

EDP 612: Introduction to Qualitative Research
University of Rhode Island/ Rhode Island College
Joint Ph.D. in Education Program

Instructor: Dr. Pete Adamy

Catalog Description: Survey of qualitative methods of educational research: terminology, historical development, assumptions, and models of inquiry.

Extended Description:

This course is designed to provide an in-depth experience with qualitative methods of educational research. It serves as an introduction to the terminology, historical development, and variety of approaches of qualitative methods. The course is organized around discussions, assignments, and a pilot research study. Discussions will center on assigned readings and exercises.

Course Objectives:

Students who complete the course will:

1. Have an understanding of the qualitative inquiry process, particularly as it applies to the field of education;
2. Understand and be able to discuss the assumptions that underlie different research paradigms; the structure and approaches of different qualitative research models; and the various tools used to conduct qualitative research;
3. Have a basic understanding of how to structure a qualitative research project in a way that most effectively answers a research question.

Course Prerequisite:

Admission to the Ph.D. in Education program

Relationship to Professional Program and Conceptual Framework:

Part of the required research sequence of courses in the Ph.D. in Education program, EDP 612 provides a foundation in understanding, conducting, and consuming qualitative research in education. Multiple perspectives in ontology, epistemology, and methodology are emphasized as candidates develop their skill and understanding in the area of empirical research. Multicultural impacts, global perspectives, and societal and cultural norms in education are addressed throughout the course within themes of equity, excellence, diversity, and reform.

This course addresses URI School of Education Graduate Program Theme 4

Course Texts:

- Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). Thousand Oaks, CA: Sage.
- Patton, M. Q. (2002). *Qualitative research and evaluation methods* (3rd ed.). Thousand Oaks, CA: Sage.

**Other relevant readings are assigned during the course as appropriate. **

Course Requirements:

I ask a few basic things of students:

- 1) Come to class: We will explore many interesting concepts, ideas, and procedures in this course, and can only do so to the extent that there are people present to engage in the discussions and activities.
- 2) Participate: Again, in order for us to be able to fully explore the topics of this course, you will need to be present, and you will need to take part in our activities. This also entails being prepared by completing assignments and all of the reading in a timely manner.
- 3) As much as is possible, enjoy this class. I encourage you to remember that this class is exploratory and designed to help you develop as an individual researcher. Help to make it as useful as possible by engaging in activities and discussion, and by asking questions that are important to you and your interests.

Attendance:

It is expected that you will attend every class session and come prepared, having completed all readings and assignments for that class. Missing an excessive number of classes will be reflected in your grade. If you have a valid reason for missing a class, please contact me regarding your absence and arrange a make-up assignment when necessary.

Writing Skill and Guidelines:

As members of the community of educational scholars, students in the joint PhD program are expected to demonstrate excellent written communication skills in all exams and papers. Common conventions of academic writing will be addressed in this course, and all written work must use proper formatting and citation procedures, as outlined in the American Psychological Association's (APA) *Publication Manual*. We will discuss these skills at further length during the semester.

Special Considerations:

If you have a documented disability that may require individual accommodations, please make an appointment to discuss this prior to the second class meeting. We will discuss how to meet your individual needs to ensure your full participation and fair assessment procedures.

Major Assignments & Grading:

You are graded on several things for this class:

- 1) Your level and quality of participation in class activities and discussions (this includes timely completion of the readings) – 20%
- 2) Your performance on assignments (both in and out of class) – 40% total
 - *Periodic assignments (in and out of class)* (10%)

- ***Research Project Components/Activities:*** (30%)
The major product/project for this class is a research project that will provide you with hands-on experience in doing qualitative research. You will carry out each step of the process in conjunction with class readings and discussions. We are doing this under the assumption that the best way for you to learn qualitative research theory and techniques is to personally engage with them in a meaningful way. Ideally, you would carry out this project over the course of at least one year. However, the opportunity to have even limited experience doing qualitative research is too valuable. Therefore, we will proceed with the project with the understanding that it is necessarily limited in scope and effectiveness
- *Problem Selection and Research Question(s):*
For this project, you will need to select a problem and develop at least one research question you will attempt to answer. The project should be small enough in scope that it can be investigated in a short amount of time with limited data. It is also important to select a setting and participants to which you will have ready access with minimal advance arrangement.
**NOTE: To avoid ethical and logistical issues for this class, you need to conduct a study with legal adults only. No minors may serve as participants for your study.
- *Sample IRB Approval:*
You will generate a sample packet of materials for IRB approval, including appropriate informed consent forms to be piloted with your participants.
- *Interviews and Interview Transcripts:*
You will conduct several in-depth interviews for the project. You will subsequently transcribe at least two of these interviews, write them up in expanded form, and submit them to me. These will be hard data for your research, and you will need to analyze each interview you conduct.
- *Observations and write-ups:*
You will conduct several observations for the project. The product for this activity will be observation write-ups that include your notes, analysis, and conclusions. These will be hard data for your research, and you will need to analyze each observation write-up. You will turn in at least two of your write-ups to me.
- *Coding:*
We will spend time in and out of class working on coding interview and observation write-ups. We will do some of this during the semester in order to do data analysis and interpretation (and to give you experience), but you will also have to do some of this outside of class due to the limited amount of meeting time we have during the semester. Individual coding is not the preferred method for many qualitative methodologies, but it will be more efficient and realistic given the constraints of the course.
- *Analytic Memos:*
In the process of doing the research project, you will be required to compose analytic memos. These are analytical notes you write to yourself as you are collecting and making sense of data through coding. This is a form of analysis in which you delineate your thinking and method in forming categories and

interpretations. Since the researcher is the instrument in qualitative research, you must write memos to keep track of your analysis and provide concrete details of your analysis process for your readers. You can't put off data analysis until the end of a qualitative study, and the memos are a way of keeping you honest.

- 3) A final write-up of your interpretation of your results. Each student will be required to compose an analysis of data and generation of conclusions. We will also dedicate the last class to a group discussion of your reports. I hope this will provide an opportunity for us to deconstruct the qualitative research process as we experience it throughout the semester. – 40%

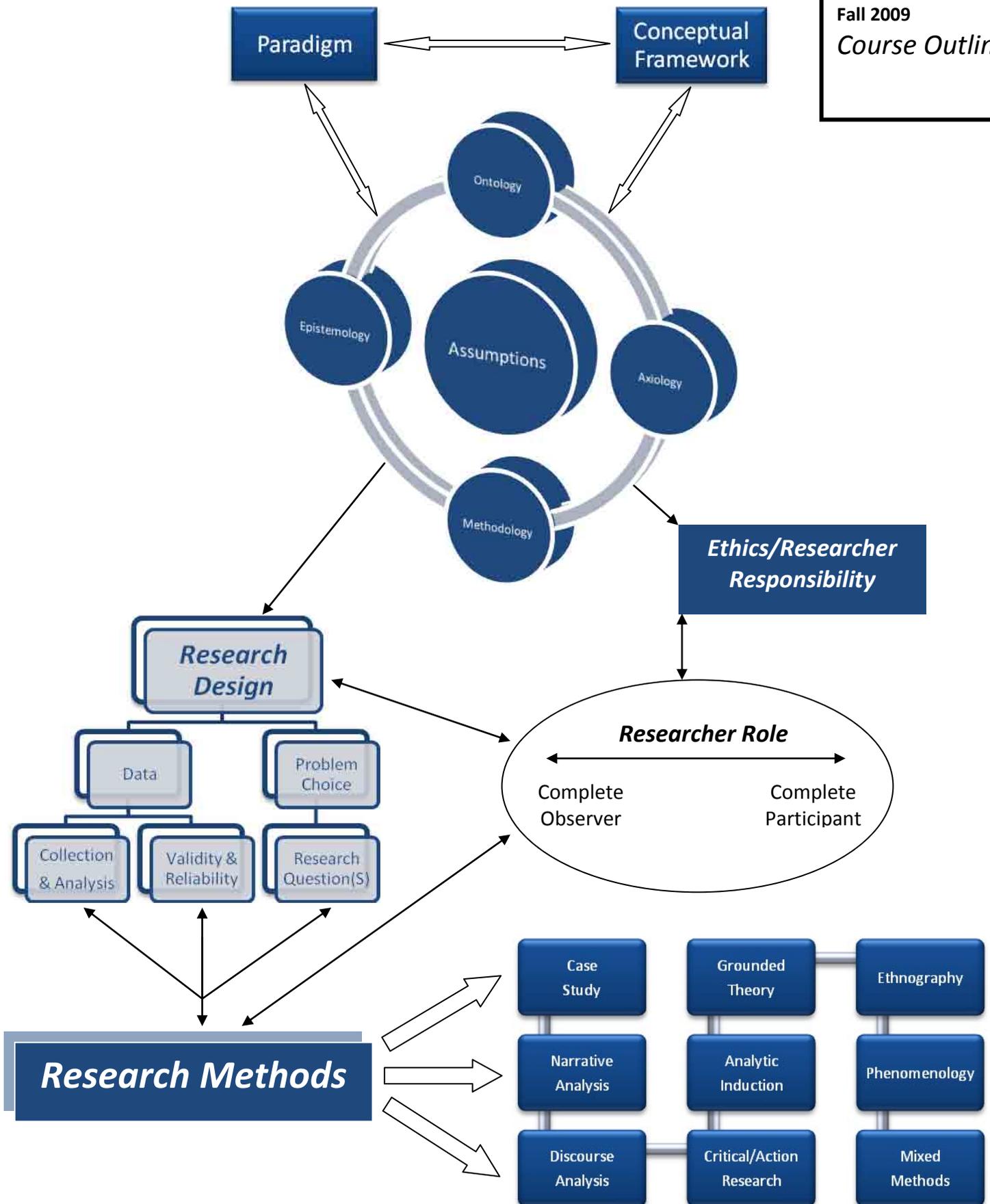
Course Outline:

Meeting	Topic	Assignments
1	<ul style="list-style-type: none"> Introduction/overview Paradigms: Quantitative – qualitative continuum 	Recommended: <ul style="list-style-type: none"> Guba: <i>"The alternative paradigm dialogue"</i>
2	<ul style="list-style-type: none"> Qualitative research design: Problem definition; The literature review; Ethics and the IRB 	Reading: <ul style="list-style-type: none"> Patton: Ch. 1 & 2 Creswell: Ch. 1, 2, & 4 (pp. 87 - 93) Deyhle, Hess, and LeCompte: <i>"Approaching ethical issues for qualitative researchers in education"</i> IRB materials
3	<ul style="list-style-type: none"> Paradigms: Researcher roles & research questions Qualitative research design: Conceptual frameworks; theory; emergent design Types of qualitative research: Case study 	Reading: <ul style="list-style-type: none"> Patton: Ch. 3 & 5 Creswell: 3 & 7 Hébert and Beardsley: <i>"Jermaine: A critical case study of a gifted black child living in rural poverty"</i> Recommended: <ul style="list-style-type: none"> Stake: <i>"Case studies"</i> Due: <ul style="list-style-type: none"> Research topic and question
4	<ul style="list-style-type: none"> Data collection & analysis: Interviewing Types of qualitative research: Grounded Theory 	Reading: <ul style="list-style-type: none"> Patton: 7 Creswell: 5 & 9 Brott & Meyers: <i>"Development of professional school counselor identity: A grounded theory"</i> Recommended: <ul style="list-style-type: none"> Charmaz: <i>"Grounded theory: Objectivist and constructivist"</i>

		<p><i>methods”</i></p> <p>Due:</p> <ul style="list-style-type: none"> IRB documents
5	<ul style="list-style-type: none"> Data collection & analysis: Observation; analytic memos Types of qualitative research: Ethnography 	<p>Reading:</p> <ul style="list-style-type: none"> Patton: Ch. 6 Creswell: 6 & 9 Angrosino & Mays de Pérez: <i>“Rethinking observation: From method to context”</i> Krenske & McKay: <i>“Hard and heavy: Gender and power in a heavy metal music subculture”</i> <p>Recommended:</p> <ul style="list-style-type: none"> Tedlock: <i>“Ethnography and ethnographic representation”</i> <p>Due:</p> <ul style="list-style-type: none"> First interview transcript
6	<ul style="list-style-type: none"> Data collection and analysis: Documents; videotaping; audit trail Types of qualitative research: Narrative analysis 	<p>Reading:</p> <ul style="list-style-type: none"> Patton: Ch. 6 Creswell: Ch. 9 & 10 Hodder: <i>“The interpretation of documents and material culture”</i> Johnson-Bailey: <i>“Cathy: The wrong side of the tank”</i> <p>Recommended:</p> <ul style="list-style-type: none"> Polkinghorne: <i>“Narrative configuration in qualitative analysis.”</i> <p>Due:</p> <ul style="list-style-type: none"> First interview write-up First observation notes
7	<ul style="list-style-type: none"> Data analysis: Decontextualization, analysis, and representation Types of qualitative research: Discourse analysis 	<p>Reading:</p> <ul style="list-style-type: none"> Patton: Ch. 8 Ryan & Russell: <i>“Data management and analysis methods”</i> Tesch: <i>“The mechanics of interpretational qualitative analysis”</i> <i>Empirical example</i> <p>Recommended:</p> <ul style="list-style-type: none"> Gee, Michaels, and O’Connor: <i>“Discourse analysis”</i> <p>Due:</p> <ul style="list-style-type: none"> First observation write-up

8	<ul style="list-style-type: none"> • Validity, reliability, trustworthiness, and plausibility • Types of qualitative research: Critical theory/action research 	<p>Reading:</p> <ul style="list-style-type: none"> • Patton: Ch. 9 • Eisenhart & Howe: <i>“Validity in educational research”</i> • Maxwell: <i>“Understanding and validity in qualitative research.”</i> • Anyon: <i>“Social class and the hidden curriculum of work.”</i> <p>Recommended:</p> <ul style="list-style-type: none"> • Carspecken and Apple: <i>“Critical qualitative research: Theory, methodology, and practice”</i> • Kincheloe & McLaren: <i>“Rethinking critical theory and qualitative research”</i>
9	<ul style="list-style-type: none"> • Writing and qualitative research; formats of qualitative reporting (format for your final project) • Types of qualitative research: Analytic induction 	<p>Reading:</p> <ul style="list-style-type: none"> • Creswell: Ch. 4 • Geertz: <i>“Thick Description.”</i> • Wolcott: <i>“Description, Analysis, and Interpretation”</i> • Smith and Sheppard: <i>“Kindergarten Readiness and Retention...”</i> <p>Recommended:</p> <ul style="list-style-type: none"> • Erickson: <i>“Qualitative Methods in Research on Teaching.”</i>
10	<ul style="list-style-type: none"> • Revisiting the conceptual framework • Types of qualitative research: Phenomenology 	<p>Reading:</p> <ul style="list-style-type: none"> • Henstrand: <i>“Seeking an understanding of school culture...”</i> • Fowler: <i>“Struggling with theory: A beginning scholar's experience...”</i> • Harris: <i>“Mary Douglas's typology of grid and group”</i> • Worthen & McNeill: <i>“A phenomenological investigation of ‚good‘ supervision events”</i> <p>Due:</p> <ul style="list-style-type: none"> • Second interview write-up • Second observation write-up
11	<ul style="list-style-type: none"> • Mixed-methods research 	<p>Reading:</p> <ul style="list-style-type: none"> • Creswell: Ch. 10 • Teddlie & Tashakkori: <i>“Major issues and controversies in the use of mixed</i>

		<p><i>methods in the social and behavioral sciences”</i></p> <ul style="list-style-type: none"> • Greene & Caracelli: “<i>Making paradigmatic sense of mixed methods practice</i>” • Onwuegbuzie & Teddlie: “<i>A framework for analyzing data in mixed methods research</i>” • <i>Empirical example</i> <p>Recommended:</p> <ul style="list-style-type: none"> • Erzberger & Kelle: “<i>Making inferences in mixed methods: The rules of integration</i>”
12	<ul style="list-style-type: none"> • The place of qualitative research in contemporary education 	<p>Reading:</p> <ul style="list-style-type: none"> • Cheek: “<i>A fine line: Positioning qualitative inquiry in the wake of the politics of evidence</i>” • Stonebanks: “<i>From politicized knowledge to standardized knowing</i>”
13	Final Project discussions	<p>Due:</p> <ul style="list-style-type: none"> • Final project write-up



Recommended Texts:

- Blumer, H. (1969). *Symbolic interactionism: Perspective and Method*. Berkeley: University of California Press.
- Charmaz, K. (2006). *Constructing grounded theory: A practical guide through qualitative analysis*. Thousand Oaks, CA: Sage.
- Clandinin, D. J. and Connelly, F. M. (2000). *Narrative inquiry: Experience and story in qualitative research*. San Francisco: Jossey-Bass.
- Corbin, J. M. and Strauss, A. L. (2007). *Basics of qualitative research: Techniques and procedures for developing grounded theory (3rd edition)*. Thousand Oaks, CA: Sage.
- Glaser, B. G. and Strauss, A. L. (1999). *The discovery of grounded theory: Strategies for qualitative research*. Hawthorne, New York: Aldine DeGruyter.
- Ihde, D. (1986). *Experimental phenomenology: An introduction*. Albany, NY: SUNY Press.
- Janesick, V. (2003). “Stretching” exercises for qualitative researchers (2nd edition). Thousand Oaks, CA: Sage.
- Kirk, J. and Miller, M. L. (1985). *Reliability and validity in qualitative research (qualitative research methods series, vol 1)*. Thousand Oaks, CA: Sage.
- Lieblich, A., Tuval-Mashiach, R., and Zilber, T. (1998). *Narrative research: Reading, analysis, and interpretation (applied social research methods vol. 47)*. Thousand Oaks, CA: Sage.
- Lincoln, Y. and Guba, E (1985). *Naturalistic inquiry*. Thousand Oaks, CA: Sage.
- Merriam, S. B. (1997). *Qualitative research and case study applications in education (revised edition)*. San Francisco: Jossey-Bass.
- Merriam, S. (2002). *Qualitative research in practice: Examples for discussion and analysis*. San Francisco: Jossey-Bass.
- Miles, M. B. and Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook (2nd edition)*. Thousand Oaks, CA: Sage.
- Mishler, E. (1991). *Research interviewing: Context and narrative*. Cambridge, MA: Harvard University Press.
- Polkinghorne, D. A. (1988). *Narrative knowing and the human sciences*. Albany, NY: SUNY Press.
- Riessman, C. K. (1993). *Narrative Analysis*. Thousand Oaks, CA: Sage.
- Seidman, I. (2006). *Interviewing as qualitative research: A guide for researchers in education and the social sciences (3rd edition)*. New York: Teachers College Press.
- Spradley, J. P. (1979). *The ethnographic interview*. New York: Harcourt College,
- Stake, R. (1995). *The art of case study research*. Thousand Oaks, CA: Sage.
- Stake, R. (2005). *Multiple case study analysis*. New York: Guilford Press.
- Tashakkori, A. and Teddlie, C. (1998). *Mixed methodology: Combining qualitative and quantitative approaches (applied social research methods vol. 46)*. Thousand Oaks, CA: Sage.
- Van Manen, M. (1990). *Researching lived experience: Human science for an action sensitive pedagogy*. New York: SUNY Press.
- Wolcott, H. F. (2008). *Writing up qualitative research (qualitative research methods, vol 20; 3rd edition)*. Thousand Oaks, CA: Sage.

- Wortham, S. (2001). *Narratives in action: A strategy for research and analysis*. New York: Teachers College Press.
- Yin, R. K. (2002). *Case study research: Design and methods (applied social research methods series, vol 5; 3rd edition)*. Thousand Oaks, CA: Sage.