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

RSCH 9830
Advanced 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.

COURSE DESCRIPTION

An investigation of advanced approaches to the conceptualization, design, implementation, and representation of qualitative research and their application in educational settings.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Ravitch, S. M., & Riggan, M. (2012). *Reason & Rigor: How Conceptual Frameworks Guide Research.* Thousand Oaks, CA: Sage.

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. (2006). *Interviewing as Qualitative Research: A Guide for Researchers in Education and the Social Sciences* (3rd 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 (2009). (6th ed.) APA,

Washington, D.C.

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

Those interested in doing qualitative research at an advanced level should expand their reading beyond basic texts in general areas such as, philosophical foundations, conceptual frameworks, research design, data collection and analysis, and writing it up. They should also expand their reading in more specific areas such as, research approaches (e.g., grounded theory, phenomenology, narrative inquiry), research strategies (e.g., focus groups, document analysis, participant observation), and representational styles (e.g., scientific report, portraiture, performance ethnography). There is a widening array of new texts related to qualitative research published each year. I have included a select sample of those texts that I consider to be among the best. Each student in the advanced course will be expected to select readings in areas of specific interest, which align with emerging domains of specialization within qualitative research. You may select readings from the list below or others that you find on your own 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.). *Theoretical frameworks in qualitative research.* 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.

Coffey, A., & Atkinson, P. (1996). *Making Sense of Qualitative Data: Complementary research strategies.* Thousand Oaks, CA: Sage.

Daiute, C. (2014). *Narrative Inquiry: A dynamic approach.* 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.

Gibbs, G. (2007). *Analyzing qualitative data.* Thousand Oaks, CA: Sage.

Ezzy, D. (2002). *Qualitative Analysis: Practice and innovation.* 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.

Greene, J. (2007). *Mixed Methods in Social Inquiry.* San Francisco: Jossey-Bass.

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

Hayler, M. (2011). *Autoethnography, Self-Narrative and Teacher Education.* Boston, MA: Sense Publishers.

Jackson, A.Y., & Mazzei, L.A. (2012). *Thinking with Theory in Qualitative Research: Viewing Data Across Multiple Perspectives.* New York, NY: Routledge.

Lapan, S.D., Quartaroli, M.T., & Riemer, F.J. (Eds.). (2012). *Qualitative Research: An Introduction to Methods and Design.* San Francisco, CA: Jossey-Bass.

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

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

Maxwell, J.A. (2012). *A Realist Approach for Qualitative Research.* Thousand Oaks, CA: Sage.

Miles, M. B., & Huberman, A. M. (1994). *Qualitative Data Analysis* (2nd ed.) Thousand Oaks, CA: Sage.

Miles, M.B., Huberman, A. M., & Saldana, J. (2014). *Qualitative Data Analysis* (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. (2009). *The Coding Manual for Qualitative Researchers.* Thousand Oaks, CA: Sage.

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

Stake. R. E. (2006). *Multiple Case Study Analysis.* New York, NY: Guilford Press.

Vagle, M. D. (2014). *Crafting Phenomenological Research.* Walnut Creek, CA: Left Coast Press, Inc.

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

Wolcott, H. F. (1999). *Ethnography: A Way of Seeing.* Walnut Creek, CA: AltaMira Press.

Wolcott, H. F. (1995). *The Art of Fieldwork.* Walnut Creek, CA: AltaMira Press.

Wolcott, H. F. (2009). *Writing up Qualitative Research.* (3rd ed.). Thousand Oaks, CA: Sage.

Willis, J. (2007). *Foundations of Qualitative Research.* Thousand Oaks, CA: Sage.

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

Selected Web Resources
- ☐ **RSCH 9820 WebCt 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 Wimba 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 foundational and controversial issues related to the historical, paradigmatic, ethical, and epistemological bases of qualitative research (5, 9, 10).
2. Develop advanced skills in qualitative research strategies: interviewing (unstructured, semi-structured, focus group); participant and nonparticipant observation; content analysis (5, 9, 10).
3. Investigate the relationship between research approach, e.g., grounded theory, and data analysis strategies, e.g., analytic induction. (5, 9, 10)
4. Develop advanced skills in qualitative analysis: analytic memo writing; data reduction; coding and analyzing data; interpreting data (5, 9, 10).
5. Investigate various representation choices in qualitative research and their relationship to audience and voice. (3, 7, 8, 9, 10)
6. Further investigate the role of culture, both of the researcher and of the researched in conducting qualitative research (2, 5, 9, 10).
7. Further investigate the role of researcher subjectivity, assumptions, and biases in designing, conducting and writing qualitative research (5, 9, 10).
8. Further investigation of the use of qualitative research for inquiry into the relationship between race and/or ethnicity and schooling (2, 5, 9, 10).
9. Advanced investigation of ethical issues associated with qualitative research, with particular attention to the protection of human subjects (2, 5, 9).
10. Conduct aspects of qualitative research as appropriate to each student's choices about specific qualitative approaches and strategies (5, 9, 10).
11. Develop advanced qualitative writing skills (9, 10).
12. Develop advanced critical skills to evaluate qualitative research (5, 9, 10).
13. Develop advanced skills for working as an integral member of a research team (10).
14. Describe the use of qualitative educational research methodologies in educational improvement (2, 5).
15. Use the computer and the Internet as a resource for conducting qualitative research (5, 10).
16. Use the computer and the Internet as a resource for personal and cohort problem solving, completing course requirements and maintaining group cohesiveness (5, 9, 10).

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

This class is an advanced 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. There is a foundational body of reading for which we will all be responsible and that will provide the basis for our discussions. That reading will come from our texts and assigned articles.

Beyond that, each student is expected to select a particular approach to qualitative research, (for example, ethnography, narrative research, phenomenological research, qualitative case study), and do reading and skill building exercises related to that approach. 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, or our online discussion boards, having read carefully, thought deeply, and be prepared to take part in spirited discussions about the nature and practice of qualitative research and its application to improving schools and student achievement.

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. ***The primary assignment in this class is to write a draft of your research proposal for your dissertation.*** In order to accomplish this task, you will need to read the core literature related to your topic, pick and read up on the approach you intend to use for your dissertation (e.g., grounded theory, narrative inquiry, case study, ethnography, etc.), use chapter 7 and appendix A and B (Maxwell 2013) as your guide to organize and write the proposal for your dissertation.

4. 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)
   - ☐ Research Journal
   - ☐ Reflective memos and essays
   - ☐ Critical analyses of qualitative studies and dissertations
   - ☐ Write a qualitative dissertation proposal, which may be built from the qualitative research design that you compiled in the basic qualitative research class (RSCH 9820)
   - ☐ Research exercises related to student chosen focus or approach
   - ☐ Seminar presentations on topics of particular interest to individual students
   - ☐ Learning log, portfolio, and reflective self-evaluation

5. Students are to deliver a final presentation on the work they completed in the class. (O-EDL 1-3; 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.