

**QUAL 8530
Case Study Research**

College of Education
University of Georgia
Summer 2006

SYLLABUS

Course Description

This course focuses on the understanding and use of case study as a research design. Students build upon what they have learned in two previous and prerequisite courses, Qualitative Research Traditions (QUAL 8400) and Designing Qualitative Research (QUAL 8410). Course topics include types of case studies, defining the case, site and sample selection, data collection methods, within-case and cross-case analysis, and writing case reports.

Instructor

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Course Objectives

As a result of this course, participants will be able to:

- Identify and explain the range of problems addressed by qualitative case study research.
- Understand the goals case study research attempts to achieve.
- Reflect on their own subjectivities on the educational research processes.
- Specify the units of analysis in case study research and the nature of explanations generated.

- Identify the tasks required in formulating appropriate case study research problems within educational settings.
- Design relevant research strategies for examining case study research problems.
- Select appropriate data sources, data collection methods, and data analysis methods to conduct case study research.
- Assess the results of case study research efforts.
- Write a case study report.

Required Textbooks

Bassey, M. (1999). *Case study research in educational settings*. Buckingham, England: Open University Press.

Stake, R. E. (1995). *The art of case study research*. Thousand Oaks, CA: Sage.

Merriam, S. B. (1998). *Qualitative research and case study applications in education*. San Francisco: Jossey Bass.

Yin, R. K. (2003). *Applications of case study research* (2nd ed.). Thousand Oaks, CA: Sage.

Course Assignments

Attendance and Participation

Students are expected to make constructive contributions to daily discussions and instructional activities. Excessive absences adversely affect the final course grade.

Assessment of Published Case Report

Students will locate a published case study report of journal-article length to share with class colleagues. The article should illustrate a case study related to individual research interests. Students will lead a discussion of the material and subsequently submit a 2-page assessment of the case.

Case Report

Students will write a 15-20 page case study report based on data collected prior to or during this summer session. Evidence of IRB clearance is required. The report may include appendices with data or other relevant information. The report is due on the final day of class when it will be presented to the class. Specific details regarding requirements and possible formats will be provided. A 2-page plan for the report is due June 19th.

Evaluation and Grading

	Point Value
Attendance and class participation	15
Two-page plan for case report	15
Two-page assessment of published case report	20
Case report	50
Total Points = 100	

Grading policy follows that of The University of Georgia:

A = 95 -100	A- = 90 - 94	B+ = 87 - 89	B = 83 - 86	B- = 80 - 82
C+ = 77 - 79	C = 73 - 76	C- = 70 - 72	D = 60 - 69	F = Below 60

Format for Assignments

Whenever appropriate, students are required to use APA (5th edition) for format of writing. Reference in APA style all the sources used, including instruments and appendices. Attention to the aesthetics of the presentation of assignments is expected. Points will be deducted for any work submitted late.

Accommodations for Qualified Individuals with Disabilities

It is the policy of The University of Georgia to make reasonable accommodations for qualified individuals with disabilities. If you are a person with a learning disability and desire accommodations to complete your course requirements, please notify the course instructor as soon as possible to discuss your request.

Classroom Climate

Adapted from Dr. Jude Preissle

Qualitative research on human experience often involves controversial topics. People may have strong feelings, values, and beliefs that affect how they interpret scholarship. Although diversity of opinions is critical to the scholarly inquiry encouraged in this course, we are all 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 on respectful listening and sometimes disagreement. Students in this course are asked to engage in interactive dialogue with others and maintain a respect for individual differences in perspectives.

Course Schedule

Topics and Assigned Readings

Week One - June 8th - 9th

Introductions

What is Case Study?

Stake, pp. 1-13

Merriam, pp. 26 -43

Bassey, pp. 3 -47

Yin, pp. 1-18

Week Two - June 12th - 16th

Designing a Study

Collecting Case Study Data

6/12 Merriam, pp. 44 – 67; Yin, pp. 19 - 56

6/13 Stake, pp. 49 – 69; Merriam, pp. 71 - 111

6/14 Bassey, pp. 65 - 91

6/15 Yin, pp. 57 - 106

6/16 Selected examples of cases

Week Three - June 19^h - 23rd

Analyzing Case Study Data

6/19 Merriam, pp. 112 - 133

6/20 Merriam, pp. 178 – 197; Stake, pp. 71 - 90

- 6/21 Yin, pp. 109 - 140
- 6/22 Selected examples of cases
- 6/23 Selected examples of cases

Week Four - June 26th - June 30th

Writing the Report

- 6/26 Stake, pp. 121-130; Merriam, pp. 220 - 245
- 6/27 Yin, pp. 141 - 166
- 6/28 Selected readings provided by instructor
- 6/29 Selected readings provided by instructor
- 6/30 Selected readings provided by instructor

Week Five - July 3rd - July 5th

Presentations of Case Study Reports
Course Wrap Up and Evaluation