

Case Study Research*

Bulletin Description: Case study as a research design. Topics are types of case studies, defining the case, site and sample selection, data collection methods, within-case and cross-case analysis, and writing case reports.

This course builds on what students have learned in previous research courses, especially QUAL 8400 "Qualitative Research Traditions," and QUAL8410, "Designing Qualitative Research." It seeks a balance between methods and methodology (the study of methods), between practice and theory, and between action and reflection.

Objectives: By the end of the course students will have accomplished the following tasks as part of group discussion or written reports:

1. Identify and explain the range of problems addressed by qualitative case study research. What is case study research? What are the different ways it is conceptualized? How does it define problems? What are its origins?
2. Reflect on your own presuppositions of and subjectivities on the case study research processes.
3. Specify the units of analysis in case study research and the nature of the explanations generated. What kinds of human phenomena does case study research examine? What goals does it attempt to achieve?
4. Identify the tasks and processes required to formulate appropriate case study research problems, to design relevant research strategies for examining such problems, to select pertinent data sources, data collection methods, and data analysis methods, and to assess the results of such efforts.
5. Examine ethical dilemmas and issues related to the case study research process.

Topical outline for the course:

1. Case studies as qualitative research and multiple methods research
2. Collecting data in case studies
3. Conducting effective interviews
4. Being a careful observer
5. Mining data from documents
6. Analytic techniques and data management
7. Levels of analysis

8. Dealing with validity, reliability, and trustworthiness of data management
9. Dealing with ethics in case study research
10. Writing reports and case studies

Required textbooks:

- Bassegy, Michael
 1999 Case Study Research in Educational Settings. Buckingham, Eng.: Open University Press.
- Dyson, Anne Haas, and Celia Genishi
 2005 On the Case: Approaches to Language and Literacy Research. New York: Teachers College Press.
- Stake, Robert E.
 2006 Multiple Case Study Analysis. New York: Guilford Press.
- Yin, Robert K., ed.
 2004 The Case Study Anthology. Thousand Oaks, CA: Sage.

Required WebCT Readings:

- Borman, Kathryn M., Christopher Clarke, Bridget Cotner, and Reginald Lee
 2006 Cross-Case Analysis. *In Handbook of Complementary Methods in Education Research* (pp. 123-139). Judith L. Green, Gregory Camilli, and Patricia B. Elmore, eds. Washington, DC: American Educational Research Association; Mahwah, NJ: Lawrence Erlbaum.
- Freeman, Melissa
 2003 Hemlock's Stand: One Urban Elementary School's Efforts to Raise Test Scores. Albany, NY: Capital Region Science Education Partnership, University of Albany, SUNY.
- Monzo, Lilia D., and Robert Rueda
 2003 Shaping Education through Diverse Funds of Knowledge: A Look at One Latina Paraeducator's Lived Experiences, Beliefs, and Teaching Practice. *Anthropology and Education Quarterly* 34(1): 72-95.
- Orum, Anthony M., Joe R. Feagin, and Gideon Sjoberg
 1991 "Introduction: The Nature of the Case Study," *In A Case for the Case Study* (pp. 1-26), Joe R. Feagin, Anthony M. Orum, and Gideon Sjoberg, eds. Chapel Hill, NC: University of North Carolina Press.
- Sjoberg, Gideon, Norma Williams, Ted R. Vaughan, and Andree F. Sjoberg
 1991 "The Case Study Approach in Social Research: Basic Methodological Issues," Chapter One. *In A Case for the Case Study* (pp. 27-79), Joe R. Feagin, Anthony M. Orum, and Gideon Sjoberg, eds. Chapel Hill, NC: University of North Carolina Press.
- Stake, Robert E.
 2005 Qualitative Case Studies. *In The Sage Handbook of Qualitative Research* (3rd ed.,

pp. 443-466), Norman K. Denzin and Yvonna S. Lincoln, eds. Thousand Oaks, CA: Sage.

Yin, Robert K.

- 2006 Case Study Methods. *In Handbook of Complementary Methods in Education Research* (pp. 111-122). Judith L. Green, Gregory Camilli, and Patricia B. Elmore, eds. Washington, DC: American Educational Research Association; Mahwah, NJ: Lawrence Erlbaum.

Recommended WebCT Readings:

Gillham, Bill

- 2000 “Evidence: What To Look Out For,” “Written and Electronically Stored Material,” and “Quantitative Data in Case Study Research,” Chapters Five, Six, and Nine. *In Case Study Research Methods* (pp.27-44, 80-87). London: Continuum.

Naumes, William, and Margaret J. Naumes

- 1999 “Video and Multimedia Case Studies,” Chapter Ten. *In The Art and Craft of Case Writing* (pp. 171-184). Thousand Oaks, CA: Sage.

Scholz, Roland W., and Olaf Tietje

- 2002 “The Architecture of Knowledge Integration in Embedded Case Studies” and “The Validation of Embedded Case Studies,” Chapters Four and Twenty. *In Embedded Case Study Methods: Integrating Quantitative and Qualitative Knowledge* (pp. 29-43, 331-350). Thousand Oaks, CA: Sage.

Spindler, George D.

- 1974 Beth Anne—A Case Study of Culturally Defined Adjustment and Teacher Perceptions. *In Education and Cultural Process: Toward an Anthropology of Education* (pp. 139-153). George D. Spindler, ed. New York: Holt, Rinehart & Winston.

Additional Recommended Readings:

Abramson, Paul R.

- 1992 A Case for Case Studies: An Immigrant’s Journal. Newbury Park, CA: Sage.

Gomm, Roger, Martyn Hammersley, and Peter Foster, eds.

- 2000 Case Study Method. London: Sage.

Hamel, Jacques

- 1993 Case Study Methods. Newbury Park, CA: Sage.

Merriam, Sharan B.

- 1998 Qualitative Research and Case Study Applications in Education. San Francisco: Jossey-Bass.

Ragin, Charles C., and Howard S. Becker, eds.

- 1992 What Is a Case? Exploring the Foundations of Social Inquiry. Cambridge, Eng.: Cambridge University Press.

Stake, Robert E.

1995 The Art of Case Study Research. Thousand Oaks, CA: Sage.

Yin, Robert K.

2002 Case Study Research: Design and Methods. 3rd ed. Thousand Oaks, CA: Sage.

2003 Applications of Case Study Research. 2nd ed. Thousand Oaks, CA: Sage.

Course Requirements:

1. I expect regular attendance and will take excessive, unexcused 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. Assignments—see directions.
5. Grades will be based on the following activities:

Class Attendance and Participation	10
Two-page plan for case report	25
Two-page assessment of published case report	25
Final research project	40
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

Course Assignments:

1. Case study report or plan. Everyone has two choices for a class project in the case study research course. (a) You may write a 15-20 page case study report based on data collected prior to or during fall 2007, using the guidelines we develop together for planning, writing, and assessing case study research. Evidence of IRB clearance is

required if relevant. The report may include appendices with data or other relevant information. (b) You may write a 15-20 page plan for a case study research project, again using the guidelines we develop together for planning, writing, and assessing case study research. The reports are due Tuesday, December 11, by 5 pm. A 2-page plan for the report is due at midterm (October 11) when it will be presented to the class. Guidelines for the plan will be developed in class and available by September 27. Content for the course project is negotiable. It may include material on your dissertation research, other research, or literature relevant to your research interests. If it involves research on which someone else is the principal investigator, I must have an email message from that person, clearing you to use the research for this course and noting the IRB status of the research. By September 13 or earlier let me know by email what you are considering.

2. Everyone will locate a published case study report of journal-article length to share with the rest of the class. This should illustrate a case study in your areas of research interests. You will post a scanned copy of this material on our WebCT site. You will lead a discussion of the material, according to guidelines we develop together in class, and subsequently submit a 2-page assessment of the case using the guidelines we develop together in class.

Course schedule:

8/16/07	Introduction
8/23/07	Dyson and Genishi, Chs. 1-2 Monzo and Rueda Stake (2005)
8/30/07	Stake (2006), Preface and Ch. 1 Orum, Feagin, and Sjoberg Yin (2006)
9/6/07	Yin (2004), Front Matter and Chs. 1-3 Sjoberg, Williams, Vaughan, and Sjoberg Borman, et al.
9/13/07	Dyson and Genishi, Chs. 3-4 Post Your Case Example to WebCT
9/20/07	Guest instructor, Dr. Melissa Freeman Freeman
9/27/07	Yin (2004), Chs. 4-5 Stake (2006), Ch. 2

- 10/4/07 Bassey, pp. viii-56
Case examples
- 10/11/07 Bassey, pp. 57-115
Two-page plan for final project due
- 10/18/07 Bassey, pp. 116-173
Case examples
- 11/1/07 Stake (2006), Chs. 3-5, pp. 109-118
Case examples
- 11/8/07 Dyson and Genishi, Chs. 5-6
Case examples
- 11/15/07 Yin (2004), Section II
Case examples
Two-page assessment of case example due
- 11/29/07 Yin (2004), Section IV
Stake (2006), Choice of Ch. 6, 7, or 8
- 12/6/07 Conclusion
Yin (2004), Section V
- 12/11/07 **Final research project due by 5 pm**
(No class meeting)

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.

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/honesty/>. 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).

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/>.

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.

Instructor

I can be reached by telephone at 542-6489, by e-mail *preferably* through the WEBCT site, but also at jude@uga.edu, and in my office, River’s Crossing, Thursdays 2-4:45 pm, and by appointment. Preissle is pronounced price-lee with the accent on the first syllable. I work in the qualitative research program here at the University of Georgia as well as in the College of Education's social foundations of education 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, and qualitative research design. My personal interests include books, music, gardening, birding, miniature schnauzers, and ballroom dancing.

**“The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary”* (from page 1, Course Syllabus Policy, Academic Affairs Policy Statement Number 13, University of Georgia).