

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. Prerequisite: QUAL 8410 or POD.

Spring 2004 is the first term this course has been offered. Consequently much of our work together will be exploring how the content and your understanding of it may best be connected through the pedagogy we develop together. The course builds on what you have learned in two previous and prerequisite courses, ERSH7400, "Qualitative Research Traditions," and ERSH8410, "Designing Qualitative Research." It seeks a balance between methods and methodology (the study of methods), between practice and theory, and between action and reflection. In the next two sections I list the course objectives and topics submitted for the course. One group project we will work on together is a revision of those objectives and topics in light of our experience this term.

Objectives:

1. Identify and explain the range of problems addressed by qualitative case study research. What is case study research? What are the different ways if it conceptualized? How does it define problems? What are its origins?
2. Reflect on your own presuppositions of and subjectivities on the educational 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 within educational settings, 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 research process.

Topical outline:

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:

Bassey, Michael

1999 *Case Study Research in Educational Settings*. Buckingham, Eng.: Open University Press.

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

2000 *Case Study Method*. London: Sage.

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.

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

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.

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.

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.

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.

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.

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.

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	20
Two-page plan for case report	20
Two-page assessment of published case report	15
Contribution to revised syllabus	5
Final research project	40
Total Points	100

6. Grading follows that University of Georgia policy:

100-90% = A	79-70% = C	below 60% = F
89-80% = B	69-60% = D	

Assignments:

1. Everyone will write a 15-20 page case study report based on data collected prior to or during Spring 2004, using the guidelines we develop together for 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. The report is due Tuesday, May 4, by 5 pm. A 2-page plan for the report is due at midterm (March 4, 2003) when it will be presented to the class. Guidelines for the plan will be developed in class and available by Feb. 19. Content for this is negotiable. It may include material on your

dissertation research, other research, or literature relevant to your research interests. By Feb. 5 or earlier please let me know 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.
3. Everyone will contribute recommendations for a final revision of the ERS8530 syllabus to be then presented for review by the Qual Faculty group. We will divide into work groups for this task.

Course schedule:

1/8/04	Introduction
1/15/04	Stake, pp. xi-48 Monzo and Rueda
1/22/04	Stake, pp. 49-105 Orum, Feagin, and Sjoberg
1/29/04	Stake, pp. 107-160 Sjoberg, Williams, Vaughan, and Sjoberg
2/5/04	Yin, pp. ix-52 Gillham
2/12/04	Yin, pp. 53-105 Naumes and Naumes
2/19/04	Yin, pp. 109-164 Scholz and Tietje
2/26/04	Bassey, pp. viii-56 Case examples
3/4/04	Bassey, pp. 57-115 Two-page plan for case report
3/18/04	Bassey, pp. 116-173

- Case examples
- 3/25/04 Gomm, Hammersley, and Foster, pp. vii-97
Case examples
- 4/1/04 Gomm, Hammersley, and Foster, pp. 98-164
Case examples
- 4/8/04 Gomm, Hammersley, and Foster, pp.165-258
Case examples
- 4/15/04 AERA (find a case study presentation to attend); non-AERAers locate case study presentations in a recent program of whatever professional meetings you attend
Ragin and Becker, pp. vii-82
(No class meeting)
- 4/22/04 Ragin and Becker, pp. 83-158
Case examples
- 4/29/04 Conclusion
Ragin and Becker, pp. 159-226
- 5/4/04 **Final research project due by 5 pm**
(No class meeting)

University of Georgia Academic Honesty Policy

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. 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.” Each student is responsible to inform themselves [sic] about those standards before performing any academic work”* (from page 1, Course Syllabus Policy, Academic Affairs Policy Statement Number 13, University of Georgia).

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.

Instructor

I can be reached by telephone at 542-6489, by e-mail preferably through the WEBCT site, but also at preissle@coe.uga.edu, and in my office, Aderhold 624E, before and after classes and by appointment. Preissle is pronounced price-lee with the accent on the first syllable. I work in the social foundations of education program here at the University of Georgia as well as in the College of Education's qualitative and ethnographic research 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).