

## 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 2016
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 2016  
July 11 1:00 – 4:30  
July 12,13,14,15 8:30-4:30

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

### Course Overview

This course is an intensive introduction to the rich traditions of qualitative research. The course is designed to engage students in a critical consideration of the methodology, habits of mind and practices of conceptualizing, designing and conducting qualitative research. As a class we will examine multiple approaches to qualitative research and critically consider the processes and practices available for examining problems in the social world.

**READING:** To succeed in the intensive one week design of this course, it **is necessary to do all the reading before the course begins and then to refresh the reading each evening for the discussion during class.**

**Required Reading.** We will be reading research articles primarily to raise questions about how to design and conduct qualitative research. Reading research articles provides limited insight into the methodical yet messy process of designing and conducting research. Research articles are polished writing, constrained by page limits and journal standards that define article format. That said, reading research articles to critically consider what tools different research about your own choice of research methods. Research articles also provide models for how to share your conceptualizations, findings, insights and ultimately practices with a broader audience.

Students will read in two areas: 1) Research methods, 2) Published research journal articles. Students are expected to review all of the papers on the list below to choose ten papers to read in full. **Five research methods papers and five research articles.** Students are unlikely to all read the same papers so students should come to class each day prepared to share a coherent and concise summary of any paper they read that relates to the session topic. Students should also bring their reading log to class each day and particularly the list of key terms and concepts from their reading. These key terms and concepts will be the basis for a class discussions. Choose your reading based on your interests. Feel free to read more in either area and to include all your reading in your reading log.

The majority of the reading is available in Moodle.

#### **To access the Moodle site:**

1. Go to the main Moodle web page at <http://moodle.lclark.edu>
2. Login using your L&C login and password
3. Scroll down in the list until you find the desired department, click the link
4. Locate EDLL741a or CPSY537 and click on the course name.

## Research Methods

- Boeije, H. (2002). A Purposeful Approach to the Constant Comparison Method in the Analysis of Qualitative Interviews *Quality and Quantity*, 36, 391-409.
- Chase, S. (2011). Chapter 25 Narrative Inquiry: Multiple Lenses, Approaches, Voices. In Denzin & Lincoln (Eds.), *Handbook of Qualitative Research*. Thousand Oaks, CA: Sage.
- Creswell, J.W. (2003). A Framework for Design In Creswell (Ed.), *Research Design Qualitative, Quantitative, Mixed Methods Approches* (Second ed.). Thousand Oaks, CA: Sage.
- Edley, N. (2001). Analysing Masculinity: Interpretive Repertoires, Ideological Dilemmas and Subject Positions. In Wetherell, Taylor & Yates (Eds.), *Discourse as Data: A guide for analysis* London, UK: Sage.
- Irvine, A., Drew, P., & Sainsbury, R. (2012). "Am I not answering your question properly?" Clarification, adequacy an 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.
- Maple, M., & Edwards, H. (2010). Locating and Understanding Voices in Narrative Inquiry: A journey of Discovery *Qualitative Journeys: Students and Mentors Experiences with Research* (pp. 33-48). London, UK: Sage.
- Mercer, N. (2010). The analysis of classroom talk: Methods and methodologies *British Journal of Education Psychology*, 80, 1-14.
- Merriam, S.B. (2009). What is Qualitative Research? In *Qualitative research: A guide to design and implementation*. San Francisco Jossey-Bass.
- Mertens, D. (2014). Introduction to Research. In *Research and Evaluation in Education and Psychology: Integrating Diversity with Quantitative, Qualitative and Mix Methods*. Thousand Oaks: Sage.
- 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.
- Rouston, K. (2014). Interactional problems in research interviews. *Qualitative Research*, 14(3), 277-293.
- Saldana, J. (2012). An Introduction to Codes and Coding In Saldana (Ed.), *The coding manual for qualitative research*. Thousand Oaks, CA: Sage.

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

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

### **Suggested Further Background Reading**

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

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.

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

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

### **Research Studies**

#### **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**

Cammarota, J., & Romero, A. (2011). Participatory Action Research for High School Students: Transforming Policy, Practice and the Personal with Social Justice Education *Education Policy*, 25(3), 488-506.

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.

## **Course Assignments**

**1. Attend all of each class, prepared and able to contribute to your classmates' learning (30% of your grade).** A missed class will compromise your grade. In an intensive

course each hour constitutes a large portion of the course. Students with work or clinical responsibilities are expected to make arrangements that allow them to participate in all of each class session.

**2. Reading Log and Glossary (35% of your grade) due on the last day of class.**

Complete Reading Logs are to be emailed to [feldmans@lclark.edu](mailto:feldmans@lclark.edu) using the subject line 741 or 537\_Last Name\_RJ.

The studies and methods papers you are reading for this course will be conceptually diverse. Sorting through and organizing the different kinds of inquiry will be an ongoing task for this course. To help you sort, and synthesize your reading keep a running log of your readings, using a landscape-oriented document that keeps your reading summaries and new or important terms and concepts in a table that easy to sort. The purpose of the reading log is to: (1) provide you an easily searchable reference from your readings; (2) trace the ways that the readings are influencing your thinking; and (3) indicate the nature and extent of your engagement with readings.

I do not imagine that every article will provoke the same response in you. Your entries will likely vary in length and detail, from the bare minimum above to lengthier, more detailed notes on articles you found especially useful or engaging. *The point is for you to interact with the text in a way that will be a useful reference in your future work.* **Bring your reading journal to every class meeting! Electronic copies are fine.**

**For a research article.**

Citation	Problem	Research Questions	Setting Sample	Data Collection Data Analysis Process	Presented Findings	Terms and Concepts

**For methods papers.**

Citation	Methodology	Key Methods Ideas	Terms and Concepts	Key Quotes	What interests are served and not served by using this method?

**3. Qualitative Method Presentation (35 % of grade) due the last day of class.**

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 second day 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 midnight Tuesday July 12<sup>th</sup>. You (and your partner(s), if applicable) will have 20 minutes to make a concise, informed, well organized presentation of 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 (15 points).
- Discussion of study designs using this method including settings, selection of sample, data collection (30).
- Discussion of appropriate techniques for data analysis (50 points).
- Description of some of the key scholars who write about your approach, and their key scholarly works that address the approach (25 points).
- Handout of your presentation for your classmates.

## CLASS PLAN

### **1. Monday, July 11th**

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

In this session we will explore introductory questions:

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

We will examine the link between Ontology, Epistemology, Methodology, and Research Methods. Using research study examples we will also think through the research design implications of choosing and using a particular research method. Using relevant research examples we will examine the relationship between the component parts of most qualitative research:

- a) Research Problem;
- b) Research Questions,
- c) Conceptual Framework;
- d) Literature Review;
- e) Research Setting;
- f) Data Collection;
- g) Data Analysis;
- h) Discussion;
- i) Implications or Recommendations.



## 2. Tuesday, July 12

### Session Two: Different Approaches to Qualitative Methods

During this session we will discuss different approaches to qualitative research method designs including:

- a) Ethnography;
- b) Case study;
- c) Grounded Theory;
- d) Narrative;
- e) Discourse Studies
- f) Critical or Participatory Action Research.

We will consider 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. Students are free to work collaboratively on examining their method of choice and their class presentation.

## 3. Wednesday, July 13

### Session Three: Designing Research Questions, Determining Setting and Participants.

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

## 4. Thursday, July 14

### Session Four: Qualitative Data collection

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

## 5. Friday, July 15

### Session Five: Data Analysis Practices, Findings, Implications and Recommendations and Student Led Methods Presentations.

In this final session students will present their chosen research methods. Before this though we will talk about Data analysis practices and how data analysis generates new Findings, Implications and Recommendations.

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

### Further 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, 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.