

<b>QUAL 8410 Designing Qualitative Research</b>
<b>Mondays, 4:40-7:40 pm, Aderhold 625</b>
<b>Spring 2007: Version 070120</b>

**Dr. Judith Preissle, Coordinator**  
**Qualitative Research Program**  
**Office: 303 River's Crossing**  
**Department of Lifelong Education,**  
**Administration, and Policy**

**Office Phone: 706-542-6489**  
**Fax: 706-542-5873**  
**Email: jude@uga.edu**  
**Office hours: M 2-4; Th 3:30-5**  
**and by appointment**

<b>Course Description</b>
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Disciplinary origins and cross-disciplinary uses, variations, applications, and evaluations of methods of collecting qualitative data. 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. Prerequisite: QUAL(ERSH) 8400 or equivalent.

<b>Course Schedule and Topical Outline</b>
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- 1-8-07      Introduction and goal setting
  
- 1-22-07     Research designing  
Bentz & Shapiro, Chs. 1-2  
Patton, Preface and Ch. 1  
**Complete CITI training** at <http://www.ovpr.uga.edu/hso/irb101.html>  
**Draft of IRB forms for class review**
  
- 1-29-07     Research reflecting  
Patton, Ch. 5  
McCulloch, Ch. 1  
\*Janesick (supplemental)  
**Final IRB forms due**
  
- 2-5-07      Research interviewing  
\*Rubin and Rubin, Ch. 3  
Patton, Ch. 7
  
- 2-12-07     \*Rubin and Rubin, Ch. 4  
McCulloch, Chs. 2-4
  
- 2-19-07     \*Scheurich, Chs. 2-3

Patton, Ch. 2  
**Design overview due**

2-26-07     Research observing  
Bentz and Shapiro, Ch. 3  
Patton, Ch. 6

3-5-07     Bentz and Shapiro, Ch. 4  
\*Kemmis and McTaggart  
McCulloch, Ch. 5

3-19-07     Bentz and Shapiro, Ch. 5  
\*Ellis and Bochner **or** \*Stake  
McCulloch, Chs. 6-7  
**Interview project due now to April 23, 2007**

3-26-07     Research collecting  
Patton, Ch. 8  
Bentz and Shapiro, Ch. 6

4-2-07     Bentz and Shapiro, Ch. 7  
Patton, Ch. 3  
**Participant observation/artifact project due now to April 23, 2007**

4-9-07     Research representing (virtual class online; no face-to-face meeting)  
Bentz and Shapiro, Ch. 8  
Patton, Ch. 4

4-16-07     Bentz and Shapiro, Ch. 9-10  
Patton, Ch. 9  
\*Charmaz (Supplemental)

4-23-07     Project presentations  
\*Ladson-Billings and Donnor  
\*Miller and Bell

4-30-07     Project presentations  
Bentz and Shapiro, Ch. 11-12  
\*Naples

5-4-07     **Final research project due**; no class meeting

## Required Textbooks

- Bentz, Valerie Malhotra, and Jeremy J. Shapiro  
1998 *Mindful Inquiry in Social Research*. Thousand Oaks, CA, Sage.
- McCulloch, Gary  
2004 *Documentary Research: In Education, History, and the Social Sciences*. London: Routledge-Falmer.
- Patton, Michael Q.  
2002 *Qualitative Research and Evaluation Methods*. 3<sup>rd</sup> edition. Thousand Oaks, CA, Sage.

## Reserve Reading

- \*Charmaz, Kathy  
2000 *Grounded Theory: Objectivist and Constructivist Methods*. In *Handbook of Qualitative Research*. 2<sup>nd</sup> edition. Norman K. Denzin and Yvonna Lincoln, eds. Pp. 509-535. Thousand Oaks, CA: Sage.
- \*Ellis, Carolyn, and Arthur P. Bochner  
2000 *Autoethnography, Personal Narrative, Reflexivity: Researcher as Subject*. In *Handbook of Qualitative Research*. 2<sup>nd</sup> edition. Norman K. Denzin and Yvonna Lincoln, eds. Pp. 733-768. Thousand Oaks, CA: Sage.
- \*Janesick, Valerie J.  
2000 *The Choreography of Qualitative Research Design: Minuets, Improvisations, and Crystallization*. In *Handbook of Qualitative Research*. 2<sup>nd</sup> edition. Norman K. Denzin and Yvonna Lincoln, eds. Pp. 379-399. Thousand Oaks, CA: Sage.
- \*Kemmis, Stephen, and Robin McTaggart  
2000 *Participatory Action Research*. In *Handbook of Qualitative Research*. 2<sup>nd</sup> edition. Norman K. Denzin and Yvonna Lincoln, eds. Pp. 567-605. Thousand Oaks, CA: Sage.
- \*Ladson-Billings, Gloria, and Jamel Donnor  
2005 *The Moral Activist Role of Critical Race Theory Scholarship*. In *The Sage Handbook of Qualitative Research*. 3<sup>rd</sup> edition. Norman K. Denzin and Yvonna Lincoln, eds. Pp. 279-301. Thousand Oaks, CA: Sage.
- \*Miller, Tina, and Linda Bell  
2002 *Consenting to What? Issues of Access, Gate-Keeping and 'Informed' Consent*. In *Ethics in Qualitative Research*. Melanie Mauthner, Maxine Birch, Julie Jessop, and Tina Miller, eds. Pp. 53-69. London: Sage.
- \*Naples, Nancy A.  
2003 *The Insider/Outsider Debate: A Feminist Revisiting*. Ch. 4 In *Feminism and Method: Ethnography, Discourse Analysis, and Activist Research*. Pp. 49-66. New York: Routledge.
- \*Rubin, Herbert J., and Irene S. Rubin  
2005 *Design: Choosing Topics and Anticipating Data Analysis*. Ch. 3 in *Qualitative Interviewing: The Art of Hearing Data*. Second ed. Pp. 39-63. Thousand Oaks, CA: Sage.

- \*Rubin, Herbert J., and Irene S. Rubin  
2005 Continuing the Design: Making the Research Credible . Ch. 4 in Qualitative Interviewing: The Art of Hearing Data. Second ed. Pp. 64-78. Thousand Oaks, CA: Sage.
- \*Scheurich, James J.  
1997 A Postmodernist Critique of Research Interviewing. Ch. 3 in Research Method in the Postmodern. Pp. 61-79. London: Falmer Press.
- \*Scheurich, James J.  
1997 Social Relativism: (Not Quite) A Postmodernist Epistemology. Ch. 2 in Research Method in the Postmodern. Pp. 29-60. London: Falmer Press.
- \*Stake, Robert E.  
2000 Case Studies. In Handbook of Qualitative Research. 2<sup>nd</sup> edition. Norman K. Denzin and Yvonna Lincoln, eds. Pp. 435-454. Thousand Oaks, CA: Sage.
- \*Available on reserve at main library (for e-reserves the password is datacoll)

<b>Course Objectives</b>
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1. Students can conceptualize appropriate research problems and design a qualitative research approach to examining such problems using observation, interviewing, document analysis, or other related methods. They can prepare a proposal for a qualitative project using the format of the UGA Institutional Review Board (human subjects review). They can identify the common qualitative data collection methods, specify how data are formulated into units, and discuss the advantages and disadvantages of different methods and formulations.
  
2. Students can reflect on the personal and conceptual presuppositions and assumptions that they bring to their proposed research project and compose a subjectivity statement to be reviewed by their peers.
  - a. They can project the ethical issues and dilemmas that may be associated with various phases of their proposed research and discuss how they expect to handle such challenges.
  
  - b. They can identify their conceptual frameworks and connect such frameworks to scholarly theories and pedagogies.
  
3. Students can diagnosis their skills in conducting high quality qualitative research interviews, in taking detailed field notes during observations in field placements, and in collecting and interpreting archival data. They can design and conduct a plan to improve their skills in these areas. They can select and assess different means for recording qualitative data: prerecorded, recorded (manual and automatic), and nonrecorded (from human memory).
  
4. Students can apply the qualitative research skills they are developing in critically analyzing their own and others' proposals and completed studies. They can identify and apply the alternative standards used to assess qualitative research.

5. Students can work collaboratively in research group design and interpretation activities.

**Course Requirements**

- 1. I expect regular attendance and will take excessive absences (missing more than 6 hours of a 3 credit-hour course) into account in the final course grade.
- 2. I expect people to come to class prepared and to contribute constructively to class discussions and activities. Frequent lack of preparation and either dominating or avoiding classroom contributions will also be taken into account in the final course grade.
- 3. All students are required to use the WebCT services that support this course. Some course material will be available only on the course WebCT site. We will be emailing one another for individual and group purposes using this site. Assignments are to be submitted on the WebCT site.
- 4. Research projects—see directions.
- 5. Grades will be based on the following activities:

Class Attendance and Participation	10
Completion of CITI training	10
IRB Proposal	10
Design Overview	15
Interview Project	15
Documentary and participant observation project	15
Final Research Project	25
Total Points	100

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.\_\_\_\_\_

**Nature of This Course**

Qualitative research on human experience often involves controversial topics. People have strong feelings, values, and beliefs that affect how they interpret scientific and other scholarly information. Although diversity of opinions is central to the scholarly inquiry encouraged in this course, everyone is expected to accurately represent the variety of views discussed. We may

agree to disagree, but we must be able to express the viewpoint with which we disagree. Sound scholarship depends, then, on respectful listening and sometimes respectful disagreement. It depends on what the philosopher Hannah Arendt called “visiting”; visiting is listening carefully to what others have to say, engaging in interactive dialogue with others, and respecting differences in perspectives. We also have an ethical responsibility to respect those who share information and data with us and to observe professional and academic conduct toward them. Please use discretion in what you share about your participants and your data collection; if you have questions about how to observe this policy, please see me.

### **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. Learning to appropriately quote and paraphrase and to cite and attribute sources is a skill that is key to honest and creative scholarship. I expect all students to review the guidelines at the website [http://www.uga.edu/ovpi/academic\\_honesty/culture\\_honesty.htm](http://www.uga.edu/ovpi/academic_honesty/culture_honesty.htm). If you have questions about what would be considered violations of the standards, please raise them in class or ask me.

*“All academic work must meet the standards contained in “A Culture of Honesty.” All students are responsible to inform themselves about those standards before performing any academic work”* (from page 1, Course Syllabus Policy, Academic Affairs Policy Statement Number 13, University of Georgia).

### **Instructor**

I can be reached by telephone at 706-542-6489, by e-mail preferably through the WebCT site, but also at [jude@uga.edu](mailto:jude@uga.edu), and in my office, River’s Crossing 303, during office hours and by appointment. Preissle is pronounced price-lee with the accent on the first syllable. I work in the College of Education's qualitative and ethnographic research program as well as in the social foundations of education program, and I am an associate faculty for the women’s studies program. My degrees are an A.B. in history from Grinnell College in 1964 and an M.A. (University of Minnesota) in 1971 and an Ed.D. (Indiana University) in 1975, concentrating in anthropology and education. My scholarly interests and publications focus on sociocultural theory, gender studies, classroom social life, immigration and education, ethics and epistemology, and qualitative research design. My personal interests include books, music, gardening, birding, miniature schnauzers, and ballroom dancing.

### **Research Project**

## **IRB Proposal:**

You will construct a research proposal for your research project. You will submit a *Human Subjects Research Application* to me as part of your course work. If you already have one on file, you may submit some version of that application with the permission of anyone else listed on the application. If someone else is the major investigator on the project, I must have an email or other written clearance from them that you have their permission to use part of the project to satisfy the requirements of QUAL 8410. Otherwise research conducted as a class project should meet the following requirements:

- 1. NO MINORS: the project cannot include minors or any other vulnerable populations like pregnant women, prisoners, those who lack the capacity to consent, non-English speaking individuals, and such.**
- 2. NO MORE THAN MINIMAL RISK: Minimal risk is the probability and magnitude of harm that is normally encountered in the daily lives of healthy individuals. This also precludes the study of any illegal activities.**
- 3. NO DECEPTION: The project cannot include any deception. Individuals must be fully informed and given the opportunity to voluntarily consent to participation.**
- 4. NO PUBLICATION: Data from student projects approved under this fast tract review category cannot be used for publication or for thesis or dissertation research.**
- 5. NO VIDEOTAPING: Audio taping is allowed if the recording is erased on transcription or no later than the end of the semester.**

The IRB has given the instructors of QUAL 8410 the right to grant approval for your practice research project as part of the course requirements. We will spend time in the early part of the course to ensure that you are clear on your research purposes and questions and that you understand the whole IRB process. Links to the IRB webpage, IRB guidelines and sample consent forms, and human subject applications may be found on our WebCT site under “Useful Links.” The IRB webpage is <http://www.ovpr.uga.edu/hso>

## **Design Overview:**

This short paper (8-10 pages double spaced) develops some sections of what you wrote for your IRB proposal and draws on some of the material you may have developed in your initial qualitative research class. A research design overview should explain what you want to know (research question), why you want to know it (both professional and personal rationales), and where your generated knowledge fits in the larger scheme of things (conceptualization, theorization, and applications). Draw from the subjectivity statement and conceptual framework you may already have formulated in QUAL 8400. Cite literature relevant to the question you are asking (at least 6 references).

## **Interview Project (Guide/Transcript/Reaction):**

You will be conducting three one-hour interviews as the primary method of data collection for your research project. This interview project involves creating an interview guide, conducting the interview, transcribing your tape, and writing a reflection on your process (2-3 pages double spaced). I strongly urge you to transcribe your own interview tape so as to become intimately involved in your participant's accounts and stories. Transcription involves making analytic choices, and some scholars argue that it is the first stage of analysis.

### **Participant Observation and Document Collection Project (Field notes/Reaction):**

You will develop and refine your participant observation and material gathering skills through this project. You will observe in a setting or settings (related to your research project) for one hour. You will also collect, photograph, or write detailed descriptions of artifacts and documents associated with that setting. You will take condensed field notes (those taken in the field) and expanded field notes (those constructed at your computer immediately following your fieldwork). The expanded field notes should be extensive. You will submit your expanded field notes, an inventory of the artifacts and documents you examined, and a short reflection on your process (2-3 pages double spaced).

### **Final Research Project (20-25 pages double spaced including references):**

Submit corrected versions of your design overview and the reflections on your interview and documentary and participant observation projects to which you have added the following:

1. Abstract: 100-word summary of project.
2. Description of Participants and Context: This description should be a portrait of a participant or a portrait of the context in which you are working. The portrait should be 2-3 pages and should be a rich description that engages your readers in your research setting or with your participants.
3. Explanation of Data Collection Process: This is a detailed description of the data collection methods you used in your research project. Describe for your readers exactly how you went about gaining entry into the field and collecting data from the research setting or from your participants (1 page).
4. Explanation of data analysis: how you went about analyzing your data (1 page).
5. Preliminary findings: This discussion highlights the findings resulting from your data analysis (3-4 pages) and includes illustrative data.
6. Response to Complete Research Process: This final component of your research project will include a reflective summation of the entire research experience. Describe for your readers what you think about the research process and how you might change it in conducting future research studies (1-2 pages).