

## COURSE SYLLABUS COVER SHEET

Lewis & Clark College  
Graduate School of Education and Counseling

Course Name	Qualitative Methods
Course Number	EDLL 741A, CPSY 537
Term	Summer 2015
Department	EDLL and CPSY
Faculty Name	Sue Feldman

### Catalogue Description:

Overview and application of qualitative research methods. Through course readings, discussion, and practical application, candidates explore: (1) different approaches in qualitative research and epistemologies and common theoretical perspectives that undergird qualitative inquiry, and (2) various methods and techniques for gathering, interpreting, and making meaning of in-depth and rich information about things as they occur in their natural settings. Candidates gain the skills necessary to review and critique qualitative research and to design and undertake their own qualitative research.

### GSEC Guiding Principles & EDLL Themes Addressed in Course:

GSEC GP (2) Disciplinary Knowledge: Integrate fundamental and emergent components of disciplinary knowledge in ways that extend and enhance experiences of the diverse individuals and groups we serve. Use this knowledge to augment our own capacity to solve problems, even as we support individuals and communities in problem solving.  
*Class meeting(s) or assignment(s) addressing this standard: Days 1-9 and Presentation Assignment*

GSEC GP (6) Assessment: Assess, document, and advocate for the successful learning and living of all people involved in schools and communities.  
*Class meeting(s) or assignment(s) addressing this standard: Days 1-3 and 5-7; Presentation Assignment*

GSEC GP (7) Research and Reflection: Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal.  
*Class meeting(s) or assignment(s) addressing this standard: Days 1-9 and Presentation Assignment*

EDLL Theme (6) Research and evaluation  
*Class meeting(s) or assignment(s) addressing this standard: Days 1-9 and Presentation Assignment*

### Student Performance:

Student performance criteria appear throughout the syllabus.

### Authorization Levels

This course addresses several standards of proficiency required by the Graduate School of

Education and Counseling and Teacher Standards and Practices Commission for the initial administrator license in early childhood/elementary and middle level/high school in the state of Oregon.

### **Disability Statement**

If you are a student with a documented disability who will require accommodations in this course, or if you would like to seek such documentation, please contact Student Support Services, located in the undergraduate campus. Staff there will help you develop a plan to address your academic needs. Students who are already registered with Student Support Services and wish to receive accommodation in this course are strongly encouraged to share the recommended accommodations with the course instructor before class begins.

### **Academic/Professional Conduct Statement**

Academic honest and integrity are core values at Leis and Clark College. Adherence to the norms and ethics of professional conduct are a part of this commitment. Members of the Graduate School community both require and expect one another to conduct themselves with honesty, integrity, and respect for all. Policies related to academic and professional conduct can be found in the Graduate School Catalog:

<http://docs.lclark.edu/graduate/>. Please review these policies to ensure you understand them fully.

Qualitative Research Methods  
EDLL741A & CPSY 537  
Summer 2015  
June 29 – July 10  
No class Friday July 3<sup>rd</sup>.  
1:00-4:30  
Corbett Annex Room 100

**Instructor:** Dr. Sue Feldman  
Rogers Hall, Room 302  
feldmans@lclark.edu  
**Office Hours:** By appointment

### Course Overview

This course is an introduction to the rich traditions of qualitative research. The course is designed to introduce students to the methodology, habits of mind and practices of conceptualizing, designing and conducting qualitative research.

Required Reading: Creswell, J.W. (2013). *Qualitative Inquiry and Research Design: Choosing among five approaches* Los Angeles Sage.

Strongly recommended for CPSY students  
Smith, J. (2008). *Qualitative Psychology* Thousand Oaks, CA: Sage.

### Suggested Further Background Reading

Glesne, C. (2010). *Becoming qualitative researchers*. (4<sup>th</sup> Ed). Allyn & Bacon.

Marshall, C., & Rossman, G. B. (2010). *Designing qualitative research* (5th Ed.). Thousand Oaks, CA: Sage.

Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation*. San Francisco, CA: Jossey-Bass.

Tracy, S. J. (2013) *Qualitative research methods: Collecting evidence, crafting analysis, communicating impact*. Hoboken, NJ: John Wiley Blackwell.

### Course Assignments

#### **1. Seminar papers and Reading Journal (25% of grade) bring to class every day**

This course has reading for each daily session. Students are expected to complete a reading journal entry for each reading and prepare a seminar paper for each day. Seminar papers have three sections: 1) summary of the session's readings, 2) new or confusing terms and concepts and 3) three open ended questions to pose to the class for discussion. Seminar papers are to be emailed to [feldmans@lclark.edu](mailto:feldmans@lclark.edu) before class each day using the subject line 7-1-15\_Last Name\_Seminar Paper. Reading Journal are to be emailed in one attachment on the last day of class using the subject line Last Name\_Reading Journal. A google doc is also fine you prefer to invite a review of your work online.

### Example Reading Journal

Citation	Research Method	Theories/Frameworks	Research Questions	Presented findings	Terms and Concepts

This format will not fit each of the articles for this course. It is fine to leave some sections blank or to reformat the headings to reflect aspects of the articles that you most want to capture.

**2. Two page description of a qualitative research study (25% of grade) Due on Sunday July 12th.** This assignment can actually be up to four pages, but it is called a two-page description because you are aiming at being as clear and concise as possible which makes two pages a good goal to aim for. This assignment is designed to help you sort out the parts of a research design and the relationship each part has with the others. More than an exercise “two-pagers” are a part of the professional practice of designing research. It is typical for students to write multiple “two-pagers” in the process of designing a study. It is worthwhile to get good at working out a research design in two pages. Two-pagers can be used in the participant consent process, and in sharing your research design with multiple audiences including funders. The two-pager” lays out a research design in a linear manner but that does not mean that the process of constructing it has to be linear. We will discuss this process in class. You will find multiple possible graphic organizers in moodle to help you in the process. You can use one of these models or create your own.

**3. Presentation of a Qualitative Approach (25 % of grade) due in class.** Students are encouraged to work in pairs to support each others’ learning and to cover more material more efficiently.

There are many qualitative approaches. In a short course, we cannot cover them all in-depth, but my aim is for each of you to begin to become more of an expert in the approach (or set of approaches) you feel are best suited to your dissertation or thesis research. To do this, each of you (either individually or in groups of two-three) will review qualitative research texts (session one and two) and select the qualitative approach that you think best fits your research interests. You will go deep into this approach by reading at least one book that details “the how” of the approach. You will have time on the first two days of the course to review “how to” books selected from the library. You will also select one exemplar of this approach in action (i.e., a research study that has utilized this approach). This can be a book, book chapter, journal article, or dissertation. You need to submit your book selection and exemplar study to me by email no later than Monday July 7<sup>th</sup>. You (and your partner(s), if applicable) will have 30 minutes to present about your selected research method to the class. Presentations must include the following:

- Definition and description of your method, including its particular aims and how it is distinct from other qualitative methods (10 points).
- Discussion of when this approach is appropriate, and the type of research questions this method would be able to answer (10 points).

- Discussion of study designs using this method including selection of sample, data collection, and techniques for data analysis (10 points).
- Description of some of the key scholars who write on your approach, and their key scholarly works that address the approach (10 points).

## CLASS PLAN AND DAILY READING

### 1. Monday, June 29<sup>th</sup>

#### **Session One: Introduction to Qualitative Research Design**

In this session we will explore introductory questions and spend time in the library reviewing qualitative methods texts and choosing a text for their in-depth study. Students are encouraged to work on this project with a partner or in a small group.

- What is qualitative research?
- Why would researchers select a qualitative approach over a quantitative approach?
- What are the various perspectives that undergird different kinds of qualitative research?
- What are the differences between the way we ask quantitative questions and the way we ask qualitative questions?
- How would a qualitative approach fit your study?

Session One Reading  
Creswell Chapters 1-3

### 2. Tuesday, June 30

#### **Session Two: Different Approaches to Qualitative Methods**

During this session we will discuss different approaches to qualitative research designs and their implications for knowledge production. Students will spend some time in the library reviewing methods texts and choosing a method to explore in-depth and present to the rest of the class.

Session Two Reading  
Creswell Chapters 4-5.

Read either all of the study samples in the appendixes of Creswell or read at least two of the studies below:

#### **a) Ethnography/ critical ethnography**

- Brice-Heath, S. (1982). Questioning at Home and at School: A Comparative Study. In Spindler (Ed.), *Doing the Ethnography of Schooling Educational Anthropology in Action* (pp. 102-131). New York: Holt Rinehart and Winston.
- Diamond, J., Randolph, A., & Spillane, J. (2004). Teachers Expectations and Sense of Responsibility for Student Learning: The Importance of Race, Class and Organizational Habitus *Anthropology and Education Quarterly*, 35(1), 75-98.
- Lynn, M. (2010). Examining Teachers' Beliefs About African American Male Students in a Low-Performing high School in an African American School District *Teachers College Record*, 112(1), 289-330.

**b) Case Study/Multi-case study**

Theoharis, G., & O'Tool, J. (2011). Leading Inclusive ELL: Social Justice Leadership for English Language Learners. *Educational Administration Quarterly*, 47(4), 646-688.

Knapp, M., & Feldman, S. (2012). Managing the intersection of internal and external accountability: Challenge for urban school leadership in the United States. *Journal of Educational Administration*, 50(5), 666-694.

**c) Grounded Theory**

Matta, D., & Knudson-Martin, C. (2006). Father Responsibility: Couple Processes and the Coconstruction of Fatherhood *Family Process*, 45(19- 37).

**d) Phenomenology**

van Manen, M. (2008). Pedagogical Sensitivity and Teachers Practical Knowing-in Action *Peking University Education Review*, 1-23.

Theoharis, G. (2010). Disrupting Injustice: Principals Narrate the Strategies They Use to Improve Schools and Advance Social Justice *Teachers College Record*, 112(1), 331-373.

**e) Narrative/Counter Narrative**

Sealy-Ruiz, Y. (2013). Learning to Resist: Educational Counter-Narratives of Black College Reentry Mothers. *Teachers College Record*, 115, 1-31.

**f) Discourse Studies**

Yoon, I. (2012). The paradoxical nature of whiteness-at-work in the daily life of schools and teacher communities *Race, Ethnicity and Education*, 15(5), 587-613.

Gale, J., & Newfield, N. (1992). A Conversation Analysis of a Solution-Focused Marital Therapy Session *Journal of Marital and Family Therapy*, 18(2), 153-165.

**g) Action Research**

Davis, J., Ward, D., & Storm, C. (2011). The Unsilencing of Military Wives: Wartime deployment experiences and citizen responsibility. *Journal of Marital and Family Therapy*, 37(1), 51-63.

Krell, D., & Dana, N.F. (2012). Facilitating action research: a study of coaches, their experiences, and their reflections on leading teachers in the process of practitioner inquiry *Professional Development in Education*, 38(5), 827-844.

**h) Multi-method**

Hill, M., & Thomas, V. (2000). Strategies for Racial Identity Development: Narratives of Black and White Woman in Interracial Partnership Relationships *Family Relations*, 49(2), 193-200.

**3. Wednesday, July 1**

### **Session Three: Qualitative Research Questions, Samples, Settings**

Students will discuss the variety of research questions, samples and settings in the research papers they selected to read and consider the interdependence of the research method, research questions, samples and settings.

Session Three Reading  
Creswell Chapters 6-7

Reybold, L.E., Lammert, J., & Stribling, S. (2012). Participant selection as a conscious research method: thinking forward and the deliberation of 'Emergent' findings. *Qualitative Research, 13*(6), 699-716.

### **4. Thursday, July 2**

**Session Four: Qualitative Data collection and issues of analysis-field notes.** In this session students will practice collecting and interpreting field notes to explore the boundaries of empirical observation and inference.

Session Four Reading  
Wolfinger, N. (2002). On writing field notes: Collection strategies and background expectancies. *Qualitative Research, 2*(1), 85-95.

### **5. Monday, July 6**

**Session Five: Qualitative Data collection and issues of analysis-Interviews, Focus Groups, and Transcription.**

In this session students will practice developing and using interview protocols and a focus group to examine the strengths and challenges of each of these data collection practices.

Session Five Reading  
Wilkinson, S. (2008). Focus Groups In Smith (Ed.), *Qualitative Psychology* Thousand Oaks, CA: Sage.

Additional Suggested Reading

Irvine, A., Drew, P., & Sainsbury, R. (2012). "Am I not answering your question properly?" Clarification, adequacy and responsiveness in semi-structured telephone and face-to-face interviews. *Qualitative Research, 13*(1), 87-106.

Jowett, M., & O'toole, G. (2006). Focusing researchers' minds: Contrasting experiences of using focus groups in feminist qualitative research. *Qualitative Research, 6*(4), 453-472.

Rouston, K. (2014). Interactional problems in research interviews. *Qualitative Research, 14*(3), 277-293.

<https://www.inqscribe.com/>

### **6. Tuesday, July 7**

**Session Six: Data collection and issues of analysis –Video.**

Video or visual digital recordings are particularly useful for some forms of qualitative research, (i.e., discourse analysis, interactional analysis, conversation analysis, and gesture analysis). In this session students will review video data and discuss the strengths and challenges with collecting and analyzing video data.

Session six required reading:  
Mercer, N. (2010). The analysis of classroom talk: Methods and methodologies *British Journal of Education Psychology*, 80, 1-14.

### **7. Wednesday, July 8**

**Session Seven: Data analysis: Coding.** In this session students will develop a set of codes and practice using them to analyze data. Students will explore some of the differences in coding processes related to research method.

Session Seven Reading  
Saldana, J. (2012). An Introduction to Codes and Coding In Saldana (Ed.), *The coding manual for qualitative research*. Thousand Oaks, CA: Sage.

Boeije, H. (2002). A Purposeful Approach to the Constant Comparison Method in the Analysis of Qualitative Interviews *Quality and Quantity*, 36, 391-409.

Study example

Sealy-Ruiz, Y. (2013). Learning to Resist: Educational Counter-Narratives of Black College Reentry Mothers. *Teachers College Record*, 115, 1-31.

### **8. Thursday, July 9**

#### **Session Eight: Validity, Methods Presentations**

Session Eight Reading  
Creswell Chapter 10

#### **Method Presentations**

8 Presentations

20 minutes total: 12 minutes presentation, 8 minutes discussion.

### **9. Friday, July 10**

#### **Session Nine: Method Presentations**

8 Presentations

20 minutes total: 12 minutes presentation, 8 minutes discussion.

### **Suggested Reading**

Charmaz, K. (2014) *Constructing grounded theory: A practical guide through qualitative analysis*. Thousand Oaks CA: Sage Publications.

Collier, D., Moffat, L., & Perry, M. (2014). Talking, wrestling and recycling: An investigation of three analytic approaches to qualitative data in education research *Qualitative Research*, 1-16.



- Denzin, N.K., & Lincoln, Y.S. *Strategies of qualitative inquiry (3<sup>rd</sup> Ed.)*. Thousand Oaks, CA: Sage.
- Denzin, N.K. Lincoln, Y.S. & Smith, L.T. (2008). *Handbook of critical and indigenous methodologies*. Thousand Oaks, CA: Sage.
- Emerson, R. M., Fretz, R. I., & Shaw, L. L. (1995). *Writing ethnographic fieldnotes*. Chicago, IL: University of Chicago Press.
- Fetterman, D. M. (2010). *Ethnography: Step-by-step*. Thousand Oaks, CA: Sage.
- Hacker, K. A. (2013). *Community based participatory research*. Thousand Oaks, CA: Sage.
- Herr, K., & Anderson, G. L. (2005/2014). *The action research dissertation: A guide for students and faculty*. Thousand Oaks, CA: Sage.
- Hesse-Biber, S. (2011). *The handbook of feminist research: Theory and praxis*. Thousand Oaks, CA: Sage.
- Knapp Knapp, M. (2015). *The Practice of Designing Qualitative Research in Education* Paper presented at the AERA, Chicago
- Kovoch, M. E. (2010). *Indigenous methodologies: Characteristics, conversations, and contexts*. Toronto: University of Toronto Press.
- Krueger, R. A., & Casey, M. A. (2000). *Focus groups: A practical guide for applied research (3<sup>rd</sup> Ed.)*. Thousand Oaks, CA: Sage.
- Lofland, J., Snow, D.A., Anderson, L., & and Lofland, L.H. (2006). *Analyzing social settings: A guide to qualitative observation and analysis (4th Edition)*. Belmont, CA: Wadsworth.
- Luttrell, W. (Ed.). (2010). *Qualitative educational research: Readings in reflexive methodology and transformative practice*. New York: Routledge.
- Maxwell, J.A. (2013) *Qualitative research design: An interactive approach, second edition*. Thousand Oaks CA: Sage Publications.
- Miles, M. B., & Huberman, M., & Saldana, J. (2013). *Qualitative data analysis: A methods sourcebook*. Thousand Oaks, CA: Sage.
- Moustakas, C. (1994). *Phenomenological research methods*. Thousand Oaks, CA: Sage.
- Reissman, C. (2008). *Narrative methods for the human sciences*. Thousand Oaks, CA: Sage.
- Rubin, H. J., & Rubin, I. (2005). *Qualitative interviewing: The art of bearing data*. Thousand Oaks, CA: Sage.
- Smith, J. (2008). *Qualitative Psychology* Thousand Oaks, CA: Sage.

- Stake, R.E. (1995). *The art of case study research*. Oaks CA: Sage Publications.
- Strauss, A.L. (1987). *Qualitative analysis for social scientists*. Cambridge: Cambridge University Press.
- Weiss, R.S. (1994). *Learning from strangers: The art and method of qualitative inquiry studies*. New York, NY: The Free Press.
- Wetherell, M., Taylor, S., & Yates, S. (2001). *Discourse as Data*. Thousand Oaks: Sage.
- Wodak, R., & Meyer, M. (2002). *Methods of Critical Discourse Analysis*. Thousand Oaks: Sage.
- Wolcott, H. F. (2008). *Ethnography: A way of seeing* (2<sup>nd</sup> ed.). Walnut Creek, CA: AltaMira Press.
- Yin, R.K. (2009). *Case study research: Design and methods* (4<sup>th</sup> Ed.). Thousand Oaks CA: Sage Publications.