

QUAL 8410: DESIGNING QUALITATIVE RESEARCH¹

FALL 2009

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Office Hours: By appointment (e-mail me to make an appointment)
Class Time: Wednesdays, 4:40-7:40
Class Location: Aderhold Room 607
Prerequisite: QUAL (ERSH) 8400 or equivalent

COURSE DESCRIPTION

This course will provide an overview of the disciplinary origins and cross-disciplinary uses, variations, applications, and evaluations of methods of collecting qualitative data. Specifically, we will cover the choice of methods in the overall construction of qualitative designs, practice in selecting and collecting qualitative data for educational research, and examination of naturalistic data in the educational literature.

REQUIRED TEXTS

Bentz, V. M., & Shapiro, J. J. (1998). *Mindful inquiry in social research*. Thousand Oaks, CA: Sage.

Patton, M.Q. (2002). *Qualitative research and evaluation methods*. (3rd ed.). Thousand Oaks, CA: Sage.

ADDITIONAL READINGS

Additional readings have been scanned and are available electronically as PDF files. To access the documents, go to the Course Reserve module in GIL (<http://gil.uga.edu>). The password access is: **jori**

Many of the additional readings are also posted on WebCT. Guidelines for class projects will be posted on WebCT.

COURSE OBJECTIVES

By the end of the course, you will learn to:

1. Conceptualize appropriate research problems and design a qualitative research approach to examining such problems using observation, interviewing, document analysis, or other related methods. You will prepare a proposal for a qualitative project using the format of the UGA Institutional Review Board (human subjects review). You will identify the

¹ This syllabus is adapted from syllabi created from past QUAL 8410 course offerings, by Drs. Preissle, Hill, Freeman, Kaufmann, and Gilbert.

common qualitative data collection methods, specify how data are formulated into units, and discuss the advantages and disadvantages of different methods and formulations.

2. Reflect on the personal and conceptual presuppositions and assumptions that you bring to your proposed research project. You will compose a subjectivity statement, which will include:
 - a. A discussion related to the ethical issues and dilemmas that may be associated with various phases of your proposed research and discuss how you expect to handle such challenges.
 - b. A conceptual framework and its connection to scholarly theories and pedagogies.
3. Conduct quality qualitative research interviews, in taking field notes during observations, and in collecting and interpreting data.
4. Apply the qualitative research skills you are developing in critically analyzing your own and others' proposals and published studies. You will identify and apply the alternative standards used to assess qualitative research.
5. Work collaboratively in research group design and interpretation activities.
6. Grading follows Qualitative Research Program policy:

100-93 = A	79-77 = C+
92-90 = A-	76-73 = C
89-87 = B+	72-70 = C-
86-83 = B	69-60% = D
82-80 = B-	below 59 = F

ACCOMMODATIONS FOR QUALIFIED INDIVIDUALS WITH DISABILITIES

University of Georgia policy is to make reasonable accommodations for qualified individuals with disabilities. Please let me know if you have a disability request.

NEED FOR EDITORIAL ASSISTANCE

Requirements for the course depend on substantial writing. Students who need editorial assistance are encouraged to make such arrangements. A good place to start is the UGA Writing Center: <http://www.english.uga.edu/~writingcenter/home.html>.

UNIVERSITY OF GEORGIA ACADEMIC HONESTY POLICY

All of us are expected to abide by the standards for academic honesty adopted by the university. I expect all students to review the guidelines at the website http://www.uga.edu/ovpi/academic_honesty/culture_honesty.htm.