach me before or after class and during office hours. I recognize that a student’s name and pronoun(s) can change during a semester if they are in transition. I encourage students to use the tools Mason provides to change your name and pronouns on Mason records if you so choose:

<https://registrar.gmu.edu/updatingchosen-name-pronouns/>

## Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

As an 800-level course, this class requires a significant time commitment. First, it is **reading intensive**. Thus, please plan accordingly, as the readings have been carefully selected to support your growth as a qualitative researcher. Second, the **fieldwork project does require a significant amount of time**, particularly as I encourage you to pursue this assignment with care and thoughtful reflection. Throughout the course, know that I will be here to support you and facilitate the learning process! My intent is to make this a truly meaningful learning (and growing) experience.

In all of your assignments, I am looking for evidence of: (1) understanding and the application of the concepts and processes learned and discussed in class and online; (2) critical reflection and responses to issues and concepts; (3) clarity of expression; (4) explicit connections among ideas; and (5) complete work with no grammatical or spelling errors. All assignments are due on the date listed in the Schedule table below. Incompletes and Withdrawals are strongly discouraged and are only given when the conditions of the university are met and after a conference with the instructor at the initiation of the student.

Assignments	Points
1. Participation	20
2. Conceptual Framework	20
3. Fieldwork Project	
a. Observation Report:	10
b. Interview Protocol:	10
c. Interview Report:	10
d. Analysis Report:	20
e. Final Fieldwork Poster Presentation	10
	100 total

## Participation (20 points)

20% of your grade will be based on your familiarity with the assigned readings, videos, interviews, and other resources, and with your communication of that familiarity in class

discussions. You do not need to display brilliance, but you do need to engage with the authors, speakers, instructors, and your classmates and try to make sense of the ideas brought out. At the beginning of the course, you will be assigned to a small group (3-4 people/group) to participate in the discussions and practices, allowing for mini learning communities to grow within the class, and for richer and more meaningful discussions to unfold. These groups will be designed to include individuals from a range of identities and life experiences, disciplines and substantive focal points.

### **Conceptual Framework (20 points)**

A conceptual framework is a central piece of any empirical study. It serves as a guide to the research and researcher and functions “as an integrating ecosystem that helps researchers intentionally bring all aspects of a study together” (Ravitch & Carl, 2021, p. 32). This assignment will allow you to think through all aspects of your fieldwork in a way that will foreground any potential connections, disjunctions, tensions, or contexts that shape your fieldwork. It will include your research questions and goals, theoretical framework, methodological approach, and discussion of positionality. An assignment guide is posted in Blackboard.

### **Fieldwork Project (60 points)**

This semester you will not simply read about qualitative research, but you will also carry out a semester-long research study. The goal is for each student to ‘try out’ the qualitative research process in an environment where you can acquire extensive feedback and support, thereby preparing you for future qualitative research. Your first-hand experience engaging in fieldwork will allow you to learn from how people experience and understand the world. It is often helpful to ‘practice’ in a context that you are a bit unfamiliar with, while still being aligned with your research interests.

Please note that IRB approval is not required when data is being collected and analyzed for the purposes of a class. This means, however, that you are **not allowed** to use our data for the purposes of publication or conference presentation. Regardless, you **must** collect data ethically and safely. We can discuss during the first few weeks of class if we think we should seek IRB approval for our project. If we decide to do so, we will work together to make that happen.

Each student will conduct **2 interviews** (with two different people, minimum) and will conduct **2-3 hours of observations** (at two different times).

- a. **Observation Report:** In this report, you will describe the observation process and method. You will reflect on your first observation compared with your second, noting any improvements, changes, differences, etc. Several requirements are listed in the assignment guide, which will be posted in Blackboard.
- b. **Interview Protocol:** You will: 1) briefly describe who you will be interviewing, 2) create a list of the questions that you will pose according to the protocol work we do in class. Your protocol *must* follow the approach covered in class. An assignment guide will be posted in Blackboard.

- c. **Interview Report:** In this report, you will describe the interview process and method. You will reflect on your first interview compared with your second, noting any improvements, changes, differences, etc. Several requirements are listed in the assignment guide, which will be posted in Blackboard.
- d. **Analysis Report:** You will carry out analysis of the data you collected through your observations and interviews, and then share your preliminary findings. You will be required to engage in multiple analysis approaches across all of your data sources. The details of what should be included in this report are listed in the assignment guide to be posted in Blackboard.
- e. **Final Fieldwork Poster Presentation:** This poster presentation will allow you to bring together your data collection, analysis, and reflections within a mini-conference setting. The goal of this presentation is to offer an opportunity for each of us to practice speaking about our research process, including data collection and analysis. Each person will prepare, print, and hang a poster around our classroom. You will take turns offering a brief 3-5-minute introduction to your research. Each person should invite 2-3 of your participants, colleagues, peers, advisors, mentors, or others to attend this conference. Attendees will roam around the posters, asking questions like they would at a conference. These attendees' feedback will be solicited and provided to you as a way to strengthen your work. *(Depending on what is happening with the pandemic, this poster session may be held virtually, with each student "presenting" in their own Zoom breakout room.)*

## Grading

The following is the grading scale. As noted above, your final grade is based on the number of points you earn throughout the semester.

### Grading Scale

A	93% - 100%
A-	90% - 92.9%
B+	87% - 89.9%
B	83% - 86.9%
B-	80% - 82.9%
C+	77% - 79.9%
C	74% - 76.9%

## Professional Dispositions

See <https://cehd.gmu.edu/students/policies-procedures/>

**Class Schedule***(Optional Readings in Italics)*

<b>DATE</b>	<b>TOPIC/FOCUS</b>	<b>READINGS TO BE COMPLETED PRIOR TO CLASS</b>	<b>ASSIGNMENTS DUE</b>
<b>January 26</b>	Introducing the course, establishing course expectations, introducing qualitative research	<ul style="list-style-type: none"> <li>• Ravitch &amp; Carl, Ch 1</li> <li>• Denzin &amp; Lincoln</li> <li>• Tuhiwai Smith, Introduction</li> </ul>	
<b>February 2</b>	Conceptual frameworks and qualitative research design	<ul style="list-style-type: none"> <li>• R &amp; C, Ch. 2, 3</li> <li>• <i>R &amp; C, Appendices B, C, D</i></li> </ul>	
<b>February 9</b>	Examining the role of the researcher in qualitative research: Positionality, practicing reflexivity	<ul style="list-style-type: none"> <li>• R &amp; C, Ch. 4</li> <li>• <i>R &amp; C, Appendices F, G, H</i></li> <li>• Guillemin &amp; Gillam, 2004</li> <li>• Milner, 2007</li> <li>• Pillow, 2003</li> </ul>	
<b>February 16</b>	Ethics and validity in qualitative research	<ul style="list-style-type: none"> <li>• R &amp; C, Ch. 6, 7</li> <li>• Fine 2017</li> <li>• Henderson and Esposito 2017</li> <li>• Li &amp; Ross, 2020</li> </ul> <p>Watch Li and Ross video posted on Blackboard</p>	
<b>February 23</b>	Generating qualitative data: Conducting observations (1)	<ul style="list-style-type: none"> <li>• R &amp; C, Ch. 5</li> <li>• Carspecken, Ch. 3</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Conceptual Framework DUE</b></li> </ul>
<b>March 2</b>	Generating qualitative data: Conducting observations (2)	<ul style="list-style-type: none"> <li>• Losey</li> <li>• Reyes and Crawford</li> </ul>	
<b>March 9</b>	Generating qualitative data: creating	<ul style="list-style-type: none"> <li>• Carspecken, Ch. 10</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Interview Protocol DUE by <b>March 11</b></b></li> </ul>



	interview protocols		
<i>No classes: Spring Break</i>			
<b>March 23</b>	Generating qualitative data: conducting interviews	<ul style="list-style-type: none"> <li>• Davidson</li> <li>• Myerhoff</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Observation Report DUE</b></li> </ul>
<b>March 30 (Class held on Zoom)</b>	Varied approaches to qualitative data collection	<ul style="list-style-type: none"> <li>• Choose 3-4 readings posted under “Varied approaches” section on Blackboard</li> </ul>	
<b>April 6</b>	Data analysis: Data preparation, memoing, meaningfields, RHA	<ul style="list-style-type: none"> <li>• R &amp; C, Ch. 8</li> <li>• Call-Cummings, Hauber-Ozer, and Ross, 2019</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Interview Report DUE</b></li> </ul>
<b>April 13</b>	Data analysis: Coding and thematic analysis	<ul style="list-style-type: none"> <li>• R &amp; C, Chs. 8, 9</li> <li>• Schertz et al, 2018</li> <li>• Braun &amp; Clarke, 2006</li> </ul>	
<b>April 20 (class held on Zoom)</b>	Writing up and disseminating qualitative research and issues of representation	<ul style="list-style-type: none"> <li>• R &amp; C, Ch. 10</li> <li>• Anders &amp; Lester</li> <li>• Fine 1994</li> </ul>	<ul style="list-style-type: none"> <li>• <b>DRAFT Analysis Report DUE (Optional)</b></li> </ul>
<b>April 27</b>	Final presentations	<ul style="list-style-type: none"> <li>• <i>No readings assigned</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>FINAL Analysis Report DUE by May 9, 2022</b></li> </ul>

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

### Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

### GMU Policies and Resources for Students

#### *Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).

- Students must follow the university policy for Responsible Use of Computing (see <https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

#### *Campus Resources*

- Support for submission of assignments to VIA should be directed to [viahelp@gmu.edu](mailto:viahelp@gmu.edu) or <https://cehd.gmu.edu/aero/assessments> . Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

#### **Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking:**

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to Mason’s Title IX Coordinator per [University Policy 1202](#). If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as [Student Support and Advocacy Center](#) (SSAC) at 703-380-1434 or [Counseling and Psychological Services](#) (CAPS) at 703-993-2380. You may also seek assistance or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

**For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/> .**

## SAFE RETURN TO CAMPUS GUIDANCE FOR STUDENTS ENROLLED IN CEHD COURSES

*Both a Safe Return to Campus and Successful Learning Opportunities Depend on YOU.*

- All students are required to take the Safe Return to Campus Training prior to visiting campus: it is, however, recommended for all Mason students, even those who are enrolled in fully online classes. Training is available in Blackboard.
- Students are required to follow the university's public health and safety precautions and procedures outlined on the university Safe Return to Campus webpage: <https://www.gmu.edu/safe-return-campus>
- All students are required to be fully vaccinated by January 5, 2022, unless they received an approved exemption. You should also have uploaded your vaccine documentation to the Health Services Patient Portal by January 5. The deadline to receive a booster and upload your documentation is February 15, 2022.
- Everyone, even those who are fully vaccinated, must wear a face covering when inside university property (buildings and vehicles). If you're unvaccinated, you must wear a mask outside, as well, when at an event or if physical distancing can't be maintained. Read the full face covering policy here: <https://www.gmu.edu/safe-return-campus/personal-and-public-health/face-coverings>
- All students in face-to-face and hybrid courses must also complete the Mason COVID Health Check daily, seven days a week. You may not come to class if you receive a Yellow, Red, or Blue email response to the Mason COVID Health Check. You may only come to class if you receive a Green email response to the Mason COVID Health Check. You must quarantine and get tested if you receive a Blue email response, because you indicated that you recently traveled outside of the United States, are not fully vaccinated, or have not completed the required 7 to 10 day quarantine period for international travel. If you suspect that you are sick or have been directed to self-isolate, quarantine, or get testing do not go to class. Faculty are allowed to ask you to show them that you have received a Green email and are thereby permitted to be in class.
- Disability Services: Students unable to participate in a course in the manner presented, either due to existing disability or COVID comorbidity risk, should seek accommodations through the Office of Disability Services: <https://ds.gmu.edu/response-to-covid-19/>
- Students may not, either individually or collectively, request permission to change the modality of a current course section due to COVID risks or concerns. If students are not comfortable with the modality of the course for which they are registered, they will need to register for a course offered in a different modality which better will accommodate their needs through the established drop/add process.

- **Campus Closure:** If the campus closes or class is canceled due to weather or other concerns, students should check Blackboard, Mason email, or the Mason website for updates on how to continue learning and information about any changes to events or assignments
- **Participation and Make-up Work:** CEHD instructors will work with students to find reasonable opportunities to make up class work or assignments missed due to documented illness. Begin by contacting your instructor for guidance. For further assistance, students may contact their program and the CEHD Office of Student and Academic Affairs ([cehdsaa@gmu.edu](mailto:cehdsaa@gmu.edu)).
- **Technology Requirements:**
  - Activities and assignments in CEHD courses regularly use the Blackboard learning system. Students are required to have regular, reliable access to a computer with an updated operating system (recommended: Windows 10 or Mac OSX 10.13 or higher) and a stable broadband Internet connection (e.g., cable modem, DSL, satellite broadband) with a consistent 1.5 Mbps [megabits per second] download speed or higher.
  - Additionally, CEHD course activities and assignments may regularly use webconferencing software (e.g., Blackboard Collaborate or Zoom). In addition to the requirements above, students are required to have a device with a functional webcam and microphone. In an emergency, students can connect through a telephone call, but video connection is the expected norm.
- **Course Materials and Student Privacy:**
  - All course materials posted to Blackboard or other course site are private; by federal law, any materials that identify specific students (via their name, voice, or image) must not be shared with anyone not enrolled in this class.
  - Video recordings of class meetings that include audio or visual information from other students are private and must not be shared.
  - Live Video Conference Meetings (e.g. Collaborate or Zoom) that include audio or visual information from other students must be viewed privately and not shared with others in your household.
  - Some/All of your CEHD synchronous class meetings may be recorded by your instructor to provide necessary information for students in this class. Recordings will be stored on Blackboard [or another secure site] and will only be accessible to students taking this course during this semester.
- **Testing with LockDown Browser:** CEHD courses may require the use of LockDown Browser and a webcam for online exams. The webcam can be built into your computer (internal webcam) or can be the type of webcam that plugs in with a USB cable (external webcam). Information on installing and using LockDown Browser may be found [here](#).

<https://its.gmu.edu/knowledge-base/how-to-install-and-use-the-respondus-lockdown-browser/>

- You will need the following system requirements for online exams:
  - Windows: 10, 8, 7
  - Mac: OS X 10.10 or higher
  - iOS: 10.0+ (iPad only)
  - Must have a compatible LMS integration
  - Web camera (internal or external) & microphone
  - A reliable internet connection
  - Prior to your first exam, you must install LockDown Browser following the step-by-step instructions linked above.
  
- To ensure LockDown Browser and the webcam are set up properly, do the following:
  - Start LockDown Browser, log into Blackboard and select your course.
  - Locate and select the Help Center button on the LockDown Browser toolbar.
  - Run the Webcam Check and, if necessary, resolve any issues or permissions your computer prompts.
  - Run the System & Network Check. If a problem is indicated, see if a solution is provided in the Knowledge Base. Further troubleshooting is available through the ITS Support Center.
  - Exit the Help Center and locate the practice quiz.
  - Upon completing and submitting the practice quiz, exit LockDown Browser.
  
- When taking an online exam that requires LockDown Browser and a webcam, remember the following guidelines:
  - Ensure you're in a location where you won't be interrupted.
  - Turn off all other devices (e.g. tablets, phones, second computers) and place them outside of your reach.
  - Clear your desk of all external materials not permitted — books, papers, phones, other devices.
  - Before starting the test, know how much time is available for it, and that you've allotted sufficient time to complete it.
  - Remain at your computer for the duration of the test. Make sure that your computer is plugged into a power source, or that battery is fully-charged.
  - If the computer or networking environment is different than what was used previously with the Webcam Check and System & Network Check in LockDown Browser, run the checks again prior to starting the test.
  
- To produce a good webcam video, do the following:
  - Do not wear a baseball cap or hat with a brim that obscures your face.

- Ensure your computer or tablet is on a firm surface (a desk or table). Do NOT have the computer on your lap, a bed, or any other surface where the device (or you) are likely to move.
- If using a built-in (internal) webcam, avoid tilting the screen after the webcam setup is complete.
- Take the exam in a well-lit room and avoid backlighting, such as sitting with your back to a window.
- Remember that LockDown Browser will prevent you from accessing other websites or applications; you will be unable to exit the test until all questions are completed and submitted.