College of Education Mission Statement

We prepare teachers, leaders, and counselors who embrace equity, inquiry, and innovation.

College of Education Goals

- Embrace equity, diversity, and social justice.
- Ensure high quality preparation of education and counseling professionals.
- Engage in research-based inquiry and practice.
- Provide continual professional growth opportunities.
- Infuse and enhance the use of technology.
- Collaborate with campus and community partners to effect change.
- Work across college and university to optimize efficiency and effectiveness.

Department of Leadership, Research, and Foundations

LEAD 7150, Methods of Qualitative Inquiry, 001, Spring 2020

- Instructor: Dr. Andrea Bingham
- Email: abingham@uccs.edu

Required Texts/Readings

Textbook


Can be purchased at the bookstore or on Amazon.

Other Required Readings

There will be several required articles and resources located in Canvas for your reading.
Course Format

This course consists of lectures, use of audio and visual media, readings from required text and supplementary journal articles, classroom discussions, and in-class small group activities. A Canvas course will be used for readings, assignment information and rubrics, and the sharing of grades. Field experiences will be required to complete the assignments for the course.

Course Description

In this course, students learn the characteristics of various qualitative research traditions, including case study, phenomenology, narrative inquiry, ethnography, and grounded theory. They also gain an introductory understanding of theoretical frameworks and their use in research. They apply tools of qualitative inquiry in the design and implementation of research studies, including the processes of human subjects research and IRB procedures, qualitative data collection, basic data analysis procedures, and strategies of reporting and discussing the findings of a qualitative project. Prerequisite: Introduction to Statistics or equivalent.

Course Expectations

You should be prepared to come to class and speak about any of the readings for that week. However, the format of each class may be different.

- You may be asked to make an individual presentation on assigned reading to the whole class.
- You may be asked to work in a group and develop a synthesis of the readings to present to the whole class.
- You may be asked to present assigned reading to a small group of students and then summarize the discussion for the whole class.
- You may be given a specific question on a reading or set of readings and work on a response individually, in pairs or in a group, presenting your response to the whole class.
- You may be asked to work in groups on a specific task or questions in which you are expected to draw on the readings as the basis for your discussion.

Course Objectives

Upon successful completion of this course, students will be able to:

1. Identify and explain the range of opportunities and problems addressed by qualitative research. In doing so, students will address the following questions: What is qualitative research? What are the different ways it is conceptualized? How does it define problems? What are its origins? What are some of the tensions of using qualitative research in the field of education? What kinds of human phenomena does qualitative research examine? What goals does it attempt to achieve?

2. Understand and address ethical dilemmas in qualitative inquiry.
3. Develop an understanding of the role of theory and existing research literature as they relate to the qualitative research process.

4. Identify the major paradigms that inform many qualitative research traditions and their implications for the conduct of qualitative inquiry, specifically addressing the various approaches and assumptions about reality, knowledge, and values.

5. Reflect on their own assumptions and subjectivities related to the educational research processes, generally, and to their own research interests and plans in particular.

6. Pursue research designs and execution that demonstrate a clear and compelling connection between research problems, questions, theoretical frameworks, methods for data gathering and analysis, and conclusions.

7. Acquire specific skills in data collection and analysis by conducting observations in the field. Crucial skills of inductive reasoning will be emphasized that include learning how to identify an appropriate setting for observation, defining appropriate time and place parameters, taking detailed notes of these observations, reducing field notes to appropriate summary themes, making inferences of meaning and motivation for actors’ activities, and seeking to find patterns of conduct that would not otherwise be apparent to a casual observer.

8. Acquire skills in data collection and analysis by doing in-depth interviewing. This will include deciding on a topic for an interview, determining appropriate persons to be interviewed, using skills of analysis to determine appropriate themes to be included in the interview, using skills of criticism to review and revise key words and phrases that will be used in the interview, constructing the final interview protocol, practicing the interview with members of the class, conducting the interviews, summarizing responses given on the interviews, and using skills of analysis and synthesis to make inferences on the empirical conclusions emerging from the interview data.

9. Report and discuss qualitative findings.

10. Understand and explicitly build into “trustworthiness” into research design.

Assignments

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<tr>
<th>Assignment</th>
<th>Description</th>
<th>Grading</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>CITI Human Subjects Training</td>
<td>The CITI (Human Subjects) Training Program is a subscription service providing research ethics education to all members of the research community. <strong>You will not be able to conduct a study until you have completed human subjects training.</strong> See Canvas for specific directions.</td>
<td>Not graded</td>
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<tr>
<td>Problem Statement, Methodology, and Research Questions (5%)</td>
<td>For this assignment, you will write your problem statement (1-2 paragraphs), identify your research questions, and briefly present the methodology (1 paragraph) you plan to use to answer those questions. Your description of your methodology will be brief at this point, but should be expanded for the final proposal. See Canvas for an example and for the rubric.</td>
<td>Rubric</td>
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<td>Team Theoretical Framework Presentations (5%)</td>
<td>The team theoretical framework presentation is your opportunity to share a theoretical framework used in an educational research study. You will complete this assignment in pairs. For this assignment, you must research a particular theoretical framework, find a study that utilizes that framework, and present the framework and its use in the study to your classmates. You will be graded on your team’s explanation of the key components of the theoretical framework, how it was used in a study (i.e. how it informed the design, methods, and analysis of the study), lessons learned from the use of theory in qualitative research, and your critique of the study (with specific attention to the use of theory). Please offer a point of discussion or discussion questions for your classmates to aid in their understanding of the theoretical framework. Presentation should be approximately 15 minutes. There will be time for discussion after. Note: The presentation must include the use of visuals. Possible Theories (there are many others): human capital, social capital, cultural capital, activity theory, sociocultural learning theory, Bronfenbrenner’s ecological theory, new institutionalism (Institutional Theory) Organizational Theory, Social identity theory, Exchange theory, goal orientation theory, critical race theory, feminist theory.</td>
<td>Rubric</td>
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<td>Theoretical Framework Paragraph (5%)</td>
<td>This is a brief paragraph outlining the theoretical framework you plan to use in your study. You should define the framework, explain its tenets, and explain why you have chosen it. You will exchange this paragraph with a peer for feedback.</td>
<td>Pass/Fail</td>
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<tr>
<td>Description of Methodology and Data Collection Strategies (10%)</td>
<td>The Description of Methodology and Data Collection Strategies is an expanded description of your methodology and a write-up of your data collection plan. Use the following guiding questions to help: What data will you collect? How will you collect it? Where will you collect it? Why are you collecting the data you are collecting? How does your data collection plan connect to your research questions? How does your data collection plan connect to your theoretical framework? How does it connect to your methodology? Make sure to include your protocols (an observation protocol, if applicable; a list of your interview questions). This will become the basis for your data collection section in your IRB documents and in your final qualitative research proposal. Please be sure to cite relevant qualitative scholars throughout. 2-3 pages.</td>
<td>Rubric</td>
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<td>Assignment</td>
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<td>Observational Field Notes and Memos (5%)</td>
<td>For this assignment, you will need to go into the field and conduct a “feet-wet” observation related to a research question that you have developed. This can be the research question from your proposal if you would like (but you may not use the data from this observation for any other purpose because you do not yet have IRB approval). The Observational Field Notes and Memos assignment includes your raw observation data and your field notes/memos about those observations. You will analyze this data in class. See examples on Canvas.</td>
<td>Pass/Fail</td>
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<tr>
<td>Interview/Focus Group Transcripts and Memos (5%)</td>
<td>For this assignment, you will need to go into the field and conduct a brief “feet-wet” interview related to a research question you have developed. This can be the research question from your proposal if you would like (but you may not use the data from this observation for any other purpose because you do not yet have IRB approval). The Interview/Focus Group Transcripts and Memos assignment includes your transcribed interview/focus group data and your field notes/memos about those interviews/focus groups. You will analyze this data in class. See examples on Canvas.</td>
<td>Pass/Fail</td>
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<td>IRB Documents (5%)</td>
<td>For this assignment, you will submit your IRB documents online. You cannot conduct any data collection for your project before your IRB application is approved. Please complete: IRB New Application (template provided); IRB Informed Consent Form (template provided); Recruitment Script for Participants; Protocols (Interview/focus group questions); Letter of Access (if partnering with a school/organization site) Please review IRB Example on Canvas.</td>
<td>Pass/Fail</td>
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<td>Description of Data Analysis Strategies and Trustworthiness (10%)</td>
<td>The Description of Data Analysis Strategies and Trustworthiness is a write-up of your data analysis plan along with a discussion of trustworthiness and how you will address issues of trustworthiness in your study. Guiding questions: How will you analyze your data? Why is your analysis appropriate for your data and your methodology? What is your specific process? Why? What data will you analyze first? Why? How does your data analysis plan connect to your research questions? What is trustworthiness? What are some strategies for ensuring trustworthiness? How will you ensure trustworthiness in your study specifically? This will become the basis for your data analysis and trustworthiness sections in your final qualitative research report. Please be sure to cite relevant qualitative scholars throughout. 2-3 pages. See Canvas for an example.</td>
<td>Rubric</td>
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<td>Assignment Type</td>
<td>Description</td>
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<td>Report of “Feet-Wet” Data Themes (5%)</td>
<td>For this assignment, you will analyze the data from your “Feet-Wet” data collection assignments and report the emergent themes in narrative form. You will provide evidence for your themes using quotations from your participant(s) and/or examples from your field notes. Please be sure to introduce the themes, and explain the evidence that you use. 1-2 pages. See Canvas for an example.</td>
<td>Pass/Fail</td>
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<tr>
<td>Qualitative Research Proposal Roundtable Presentations (5%)</td>
<td>In this assignment, you will develop a brief presentation of your research proposal and present it in a roundtable format. You must have a visual or printed aid (one-page overview, powerpoint slides, etc.) Presentation should be approximately 7 minutes long, with an additional 5 minutes for questions and feedback.</td>
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<td>Qualitative Research Proposal (30%)</td>
<td>The Qualitative Research Proposal is the write-up of your plan for your qualitative study. This should include a title page, abstract, introduction and problem statement, research questions, literature review, theoretical framework, methods (methodology, planned research site, sampling, data collection, data analysis, limitations, trustworthiness), references, and appendices (e.g. interview protocol, observation tool, etc.). See Canvas for an example. Please be sure to cite relevant qualitative scholars throughout.</td>
<td>Rubric</td>
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<td>Participation (10%)</td>
<td>In-class presentations, discussions, attendance, engagement, etc. Participation is not just about not looking at your phone or checking your email, but is about your engagement with the course materials, the assignments, and the in-class discussions. Your full engagement in each class is expected, and your participation will be graded based on your ability to demonstrate an understanding of the content, the quality of your work, your responsiveness to feedback, your growth over the course of the semester, and your facility at drawing linkages across readings. You will often be required to present or lead discussions on the readings or concepts in the class. I will assign a grade for participation at the end of the semester, based on these criteria.</td>
<td>Rubric Ongoing</td>
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1 All papers should be completed in APA style (7th edition)
2 Assignment details and rubrics can be found on Canvas.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments Due</th>
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</table>
| **Week 1 1/23** | Introductions  
Writing for Dr. Bingham  
Components of a Qualitative Proposal  
Traditions of Qualitative Research  
Problem Statements and Qualitative Research Questions  
“Narrowing Down an Area of Research” Activity | Due Today:  
Creswell, Chapter 1, 3, 4  
Journal Articles (Read these carefully!):  
**Case Study:** Cohen (1990) A Revolution in One Classroom: The Case of Mrs. Oublier  
**Ethnography:** Geertz (2005) Deep play: Notes on the Balinese cockfight  
**Phenomenology:** Spencer & Anderson (2002) Cognitive Representations of AIDS: A Phenomenological Study  
**Grounded Theory:** Orona (1990) Temporality and Identity Loss Due to Alzheimer's Disease  
**Narrative:** Lalvani, Constructing the Mother | Team Methodology Presentations (In-Class) |
| **Week 2 1/30** | Epistemology: Philosophical Assumptions and Paradigmatic Beliefs  
Conceptual and Theoretical Frameworks  
Research Design  
Study Design Partner Activity | Due Today:  
Creswell: Chapter 2 and 6  
Hatch, Chapter 2  
Agee (2009) Developing Qualitative Research Questions  
Extra Credit Presentation Possibilities:  
2. Kezar (2006) To Use or Not to Use Theory: Is that the Question?  
3. Crotty, Chapter 1, The research Process | CITI Human Subjects Training Due Today  
Rough Research Questions and Methodology Due Today  
Finalized Research Questions and Preliminary Methodology Due Sunday, 2/2 |
| Week 3 2/6 | Team Theoretical Framework Presentations (There will be time to work in class)  
Sampling  
Data Collection I: Designing and Conducting Observations  
Due Today:  
Creswell: Chapter 7  
Hatch: Chapter 3, Collecting Qualitative Data  
Jones, Torres, & Arminio – On Sampling  
(Optional) Observations: Emerson & Fretz – Writing Ethnographic Fieldnotes | Team Theoretical Framework Presentations (In-Class)  
Plan for “Feet-Wet” Observation (In-Class) |  |
|---|---|---|---|
| Week 4 2/13 | Theoretical Framing Peer Review  
Data Collection II: Designing and Conducting Interviews  
Data Management  
Connecting RQs, Theory, and Protocols  
Jacob & Furgerson. (2012). Writing Interview Protocols and Conducting Interviews  
Fontana & Frey – The Interview  
Guest, Bunce, & Johnson (2006) How Many Interviews are Enough: An Experiment with Data Saturation and Variability | Theoretical Framework Paragraph Due  
In-Class: Plan for “Feet-Wet” Interview |  |
| Week 5 2/20 | Institutional Review Board – Guest Speaker  
Data Analysis I – Overview of data analysis strategies  
Interacting with your data – Jotting, memos, field journals, and reflections  
Creswell, Chapter 8: Data Analysis Strategies  
Hatch, Chapter 4: Analyzing Qualitative Data  
Strauss: Memos and Memo-writing | Description of Methodology and Data Collection Due  
Team Presentations of Data Analysis Strategies (In-Class) |  |
| Week 6 2/27 | Data Analysis II – Coding, analysis, and theme development  
Trustworthiness and validity in qualitative research  
Saldaña, chapter 1  
Tierney & Clemens – Qualitative Research in Public Policy | Observational Field Notes and Memos Due  
Interviews/Focus Groups Transcriptions and Memos Due | IRB Documents Due Sunday, 3/1 |
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<tr>
<th>Week 7</th>
<th>Writing a Qualitative Report (Guest Speaker TBD)</th>
<th>Creswell, Chapter 9: Writing A Qualitative Study</th>
<th>Description of Data Analysis and Trustworthiness Due</th>
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<tbody>
<tr>
<td>3/5</td>
<td>Reporting Findings</td>
<td>Maxwell, Chapter 7: Research Proposals</td>
<td>Report of “Feet-Wet” Data Themes Due Sunday, 3/8</td>
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<td>Developing a Discussion and Implications/</td>
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<td>Recommendations section</td>
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<td>Week 8</td>
<td>Mixed Methods Research Proposal Presentations</td>
<td>Read and bring a mixed methods article on your</td>
<td>Proposal Presentations Due Today</td>
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<td>3/12</td>
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<td>topic. Be prepared to discuss how the author(s)</td>
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<td>reported their findings and how they structured</td>
<td>Qualitative Research Proposal Due Sunday, 3/15</td>
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<td></td>
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<td>their discussion</td>
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*Schedule is subject to change with fair notice. Any changes will be available on Canvas.*