

Designing Qualitative Research

QUAL 8410 –Spring 2008

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Office hours: By Appointment

Class Meetings: Wednesday, 4:40 p.m. – 7:40 p.m.

River's Crossing – Room 62

Course Description:

This course examines qualitative research in relation to other investigative methods. We will review theories, methods, and methodologies relating to qualitative research, including ethnography, case study, life narratives, interviews, document analysis, and data analysis. Field research and analyses are incorporated in to the class through an observation and a pilot project. The prerequisite for this class is QUAL 8400, ERSH 8400, or an equivalent course.

General Course Objective:

The goal of this course is to provide a foundation of knowledge that will enable students to evaluate and design qualitative research studies. This course will address both theoretical and practical issues relative to qualitative research. My assumption is that you by taking this course, you have an interest in conducting a qualitative study and that this course will help you to develop your proposal, help you identify useful methodological tools, and refine the fieldwork skills.

This course is designed to be flexible and to be centered on student needs. Therefore, ongoing needs assessment will drive the direction of this course and the syllabus is subject to changes that will reflect such considerations. Any changes will be noted in addendums to the syllabus.

Additionally, this course is designed to be collaborative and interactive, with the promise that I will try to provide a safe environment for us to share our doubts and apprehensive about the ambiguities and pitfalls of working in the constructivist paradigm that undergirds qualitative research. That being said, I will attempt to be constructive in my critique and transparent regarding my knowledge, concerns, and experiences.

Required Texts:

Bogdan, R., & Biklen, S. (2006). *Qualitative research in education: An introduction to theory and methods*. Boston: Allyn and Bacon.

Maykut, P. & Morehouse, R. (1994). *Beginning Qualitative research: A philosophic and practical guide*. New York: Routledge/Falmer

Optional Texts:

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th edition). Washington, D.C.: American Psychological Association.

Bogdan, R., & Biklen, S. (1998). *Qualitative research in education: An introduction to theory and methods*. Boston: Allyn and Bacon.

Crotty, M. (2006). *The foundations of social research: Meaning and perspective in the research process*. London: Sage Publications.

Marshall, C., & Rossman, G.B. (2006). *Designing qualitative research*. Thousand Oaks, CA: Sage.

Merriam, S. B. (1998). *Qualitative research: Case study application in education*. San Francisco: Jossey-Bass.

Merriam, S.B., & Associates. (2002). *Qualitative research in practice: Examples for discussion and analysis*. San Francisco: Jossey-Bass.

Handouts will be distributed regularly. I suggest that you place them in a three ring binder. They will be used and referred to often during class sessions.

Course Requirements:

Handouts will be distributed describing each of the following assignments:

Group Work and Presentation
Qualitative Research Article Critique
Interview and Transcript
Dissertation Assignment
Research Proposal

Class Participation and Attendance Policy:

This class is designed to be a collaborative learning experience; therefore, your active and full participation is essential. Because I recognize that all students are not comfortable speaking aloud in class, your participation can be verbal or non-verbal. Other acceptable forms of participation include suggesting outside readings relevant to qualitative research and reporting on trends or new ideas in qualitative research.

Because participation is central to quality learning, it is expected that you will attend all class

meetings. Attendance rolls will be maintained and more than three absences will result in the course grade's being lowered by ten points or one letter grade. If you anticipate needing to miss several classes and/or arriving late on a regular basis, take this class at another time.

Persons with Disabilities

I am committed to doing whatever is necessary to make this learning experience as fulfilling as possible for people who may have special needs due to a disability, whether visible or invisible. If there is anything I can do, such as providing materials in alternative formats, assuring physical access to class sessions, or being sensitive to interaction difficulties that may be posed by communication and/or learning disabilities, please discuss your concerns with me early in the semester so we can work together to make the necessary accommodations for you. Please know that anything you discuss with me in this regard will be held in strictest confidence.

Evaluation:

Weight of Assignments:

Dyad Observation	10 pts
IRB Certificate	10 pts
Qualitative Research Article Critique	15 pts
Dissertation/Book Assignment	15 pts
Interview and Transcript	20 pts
Research Proposal	<u>30pts</u>
	100 pts

Grading Scale

Grading policy follows that of The University of Georgia:

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

It is not my policy to give grades of Incomplete (I) except in rare cases of personal or medical emergency. If you experience such an emergency, please contact me as soon as it is feasible so that we can plan an appropriate course of action.

Academic Honesty Policy:

UGA's Academic Honesty Policy

The University of Georgia seeks to promote and ensure academic honesty and personal integrity among students and other members of the University Community. A policy on academic honesty has been developed to serve these goals. All students are responsible for informing themselves about this policy before performing any academic work and for maintaining the highest standards of honesty and integrity in every phase of her or his academic career. All academic work must meet the standards contained in *A Culture of Honesty* (see http://www.uga.edu/ovpi/honesty/culture_honesty.htm). The penalties for academic dishonesty are severe and ignorance is not an acceptable defense.

UGA Student Honor Code

The academic honesty policy of the University is supplemented (not replaced) by an Honor Code which was adopted by the Student Government Association and approved by the University Council May 1, 1997. The Honor Code provides: **"I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others."** All students agree to abide by this code when they sign the UGA admissions application. See <http://www.uga.edu/ovpi/honesty/sect07.htm> for additional information.

Human Subjects and IRB

Data from research involving human subjects that is collected during qualitative research courses, or used in project-based work in qualitative courses in the College of Education (whether taken by students inside or outside the COE) must be approved for research under an existing UGA IRB approved application or under the IRB-approved class project submitted by the instructor of the class.

Students who plan to use generated data in QUAL 8410 in their dissertations must have individual IRB approval for their project.

2nd Amended Class Schedule*

GETTING STARTED	
January 9th	<p>Introduction</p> <p>Needs Assessment – What do you need? What do you know? What do you know already?</p> <p>1/3 of class time will be spent on board work</p> <p>1/3 of time will be sent in small groups</p>

NOTE: The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary

January 16th	SNOW DAY!
January 23rd	<p>This will be the 1st time that class will be held in Room 62 of River's Crossing.</p> <p>B & B – Chapters 1 and 2: Foundations of Qualitative Research in Education and Research Design</p> <p>M & M – Part I: Chapters 1, 2, and 3 – <i>Philosophic Underpinnings; Before Beginning Research; and The Qualitative Posture</i></p> <p>Thinking About Your Own Research – The Elements of a Research Proposal -- Handout</p>
January 30th	<p>B&B Chapter 2: <i>Research Design</i></p> <p>M&M Chapters 4, 5, & 6 – <i>Designing Qualitative Research, Generating Ideas, Building a Sample</i></p> <p>Designing a Study and Selecting a Sample (handout)</p> <p>Planning Hour for Group Observations</p> <p><i>Case Study</i> Handout – Being a Careful Observer</p>
February 6th	<p>B&B Chapter Three: <i>Fieldwork</i></p> <p>M&M Chapter 7 – <i>Data Collection in the Natural Setting</i></p>
February 13th	<p>Selecting and Analyzing a Dissertation/Reviewing a Text -- Begin Assignment</p> <p>Report on Dyad Observations</p> <p>Review Continued of B & B Chapters Three and Four</p>
February 20 th	<p>Article Review – Individual Assignment --Please bring to class</p> <p>Please bring one page synopsis of article</p> <p>Putting a Proposal Together</p>

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	<p><i>Designing Qualitative Research</i>, Chapter 4</p> <p><i>Case Study Handout – Conducting Effective Interviewing</i></p> <p>Developing Interview Questions -- Developing Interview Guides</p>
February 27 th	<p>Review of individual problem statements – bring 1 page handout for classmates</p> <p>Bring Interview Guides to Class</p> <p>Dyad Interviewing – In Class Exercise</p> <p>Ethical Dilemmas – Class Handouts</p> <p>Subjectivity Statement – Class Exercise</p>
March 5th	<p>No Class Meeting</p> <p>Plan to Conduct Interviews, & Transcribe Interviews</p>
SPRING BREAK – March 12th	
March 19th	<p>Discussion of Recorded Interview – Visit WebCT to Listen</p> <p>Guest Lecturer</p> <p>Dissertation/Book Reviews Due</p> <p>Bring transcribed interview</p> <p>Discuss and critique interview, transcription, and analysis process</p> <p>Continue Discussion of Articles, if necessary</p>
March 26th	<p>Guest Lecturers</p>
April 2 nd	<p>B&B Chapter 5: <i>Data Analysis and Interpretation</i></p>

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	M&M Chapters 8, 9, & 10 – <i>Qualitative Data Analysis: An Overview, Qualitative Data Analysis: Using the Constant Comparative Method, Communicating the Outcomes of Qualitative Research</i>
April 9 th	B&B Chapter 6: <i>Writing it Up</i> B&B Chapter 7: <i>Applied Qualitative Research for Education</i> <i>The Politics of Representation</i> – Class Handout
HOME STRETCH	
April 16 th	Writing Circle Day Personal Consultations By Request
April 30 th	Last Day of Class Catch Up & Wrap Up Final Papers Due

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