Dewar College of Education and Human Services
Valdosta State University
Department of Curriculum, Leadership, and Technology

RSCH 9820
Qualitative Research Methods in Education
3 SEMESTER HOURS

Guiding Principles (DEPOSITS)
   (Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

InTASC Model Core Teacher (Educator) Standards*

   (To be used for all teacher preparation program courses. +Identify those that apply specifically to this course.)

Standard #1: Learner Development. The teacher (educator) understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

+Standard #2: Learning Differences. The teacher (educator) uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher (educator) works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Standard #4: Content Knowledge. The teacher (educator) understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

+Standard #5: Application of Content. The teacher (educator) understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher (educator) understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher (educator) plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher (educator) understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

+Standard #9: Professional Learning and Ethical Practice. The teacher (educator) engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

+Standard #10: Leadership and Collaboration. The teacher (educator) seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

*Council of Chief State School Offices, (2013, April). InTASC model core teacher standards and learning progressions for teachers 1.0. Retrieved from
http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf*

COURSE DESCRIPTION

The study and application of qualitative research methodology in educational settings.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Patton, M. Q. (2002). *Qualitative Research and Evaluation Methods* (3rd ed). Thousand Oaks: Sage.

Maxwell, J. A. (2013). *Qualitative research design: an interactive approach* (3rd ed.). Thousand Oaks CA: Sage.

Seidman, I. (2013). *Interviewing as Qualitative Reserch: A Guide for Researchers in Education and the Social Sciences* (4th ed.). New York: Teachers College Press.

Merriam, S. B. (2002). *Qualitative Research in Practice: Examples for Discussion and Analysis.* San Francisco: Jossey-Bass.

Publication Manual of the American Psychological Association. (6th ed.) APA, Washington, D.C.

Additional: Online Readings supplied by instructor; professional literature gathered by students; other readings TBA.

Recommended Texts: there are an increasing number of texts related to qualitative research that are being published each year. I have included a select sample of those texts that I consider to be among the best. Those of you, who want to extend your knowledge and understanding of qualitative research beyond what we will be able to cover in this course, may want to select some of the readings below in areas of particular interest to you. I am always available to discuss which readings might be best to extend your knowledge in specific areas of interest.

Andrews, M., Squire, C., & Tamboukou, M. (Eds.). (2008). *Doing Narrative Research.* Thousand Oaks, CA: Sage.

Anfara, V. A., & Mertz, N. T. (Eds.). (2006).*Theoretical frameworks in qualitative research.* Thousand Oaks, CA: Sage.

Bernard, H. R., & Ryan, G. W., (2010). *Analyzing Qualitative Data: Systematic Approaches.* Thousand Oaks, CA: Sage.

Briggs, C. L. (1986). *Learning How to Ask: A sociological appraisal of the role of the interview in social science research.* Cambridge: Cambridge University Press.

Charmaz, K. (2006). *Constructing Grounded Theory: a Practical Guide Through Qualitative Analysis.* Thousand Oaks, CA: Sage.

Denzin, N. K., & Lincoln, Y. S. (Eds) (2005). *The Sage Handbook of Qualitative Research Methods* (3rd ed.). Thousand Oaks, CA: Sage.

Denzin, N. K., & Lincoln, Y. S. (Eds) (2011). *The Sage Handbook of Qualitative Research Methods* (5th ed.). Thousand Oaks, CA: Sage.

Fetterman, D. M. (2010). *Ethnography Step-by-Step.* (3rd ed.). Thousand Oaks, CA: Sage.

Ferguson, A. (2001). *Bad Boys: Public Schools in the making of black masculinity.* Ann Arbor, MI: The University of Michigan Press.

Gibbs, G. (2007). *Analyzing Qualitative Data.* Thousand Oaks, CA: Sage.

Hammersley, M., & Atkinson, P. (1995). *Ethnography: Principles in Practice* (2nd ed.). London: Tavistock.

Lareau, A. (2003). *Unequal Childhoods: Class, race, and family life.* Berkeley: University of California Press.

Lawrence-Lightfoot, S., & J. Hoffman Davis (1997). *The Art and Science of Portraiture.* San Francisco, CA: Jossey-Bass.

Lawrence-Lightfoot, S. (1983). *The Good High School: portraits of character and culture.* New York, N.Y.: Basic Books.

Lawrence-Lightfoot, S., & Davis, J. (1997). *The Art and Science of Portraiture.* San Francisco, CA: Jossey-Bass.

LeCompte, M. D., Millroy, W. L., & Preissle, J. (Eds.). (1992). *The Handbook of Qualitative Research in Education.* San Diego, CA: Academic Press

Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative Data Analysis: A Methods Sourcebook* (3rd ed.) Thousand Oaks, CA: Sage.

Morgan, D. (1988). *Focus Groups as Qualitative Research*. Thousand Oaks, CA: Sage.

Morse, J., Stern, P.N., Corbin, J., Bowers, B., Charmaz, K., & Clarke, A. E. (Eds.) (2009). *Developing Grounded Theory: The Second Generation.* Walnut Creek, CA: Left Coast Press.

Luttrell, W. (Ed.). (2010). *Qualitative Educational Research: Readings in Reflexive Methodology and Transformative Practice.* New York: Routledge.

Peshkin, A. (1991). *The Color of Strangers, the Color of Friends.* Chicago: University of Chicago Press.

Punch, K.F. (2006). *Developing Effective Research Proposals* (2nd ed.). London: Sage.

Quinn, N. (Ed.). (2005). *Finding Culture in Talk: A Collection of Methods.* New York: Palgrave MacMillian.

Riessman, C. (2008). *Narrative Methods for the Human Sciences.* Thousand Oaks, CA: Sage.

Saladana, J. (2013). *The Coding Manual for Qualitative Researchers.* (2nd ed.). London: Sage.

Stake, R. E. (1995). *The Art of Case Study Research.* Thousand Oaks, CA: Sage.

Wolcott, H.F. (1990). *Writing up Qualitative Research.* Thousand Oaks, CA: Sage.

Wolcott, H.F. (1999). *Ethnography: A Way of Seeing.* Thousand Oaks, CA: Sage.

Wolcott, H.F. (1994). *Transforming Qualitative Data.* Thousand Oaks, CA: Sage.

Yin, R.K. (2012). *Applications of Case Study Research.* (3rd ed.). Thousand Oaks, CA: Sage.

Selected Web Resources
- RSCH 9820 BlazeView Course Shell
- The Qualitative Report. An online journal dedicated to qualitative research and critical inquiry since 1990: http://www.nova.edu/ssss/QR/index.html
- The Qualitative Research Web Ring: http://www.webring.org/cgibin/webring?ring=qualres;list
- Welcome to QualPage: resources for qualitative researchers: http://www.ualberta.ca/~jrnorris/qual.html

Required Technology: This course will require you to have equipment and skills allowing ready and constant access to a computer with Internet connection to the WWW. You must utilize your VSU e-mail account on a regular basis, and have the resources and ability to attach and open documents readable in MS-Word. These individual requirements are not fulfilled by Valdosta State University but must be supplied by you at your home (preferable) or workplace. Course work in WebCT BlazeVIEW will be required. It is your responsibility to use the guidelines on the My BlazeVIEW webpage to have your computer set to facilitate course work in BlazeVIEW. You need to be able to use Live Classroom with real-time audio features. Minimally you will need a microphone and headset to make this work. Cameras are optional.

COURSE OBJECTIVES (*Show alignment to InTASC Model Core Teacher Standards for all educator preparation courses*).

Given the syllabus, course materials, and guidance from a professional, the candidate will accurately and/or appropriately:

1. Investigate the historical, paradigmatic, ethical, and epistemological bases of qualitative research (5, 9, 10).
2. Investigate the role of culture, both of the researcher and of the researched in conducting qualitative research (2, 5, 9, 10).
3. Investigate the role of researcher subjectivity and biases in designing, conducting and writing qualitative research (2, 5, 9, 10).
4. Develop the basic skills of qualitative research: interviewing (unstructured, semi-structured, focus group); participant observation; content analysis (5, 9, 10).
5. Design a qualitative study: establish purposes; develop a conceptual context; develop research questions; plan methods to address the research questions; develop a data planning matrix; develop a plan for addressing validity issues (5, 9, 10).
6. Develop basic skill of qualitative analysis: analytic memo writing; data reduction; coding and analyzing data; interpreting data (5, 9, 10).
7. Use qualitative inquiry to investigate the relationship between race and/or ethnicity and schooling (2, 5, 9, 10).
8. Investigate ethical issues associated with qualitative research, with particular attention to the protection of human subjects (2, 5, 9).
9. Submit application and receive research project approval from the Institutional Review Board (IRB) for the Protection of Human Subjects (as appropriate) (9, 10).
10. Conduct a qualitative study (5, 9, 10).
11. Develop qualitative writing skills (9, 10).
12. Develop critical skills to evaluate qualitative research (9, 10).
13. Develop the ability to work as an integral member of a research team (9, 10).
14. Describe the use of qualitative educational research methods in educational improvement (2, 5).
15. Use the computer and the Internet as a resource for conducting qualitative research (5, 10).

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

This class is a research seminar and, as such, requires the active involvement of all class members for both giving direction to the class, accomplishing its objectives and carrying out its activities. I encourage all of you to give me formative feedback on ways to improve the teaching and learning in this class over the course of the semester. I expect you to take an active role in defining your own learning. There is considerable flexibility built into the course requirements so that it can meet the needs of

diverse learners. I expect you to come to class having read carefully, thought deeply, and prepared to take part in spirited discussions about the nature and practice of qualitative research and its application to educational and other professional settings and improving the performance and achievement of those within them.

1. Students are to attend and participate in all class activities. This behavior is expected of all students enrolled in graduate level classes.
2. Students are to read and be accountable for all class assignments. Readings are in accordance with the class schedule. Each assignment covers a specified amount of information that may not be covered in class discussions; however, the discussions and texts supplement and complement each other. You are responsible for assigned readings. (O-DL 1, O-EDL 1, O-CPL 1)
3. Students are to complete and submit assignments according to instructions, including but not limited to posting to the web, and must do so on time. Such assignments may include, but are not limited to, the following: (O-DL 1-2, O-EDL 1-3, O-CPL 1)
   - ✓ Fieldwork Exercise
   - ✓ Research Journal
   - ✓ Reflective memos and essays
   - ✓ Critical analyses of qualitative studies
   - ✓ Research design for qualitative study
   - ✓ Qualitative study on topic of choice, which should include interviews and (participant) observation
   - ✓ Learning log, portfolio, and reflective self-evaluation
   - ✓ Presentation of research project
   - ✓ Reflective memos on the nature and quality of learning related to class assignments and activities

4. Students are to demonstrate their understanding of the concepts presented through assignments, exercises, reflections, learning logs and portfolios. (O-DL 1, 2; O-EDL 1-3; O-CPL 1)
5. Students are to complete the required online training on ethics in research, unless you have previously completed said tutorial. (O-EDL 1)
6. Students are to present (preferably as part of a team) on an important concept or method related to qualitative research at the last class meeting. (O-EDL 3, O-CPL 1)

COURSE EVALUATION

A. Formative evaluation: Instructor, peer, and self-reflective written and oral evaluation of work done for the class over the course of the semester.

B. Summative evaluation: Student constructed portfolio (100%) containing all the work done by the student during the semester and his/her reflective evaluations of that work. Portfolio should include all components in item 3 above, which were assigned during the semester.

Grading Scale

Quality is expected in all products and performances. Those students wanting to attain an A in the class should demonstrate evidence of *excellence* by providing outstanding artifacts produced during the course. Such artifacts must clearly demonstrate reflective critical thinking and quality at the design, implementation, and production stages. Grades for this class will be negotiated between professor and student.

PROFESSIONALISM

Graduate students are expected to attend all classes. **Missing one class means missing 25% of instructional time in the course and is unacceptable. Failure to attend a class will result in a grade reduction.** Given the problem based, interactive, and condensed nature of our face-to-face meetings, it is not possible to make up learning opportunities that were missed.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php

ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit http://www.valdosta.edu/access or email: access@valdosta.edu.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml.