

## **EDLL 741A & CTSP 537 Qualitative Methods**

Summer 2023 Course Syllabus

June 27<sup>th</sup> to July 14<sup>th</sup>, 1:00 pm to 3:30 pm, Rogers Hall 219

Credits: 2 semester hours

### **INSTRUCTOR OF RECORD**

Brenda Sifuentez, Ph.D

Assistant Professor

Email: [bsifuentez@lclark.edu](mailto:bsifuentez@lclark.edu)

Student Hours: by appointment only

### **CATALOG 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.

### **COURSE LEARNING OUTCOMES**

- Identify the range of problems addressed by qualitative research.
- Understand the epistemology and methodology of interpretive research.
- Become increasingly aware of how interpretive research might be used to explore and explain the lived experiences of people subject to various positions of relative privilege and oppression in society and education.

### **EXPECTATIONS**

**Expectations-Participation & Contribution:** Everyone is expected to participate meaningfully throughout the course. Students must be able to illuminate the connections between the material under consideration and other bodies of knowledge. As graduate students, it is expected that you can make connections between the readings, lectures, and activities of other classes in relation to this course. You must attend the entire session.

**Log-in Frequency:** Students must actively check the course Google Classroom and their LC email for communications from the instructor, class discussions, and/or access to course materials daily.

**Use of Technology in the Classroom** Access to the Internet can be a valuable aid to the classroom learning environment. Students may, at times, be encouraged to use laptops or other devices to explore concepts related to course discussions and topics. Students are discouraged from using technology in ways that distract from the learning community or that distract from the classroom environment and learning conditions for others. If technology use is a problem

for someone, it will be reflected in their participation grade. **No student may record the class in any fashion (i.e. audio, video, or otherwise) unless they have written permission from the instructor.**

**Attendance:** 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 with Dr. Sifuentez before the start of the course. Any missed class will result in a lower letter grade if arrangements are not made.

### **EXPECTATIONS-CORE LEARNING ACTIVITIES**

**Researcher Positionality Statement (20 points)** Throughout this class and beyond, you will explore your positionality as a researcher. This process encompasses exploring your own histories, biases, identities, and desires for change. Your researcher positionality statements will guide you to understand how you came to the research and why. As you develop your research skills and knowledge, your positionality is expected to shift. **Due: Thursday, July 6th at 11:59 pm**

**Learning Community (15 points):** Collaborative learning is an important component of this course; students must participate in a learning team. Days have been set aside for learning teams to meet. You will have detailed information on what each session should cover on Google Classroom. Ideally, students will find that their learning teams provide a forum for sharing ideas, providing alternative interpretations, and providing feedback on assignments and research ideas.

**Research Approach Application Presentation (50 points)** This assignment allows you to reflect upon and demonstrate your understanding of a qualitative research approach and how you might use each approach to study your research topic.

Your presentation must address all of the following:

- Brief background of your topic and a problem statement including relevant literature (at least 2 outside sources) and the target audience for your study
- Purpose statement for your study (including a definition of the central concept)
- Central research question (and any relevant sub-questions)
- Methodology (sample strategy, data collection, and potential data analysis)
  - Why you have selected a specific research approach
- Writing strategy
- Reflections on your perspectives about the qualitative research design.

The goal of this presentation is to provide you with the opportunity to share your ideas with your peers and to receive feedback. Your presentation should last no more than 10 minutes.

**Expectations-Writing:** Formal writing activities should follow the most recent American Psychological Association (APA) style guide for written work. Informal writing activities (in-class

writing) can be written in a style of the students' discretion. If you do not own an APA style guide, please purchase one or use the [Purdue Online Writing Lab website](#)

There are some basic competencies that I expect from you. These are:

- Ability to proofread your discussion posts and papers before submitting
- Ability to cite references when making general and/or specific statements that are not entirely your own
- Ability to communicate effectively when you do not understand the instruction or expectations about assignments

**Recommended Textbook for Writing:**

American Psychological Association. (2010). Publication manual of the American Psychological Association (7th ed.). Washington, DC: APA.

**ASSESSMENT & EVALUATION All core learning activities must be completed to receive a passing grade in this course.** An overall summative assessment will be made of students' development across the course to determine a final grade. This overall summative assessment will take into account the assignments and evidence of how well students incorporated formative feedback.

Assignments	Points
Researcher Positionality Statement	20
Learning Community	15
Research Approach Presentation	50
Participation	15
<b>Total</b>	<b>100</b>

**Incomplete Policy:** Incomplete grades are highly discouraged. Incomplete grades will only be granted because of extenuating circumstances or major emergencies.

**Late Assignment Policy:** Given the condensed course schedule, late work will not be accepted. There will be NO exceptions. Yes, this means YOU. If I do not have your assignment and you have not contacted me about late submission, you will receive a zero on that assignment. Therefore, stay on top of things, monitor your work, and ensure you talk to me immediately if there are problems.

**Grading Scale** (Anything below 70 is considered failing)

- |            |           |
|------------|-----------|
| A: 93- 100 | B-: 80-82 |
| A-: 90-92  | C+: 78-79 |
| B+: 88-89  | C: 73-77  |
| B: 83-87   | C-: 70-72 |

## **ACCOMMODATIONS & L&C GRADUATE SCHOOL ESSENTIAL POLICIES**

Disability Services Statement: If you require academic accommodations, please contact the Student Support Services Office in Albany Quadrangle (503-76-7192 or [access@lclark.edu](mailto:access@lclark.edu)). Once you complete the intake process and the Accommodations Agreement, you may Request to Send your Accommodations Letter. Student Support Services staff will then notify faculty of the accommodations for which you are eligible.

This course adheres to the general policies outlined in the catalog and student handbook of the Lewis & Clark Graduate School of Education and Counseling. This includes full adherence to the following policies:

- [Nondiscrimination](#);
- [Standards for professional student conduct and academic integrity](#);
- [Sexual misconduct](#)

If you have any questions regarding these policies, please speak to me for clarification.

## **COMMUNICATIONS with PROFESSOR**

Email will be the primary mode for out-of-class communication. Generally, students can expect a response within 48 hours, except on weekends.

## **INDIGENOUS LAND ACKNOWLEDGEMENT**

Lewis & Clark College purposefully reflects on the history of the land it occupies. Prior to the newcomers arriving in this area, the indigenous land of what would later be called Multnomah County was home to many tribal people. We honor the indigenous people on whose traditional and ancestral homelands we stand: the Multnomah, Kathlamet, Clackamas, Tumwater, and Watalala bands of the Chinook; the Tualatin Kalapuya; and many other indigenous nations of the Columbia River.

## **LEARNING IN THE COVID-19 ERA**

Given that we do not know what could happen to us or the ones we care for, I wish you understand that your health and those you care for are important. Regardless of the strict expectations outlined above, I do care about you as individuals. I will remain flexible working with you to ensure you reach your educational goals. Therefore, I ask that you communicate with me to create a suitable action plan.

## **REQUIRED TEXTBOOK**

Creswell, J. W. (2013). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* (3rd ed.). Thousand Oaks, CA: Sage.

## Course Schedule

Date	Readings	Assignments
<b>Introduction to Qualitative Research</b>		
Tues. 6/27	<p>Erickson, F. (2018). A History of Qualitative Inquiry in Social and Educational Research. In Denzin, N., &amp; Lincoln, Yvonna S. (Eds). <i>The SAGE handbook of qualitative research</i> (Fifth ed.). Thousand Oaks, California: SAGE.</p> <p>Merriam, S. B., &amp; Tisdell, E. J. (2015). Chapter 1 What is Qualitative Research? <i>Qualitative research: A guide to design and implementation</i>.</p> <p>Milner IV, H. R. (2007). Race, culture, and researcher positionality: Working through dangers seen, unseen, and unforeseen. <i>Educational researcher</i>, 36(7), 388-400.</p> <p>Peshkin, A. (1988). In search of subjectivity—one's own. <i>Educational researcher</i>, 17(7), 17-21.</p> <p>Kilbourn, B. (2006). The qualitative doctoral dissertation proposal. <i>Teachers College Record</i>, 108(4), 529–576.</p>	
<b>Situating Research &amp; Design</b>		
Wed. 6/28	<p>Jones, S. R., Torres, V., &amp; Arminio, J. (2014). Chapter one: Situating the Research First Steps. In <i>Negotiating the complexities of qualitative research in higher education: Fundamental elements and issues</i>.</p> <p>Saldana, J.(2011). Chapter 1: Genres, Elements and Styles of Qualitative Research. In <i>Fundamentals of Qualitative Research</i>.</p> <p>Merriam, S. B., &amp; Tisdell, E. J. (2015). Chapter 4 Designing your study and selecting a sample. In <i>Qualitative research: A guide to design and implementation</i>.</p>	
<b>Theoretical Frameworks, Paradigms, &amp; Perspectives</b>		
Thurs. 6/29	<p>Cannella, G. S., Pérez, M. S., &amp; Pasque, P. A. (2016). Centering Critical Inquiry: Methodologies that Facilitate Critical Qualitative Research. In <i>Critical Qualitative Inquiry</i>. pp. 139-17</p> <p>Osanloo, A. &amp; Grant, C. (2016). “Understanding, Selecting, and Integrating a Theoretical Framework in Dissertation Research: Creating the Blueprint for Your ‘House.’” <i>Administrative Issues Journal: Connecting Education, Practice, and Research</i> 4(2).</p> <p><u>You will pick a framework that you might use for your research study. The following are some suggestions:</u></p>	

	<p>Freeman, E. (2019). Feminist theory and its use in qualitative research in education. In <i>Oxford Research Encyclopedia of Education</i>.</p> <p>Donner, JK. &amp; Landson-Billings (2018). Critical Race Theory and the Postracial Imaginary. In Denzin, N., &amp; Lincoln, Y.S. (Eds). <i>The SAGE handbook of qualitative research</i> (Fifth ed.).</p> <p>Chan, C. D., Steen, S., Howard, L. C., &amp; Ali, A. I. (2019). Disentangling the Complexities of Queer Theory and Intersectionality Theory: Research Paradigms and Insights for Social Justice. In <i>Research Methods for Social Justice and Equity in Education</i>, pp. 59-70</p>	
Fri. 6/30	<b>Learning Community</b>	
<b>Strategies of Inquiry</b>		
Wed. 7/5	<p><u>Phenomenological Research</u> Creswell, Appendix C and Contents by Approach (refer to pp. xvi-xvii for phenomenological pages)</p> <p><u>Narrative Research</u> Creswell, Appendix B and Contents by Approach (refer to p. xvi for narrative pages)</p> <p><u>Suggested Readings:</u> Moen, T. (2006). Reflections on the narrative research approach. <i>International Journal of Qualitative Methods</i>, 5(4), 56-69.</p> <p>Miller, R., Liu, K., &amp; Ball, A. F. (2020). Critical Counter-Narrative as Transformative Methodology for Educational Equity. <i>Review of Research in Education</i>, 44(1), 269–300.</p> <p>Padilla-Díaz, M. (2015). Phenomenology in educational qualitative research: Philosophy as science or philosophical science. <i>International Journal of Educational Excellence</i>, 1(2), 101-110.</p> <p>Groenewald, T. (2004). A phenomenological research design illustrated. <i>International Journal of Qualitative Methods</i>, 3(1), 42-55.</p>	
Thurs. 7/6	<p><u>Grounded Theory Research</u> Creswell, Appendix D and Contents by Approach (refer to pp. xvii-xviii for grounded theory pages)</p> <p><u>Case Study Research</u> Creswell, Appendix F and Contents by Approach (refer to pp. xviii-xix for case study pages)</p> <p><u>Suggested Readings:</u> Charmaz, K. (2020). “With constructivist grounded theory you can’t</p>	<i>Positionality Statement Due</i>

	<p>hide”: Social justice research and critical inquiry in the public sphere. <i>Qualitative Inquiry</i>, 26(2), 165-176.</p> <p>Charmaz, K., &amp; Belgrave, L. L. (2019). Thinking about data with grounded theory. <i>Qualitative Inquiry</i>, 25(8), 743-753.</p> <p>Flyvbjerg, B. (2011). Case Study. In Denzin, N. K., &amp; Lincoln, Y. S. (Eds). <i>The Sage handbook of qualitative research</i>. Thousand Oaks: Sage, 4 ed, 301-316.</p> <p>Baxter, P., &amp; Jack, S. (2008). Qualitative case study methodology: Study design and implementation for novice researchers. <i>The qualitative report</i>, 13(4), 544-559.</p>	
Fri. 7/7	<p><u>Ethnographic Research</u> Creswell, Appendix E and Contents by Approach (refer to p. xviii for ethnographic pages)</p> <p><u>Policy Discourse</u> Allan, E. J., &amp; Tolbert, A. R. (2019). Advancing Social Justice with Policy Discourse Analysis. In <i>Research Methods for Social Justice and Equity in Education</i>, pp. 137-149.</p> <p><u>Expanding the Qualitative Paradigm</u> Merriam, S. B., &amp; Tisdell, E. J. (2015). Chapter Three Mixed Methods, Action, Critical, and Arts Based Research In <i>Qualitative research: A guide to design and implementation</i>.</p> <p><u>Suggested Readings:</u> Jamal, S. (2005). Chapter eleven: critical ethnography: an effective way to conduct anti-racism research. <i>Counterpoints</i>, 252, 225-239.</p> <p>Gee, J. P. (2011). <i>How to do discourse analysis: A toolkit</i>. New York, NY: Routledge.</p>	
<b>Methods of Collecting Data</b>		
Mon. 7/10	<b>Learning Community</b>	
Tue. 7/11	<p>Creswell, Chapter 7 Data Collection pgs. 145-178</p> <p><u>Interviewing</u> Merriam, S. B., &amp; Tisdell, E. J. (2015). Chapter 5 Conducting Effective Interviews. In <i>Qualitative research: A guide to design and implementation</i></p> <p><u>Focus Groups</u> Kinloch, V., &amp; San Pedro, T. (2014). The space between listening and storying: Foundations for projects in humanization. <i>Humanizing</i></p>	

	<p><i>research: Decolonizing qualitative inquiry with youth and communities</i>, 21-42.</p> <p><u>Suggested Readings:</u>  Tachine, A. R., Bird, E. Y., &amp; Cabrera, N. L. (2016). Sharing circles: An Indigenous methodological approach for researching with groups of Indigenous peoples. <i>International Review of Qualitative Research</i>, 9(3), 277-295.</p> <p>Kolie, A. (2005). Chapter twelve: toward an anti-racist research framework: the case for interventive in-depth interviewing. <i>Counterpoints</i>, 252, 241-267.</p> <p>Saldana, J.(2011). Chapter 2 A Survey of qualitative data collection methods. In <i>Fundamentals of Qualitative Research</i>.</p> <p>Del Rio-Roberts, Maribel. (2011). How I learned to conduct focus groups. <i>Qualitative Report</i>, 16(1), 312-315.</p>	
Wed 7/12	<p><u>Observations</u>  Paterson, B. L., Bottorff, J. L., &amp; Hewat, R. (2003). Blending Observational Methods: Possibilities, Strategies, and Challenges. <i>International Journal of Qualitative Methods</i>, 2(1) 29–38.</p> <p><u>Documents &amp; Artifacts</u>  Merriam, S. B., &amp; Tisdell, E. J. (2015). Chapter Seven: Mining Data from Documents and Artifacts</p> <p><u>Suggested Readings:</u>  Angrosino, M. V., &amp; Mays de Perez, K. A. (2000). Rethinking observation: From method to context. In N. K. Denzin &amp; Y. S. Lincoln (Eds.), <i>Handbook of qualitative research</i> (2nd ed., pp. 673-702). Thousand Oaks, CA: Sage.</p> <p>Markham, A. N. (2013). Fieldwork in social media: What would Malinowski do? <i>Communication Research</i>, 2(4), 434–446.</p>	
Thurs. 7/13	<b>Learning Community</b>	
Fri. 7/14	<b>Research Presentations</b>	