

Division of Counseling and Psychology in Education
 University of South Dakota
 EDER 792: Special Topics in Educational Research: Advanced Qualitative Methods
 Spring 2003

Instructor: Marcy Reisetter, Ph.D	Class Days: Monday
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I: Catalog Description of Course: Open: Special Topics

II: **Rationale:** The USD Reflective Decision-Making model for preparing educators provides the framework supporting the School of Education professional programs. Reflective practitioners are skilled in conducting research that produces insights for theory and practice.

The purpose of this course is to apply the concepts learned in EDER 763, the introductory qualitative courses. Students completing this course will complete a qualitative research project based in a selected qualitative tradition. They will follow procedures for Human Subjects approval, secure site approval for field-work, gather, manage, and analyze qualitative data. The eventual product will be a completed research study suitable for publication or as a dissertation pilot study. Pre-requisite: EDER 763 or comparable course on Qualitative Methods.

III: **Textbook:**

Denzin, N.K., & Lincoln, Y. , Eds. (1998). *Collecting and Interpreting Qualitative Materials*. Thousand Oaks, CA: Sage.

IV. Course Objectives/Outcomes, Standards and Assessment

Objectives/Outcomes: In this course, students will. . .	Standards	Assessment
Develop skills in securing human subjects approval to conduct a qualitative study	SoE Adv. # 3 & 5 DECA 24.26:07:01 (7) DECA 24:16:07:01 (8)	Human Subjects Approval
Develop Skills in Qualitative Data Gathering	SoE Adv. # 3, 5 & 10 DECA 24.26:07:01 (7)	Interview and Observation Protocols, Transcripts, Notes, Research Log. Class Discussions
Develop Skills in Qualitative Data Management	SoE Adv. # 3, 5 & 10 DECA 24.26:07:01 (7)	Documentation of Systematic Plan to organize data, Research Log. Class Discussions
Develop Skills in Qualitative Data Analysis	SoE Adv. # 3, 5, & 10 DECA 24.26:07:01 (7)	Coded Transcripts, Appropriate Analysis tools, Research log. Class Discussions
Develop Skills in Data and Interpretative Verification	SoE Adv. # 3, 5, & 10 DECA 24.26:07:01 (7) DECA 24:16:07:01 (8)	Member Checks Peer Data Auditing Research Log. Class Discussions

Provide for Protection of Participants	SoE Adv. # 3, 5, & 10 DECA 24.26:07:01 (7) DECA 24:16:07:01 (8)	Systematic protection system. Research Log. Discussions.
Maintain Ethical Practices in study conceptualization, data gathering, data analysis and interpretation	SoE Adv. # 3, 5, & 10 DECA 24.26:07:01 (7) DECA 24:16:07:01 (8)	Appropriate section in final paper. Research Log. Discussions

Assessment and Grading: Since this is a Special Topics course in a Seminar format and each research project will be unique in its requirements, settings, possibility of completion during the semester, and degree of complexity, the work of each student will be assessed considering overall quality and documentation of the above course goals. The instructor will work with each student individually to direct their learning, focus their readings and refine their projects. Students will work with the instructor to create their own timelines and expectations for the research projects and formalize these into a document that will guide assessment for each student. Grading will be based on individual agreements.

V. Methods of Instruction & Class Activities

Class members will meet as a group for the first part of the semester to create Human Subjects documents and to learn skills for conducting qualitative research projects. Discussion of readings, creation of data gathering tools, and creation of various components of qualitative report will be emphasized. Students will practice data gathering and analysis skills. Once these skills are learned and HS approval has been granted, students will pursue their individual projects. Class will not meet formally while students pursue individual field- work. Peer teams will provide support for process and verification throughout the semester, and students will meet with the instructor as needed. The group will re-convene to prepare for the writing phase and for exchange of reports at the end of the semester.

Activities: In this course, students will

Maintain a Research Log to guide their studies and verify their procedures *

Procure Human Subjects approval for their studies approved document

Conduct a Literature Review as appropriate

Create and Utilize Interview and/or Observation protocols

Secure Field permission for their studies as appropriate.

Gather Qualitative Data (amount depends on study)

Practice Transcription—at least one interview. May hire for others.

Analyze Data, utilizing a coding system/ procedure that can be explained

Provide Verification—ability to demonstrate that insights are “grounded” in the data

Interpret Qualitative Data--articulate procedures, findings, demonstrate “transparency”

Draft a Written Qualitative Report

VI. Course References

Berg, B. (1998) *Qualitative research methods for social sciences*. Boston: Allyn & Bacon

Brizuela, B. M., Stewart, J. P, Carillo, R. G., & Berger, J. (Eds.) (2000). *Acts of inquiry in qualitative research*. Cambridge: Harvard Educational Review, Reprint Series #34.

Creswell, J. W. (1998). *Qualitative inquiry and research design: Choosing among five traditions*. Thousand Oaks, CA: Sage.

Denzin, N.K., & Lincoln, Y. S. (Eds.) (1998). *Collecting and interpreting qualitative materials*. Thousand Oaks, CA: Sage.

Denzin, N.K., & Lincoln, Y. S. (Eds.) (1998). *Strategies of qualitative inquiry*. Thousand Oaks, CA: Sage.

- Denzin, N.K., & Lincoln, Y. S. (Eds.) (1998). *The landscape of qualitative research*. Thousand Oaks, CA: Sage.
- Fetterman, D. M., & Pitman, M. A. (Eds.). *Educational evaluation: Ethnography in theory, practice, and politics*. Beverly Hills, CA: Sage.
- Glaser, B. G., & Strauss, A.L. (1967). *The discovery of grounded theory: Strategies for qualitative research*. Chicago: Aldine.
- Glesne, B., & Webb, R. B. (1992). Teaching qualitative research. In M.D. LeCompte & J. Preissle, Eds., *The Handbook of Qualitative Research in Education*. San Diego: Academic Press.
- Guba, E. G., & Lincoln, Y. S. (1989). *Fourth Generation Evaluation*. Newbury Park: Sage.
- Hammersley, A., & Atkinson, P. (1983). *Ethnography: Principles and practices*. London: Tavistock.
- Kopala, M., & Suzuki, L. A. (Eds.). (1999). *Using qualitative methods in psychology*. Thousand Oaks: Sage.
- LeCompte, M. D., Millroy, W. L., & Preissle, J. (Eds.) (1992). *The handbook of qualitative research in education*. (1992). San Diego: Academic Press.
- LeCompte, M. D. & Preissle, J. (1993). *Ethnography and qualitative design in educational research, 2nd Ed.* San Diego: Academic Press.
- Marshall, C. & Rossman, G. B. (1999). *Designing qualitative research, 3rd ed.* Thousand Oaks, CA: Sage.
- McLeod, J. (2001). *Qualitative research in counselling and psychotherapy*. Thousand Oaks: Sage
- Miles, M. B., & Huberman, A. M. (1984). *Qualitative data analysis: A sourcebook of new methods*. Beverly Hills, CA: Sage
- Moustakas, C. (1994). *Phenomenological research methods*. Thousand Oaks: Sage.
- Rossmann, G.B., & Rallis, S. F. (1998). *Learning in the field: An introduction to qualitative research*. Thousand Oaks, CA: Sage.
- Siedman, I. (1998). *Interviewing as qualitative research, 2nd ed.* New York: Teachers' College, Columbia University.
- Silverman, D. (2000). *Doing qualitative research: A practical handbook*. London: Sage.
- Strauss, A. L. (1987). *Qualitative analysis for social scientists*. New York: Cambridge University Press
- Strauss, A., & Corbin, J. (1998). *Basics of qualitative research: Techniques and procedures for developing grounded theory, 2nd ed.* Thousand Oaks, CA: Sage.
- Van Maanen, J. (1988). *Tales of the field: On writing ethnography*. Chicago: University of Chicago Press.

Key Journals: *Qualitative Inquiry*
Qualitative Research
The Qualitative Report

Tentative Course Schedule:

Jan 13 Introduction, Course Planning, Discussion to Frame course
Human Subjects Procedures
Research Log Requirement

Assignment--Handouts: McLeod Chapter 1, Chapter 8

Jan 27 McLeod Discussion
Progress Reports
Setting Individual Goals and Plans

Assign: McLeod Chapter 9—How to do QLR. Handout

Feb 3 McLeod Ch 9 Discussion
Denzin and Lincoln, Ch 2, Interviewing
Web Materials on Interviewing

Feb 10 Denzin and Lincoln, Ch 3, Observing
In class work on Protocols and Observation Plans

Feb 24 Denzin and Lincoln, Ch 7, Data Management and Analysis
Ch 8, Using Computers.

Assign: Independent work with available computer programs

March 10: Denzin and Lincoln, Ch 10, Criteria for Assessing Validity. . .
Ch 11, Art and Politics of Interpreting. . .

March 17— April 13 Individual Work, Team work, Field Work, Transcription—Individual reading, assigned and discovered as needed. Documentation in Research Log

April 14— Writing Qualitative Research Reports, Denzin and Lincoln Ch 12.
Schedule individual meeting with instructor

April 28 Oral Presentation of Research Reports