

**EDUC 836: Qualitative Research Design And Data Analysis**  
**Ed.D. Online Program**  
**School of Education, Drexel University**  
**Winter 2015-2016**

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### Course Description

This course follows Research Design I and II, in sequence. Research Design I and II introduced students to the process of research and the principles and methods of quantitative and qualitative research as well as the relationship between qualitative and quantitative methodology. This course delves deeper into the process of qualitative data collection and analysis. The central purpose of the course is to give learners an applied, hands-on experience of collecting, coding and analyzing data from qualitative interviews and observations to help prepare for conducting an action-oriented dissertation study.

### Learning Objectives

At the end of this course, students will be able to:

1. Discuss the key characteristics of a qualitative research study.
2. Describe the key characteristics of *five* approaches of qualitative inquiry: case study, ethnography, grounded theory, phenomenology, and narrative.
3. Understand the role of researcher in qualitative research.
4. Understand potential ethical issues that can occur when conducting qualitative research.
5. Identify a problem, research questions, and a purpose statement for a *qualitative* research project.
6. Identify data collection procedures for each of the qualitative approaches.
7. Implement appropriate qualitative data collection procedures including observations, interviews, focus groups, and artifacts.
8. Demonstrate appropriate qualitative data analysis procedures using findings from a small field research project.
9. Utilize appropriate narrative strategies and styles for reporting qualitative research findings.
10. Understand critical issues in reliability, transferability, and generalizability as applied to qualitative research.
11. Demonstrate an understanding of the roles of theory and reported qualitative studies in support of qualitative research.

### EdD Keystones Integrated Into Course Learning

1. Ed.D. graduates possess the abilities to create and support communities that are the bases for sustainable change.
2. Leaders develop the habits of mind and competencies to lead complex organizations shaped by global forces.
3. Leaders develop the abilities to sustain their own leadership growth.
4. Ed.D. graduates utilize the full range of emerging technologies to reach across generations, communicate effectively, and engage others in meaningful change.
5. Ed.D. graduates exemplify the curiosity, inquiry skills, and scholarly competencies needed to investigate an idea and transform it into meaningful action.



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*Syllabus and assignments may change slightly to accommodate the learning needs and pace of students.*

## Required Texts

- Creswell, J.W. (2011). *Educational research: planning, conducting, and evaluating quantitative and qualitative research (4<sup>th</sup> Edition)*. ISBN-13: 978-0131367395. Upper Saddle River, NJ: Pearson. **Same book used in Educ 803**
- Luttrell, W. (2010). *Qualitative educational research: readings in reflexive methodology and transformative practice*. New York: Routledge.
- Merriam, S.B. (2009) *Qualitative Research: A Guide to Design and Implementation* (JOSSEY-BASS Higher & Adult Education Series). Wiley Publications. Isbn978-0-470-28354-7

## Supplementary Texts (Not required; for your own perusal and use) (additional resources posted in Blackboard):

- Charmaz, K. (2006). *Constructing Grounded Theory: A Practical Guide through Qualitative Analysis (Introducing Qualitative Methods series)*. London: Sage publications. ISBN 13 978 0 7619 7353 9.
- Saldana, J. (2009). *The coding manual for qualitative researchers*. Los Angeles: Sage Publications. ISBN: 978-1-84787-549-5
- Wolcott, H. F. (2009). *Writing Up Qualitative Research*. ISBN 978-1-4129-7011-2. Sage Paperback.
- Yin, R.K. (2009). *Case Study Research: Design and Methods* (Applied Social Research Methods). Sage Publications. ISBN 978-1-4129-6099-1

## Electronic Data Analysis: Virtual Data Analysis Laboratory Support Websites

- Introduction to Nvivo Data Analysis Software: tutorials (About 4-5 hours)  
<http://download.qsrinternational.com/Document/NVivo8/NVivo8-Introducing-NVivo.htm>
- Introduction to Atlas.ti Qualitative Data Analysis Software:  
<http://www.atlasti.com/demo.html>
- Introduction to "HyperRESEARCH": <http://www.researchware.com>

## Required Publications for All EdD Courses

- American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.).
- *Concise rules of APA style* (6<sup>th</sup> Ed). The official pocket style guide from the American Psychological Association. Washington, D.C. [\(this is a shorter, spiral bound smaller book than the version above\)](#)

## Web Resources

- Qualitative Research Special Interest Group, American Educational Research Association.  
[http://www.aera.net/Default.aspx?menu\\_id=208&id=772](http://www.aera.net/Default.aspx?menu_id=208&id=772)
- Consortium on Qualitative Research Methods, Maxwell School at Syracuse University.  
<http://www1.maxwell.syr.edu/moynihan/cqrm/Welcome/>
- Qualitative Interest Group (QUIG), The University of Georgia, College of Education.  
<http://www.coe.uga.edu/quig/index.html>
- List of Qualitative Research Journals. <http://www.slu.edu/organizations/qrc/QRjournals.html>
- Grounded Theory Institute. <http://www.groundedtheory.org/>

## PARTICIPATION EXPECTATIONS

- *Discussion Board (DB)*: We will discuss selected readings, each week, on DB. Our goal is to practice our instructional leadership skills by making teaching and learning intellectually stimulating, gratifying, and fun!
- *Peer Review*: We will engage in peer review of our work, to improve our thinking, coding, writing up of interview and observation data, and the evaluation of creative ideas for future research and implications for leadership and educational policy.
- *Communication*: Please use face-to-face etiquette and 'netiquette,' be respectful in language and in tone, incl. electronic correspondence. Racist, sexist, homophobic, swear/curse words and otherwise disrespectful or rude language is not tolerated. Exemplify leadership and role model all that you write, say and do. Use affirmative language in all of your communication with peers and the instructor.
- *Plagiarism*: Plagiarism is not tolerated in email correspondences or in papers. Please quote authors directly with a page number and use no more than 3-5 lines of text, e.g. (Katz-Buonincontro, 2009, p. 69) and refer to authors in parenthesis if you paraphrase a sentence, e.g. (Katz-Buonincontro, 2009).



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## Course Schedule WIN 2016

Week	Focus	Learning Objectives	Readings and Web-Resources	Learning Activities
<b>Week 1</b> <b>Monday,</b> <b>January</b> <b>4th, 2016</b>	<b>Part 1:</b> <b>Qualitative</b> <b>Approaches</b> <b>and Design</b>	1, 2, 3	<ol style="list-style-type: none"> <li>1. Review Creswell Ch. 1-2</li> <li>2. Merriam, Chapters 1 &amp; 4</li> <li>3. Bogdan &amp; Biklen, Chapter 1, Foundations of Qualitative Research in Education, Luttrell.</li> <li>4. Banks, Chapter 2, The Lives &amp; Values of Researchers, Luttrell.</li> </ol> <p><i>Readings and assignments due by end of each week@</i></p>	<ol style="list-style-type: none"> <li>1. Review the syllabus, BB, and due dates.</li> <li>1. Overview of "rainbow" table of designs</li> <li>2. Discussion Board: Reading questions (will be posted every week in BBLearn)</li> </ol> <p><b>ZOOM Session 7-8pm EST, Thursday, January 7<sup>th</sup> (recorded/archived)</b></p>
<b>Week 2</b> <b>Monday</b> <b>01/11/16</b>	Design Sampling Interviews	1, 2, 3, 4	<ol style="list-style-type: none"> <li>1. Creswell, Chapter 8</li> <li>2. Merriam, Chapter 5</li> <li>3. Green, Chapter 4, Knowledge Accumulation, Luttrell.</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Discussion Board:</i> Design and Post your Interview protocol. Identify ideal interview candidate</li> <li>2. <i>Setup Interview Time/Location.</i></li> <li>3. Find one local or national media piece that establishes a rationale for your research topic: Post in DB.</li> <li>4. Subscribe to a free journal contents e-alert via Sage or another press.</li> <li>5. Subscribe to the <i>Qualitative Report</i>.</li> </ol>
<b>Week 3</b> <b>Monday</b> <b>01/18/16</b>	Designing a Qualitative Study Interviews	4	<ol style="list-style-type: none"> <li>1. Review Creswell, Chapter 8</li> <li>2. Merriam, Ch. 3 (Case Study)</li> <li>3. Halse &amp; Honey, Chapter 8, Unraveling Ethics, Luttrell.</li> <li>4. Luttrell, Chapter 11, Interactive and Reflexive Models of Qualitative Research Design, Luttrell.</li> <li>5. Mills, Chapter 9, On Intellectual Craftsmanship, Luttrell.</li> </ol>	<ol style="list-style-type: none"> <li>1. Discussion board: Peer Review Pairs: review a classmate's Interview Protocol and give feedback</li> <li>2. Conduct interviews</li> <li>3. <b>Assignment 1: Project Description and Interview Protocol Due Sunday, January 24, 2016</b></li> </ol>
<b>Week 4</b> <b>Monday</b> <b>01/25/16</b>	<b>Part 2:</b> <b>Collecting and</b> <b>Analyzing</b> <b>Qualitative</b> <b>Data</b> Transcription	5, 6	<ol style="list-style-type: none"> <li>1. Creswell, Chapter 9 &amp; 15 (Ethnography)</li> <li>2. Merriam, Chapter 8</li> <li>3. Foster, Chapter 24, The Power to Know One Thing Is Never the Power to Know All Things: Methodological Notes on Two Studies of Black American Teachers, Luttrell.</li> <li>4. Fine &amp; Weis, Chapter 28, Writing the 'Wrongs' of Fieldwork: Confronting Our Own Research/Writing Dilemmas in Urban Ethnographies, Luttrell.</li> </ol>	<ol style="list-style-type: none"> <li>1. Transcribe Interviews (Dedoose Software-overview in BB)</li> <li>2. Discussion Board: Post Interview Transcriptions</li> </ol>
<b>Week 5</b> <b>Monday</b> <b>02/01/16</b>	Transcription, Coding & Observation	6, 7	<ol style="list-style-type: none"> <li>1. Review Creswell, Chapter 9</li> <li>2. Creswell, Ch 16 (Narrative design)</li> <li>3. Merriam, Ch 6</li> <li>4. Review Merriam, Ch 8</li> <li>5. Chase, Chapter 14, Narrative Inquiry: Multiple lenses, approaches, voices, Luttrell.</li> <li>6. Dodson &amp; Schmatzbauer, Chapter 19, Luttrell.</li> </ol>	<ol style="list-style-type: none"> <li>1. Discussion Board: Post Codebook (examples in BB) <i>Friday's Class:</i></li> <li>2. Bring transcription to class</li> <li>3. We will create Codebooks</li> <li>4. Observation Exercises</li> <li>5. View Example/s of Observation Notes</li> </ol> <p><b>ZOOM Session 7-8pm EST, Thursday, February 8, 2016 (recorded/archived)</b></p>
<b>Week 6</b> <b>Monday</b> <b>02/08/16</b>	Observation continued Coding continued	6, 7	<ol style="list-style-type: none"> <li>1. Handout posted in BB: Creswell's templates for coding: Fig: 8.3, 8.4, 8.5, 8.6</li> <li>2. Talburt, Chapter 25, Entering the Inquiry, Luttrell.</li> <li>3. Thorne, Chapter 26, Learning from the</li> </ol>	<ol style="list-style-type: none"> <li>1. Discussion Board: Post Interview transcription + Codebook</li> <li>2. <b>Assignment 2: Interview transcription + Codebook. Due Sunday, 02/14/16</b></li> </ol>



Week	Focus	Learning Objectives	Readings and Web-Resources	Learning Activities
<b>Week 7 Monday 02/15/16</b>	<b>PART 3: Reporting Qualitative Research</b>	7, 8, 9	Kids, Luttrell. 1. Creswell, Chapter 14 (Grounded theory) 2. Review Merriam, Ch 6 (observation) 3. Charmaz, Chapter 13, Grounded Theory: Objectivist and Constructivist Methods, Luttrell. 4. Ulichny and Schoener, Chapter 27, Teacher-Researcher Collaboration from Two Perspectives, Luttrell.	1. Discussion Board: Conduct Observation (see guidelines posted in BB)  <b>ZOOM Session 7-8pm EST, Thursday, February 18, 2016 (recorded/archived)</b>
<b>Week 8 Monday 02/22/16</b>	Validity & Reliability	7, 8, 9	1. Creswell, Chapter 10 2. Merriam, Chapters 9 & 10 3. Maxwell, Validity: How might you be wrong?, Luttrell. 4. Mishler, Chapter 18, Validation in Inquiry-Guided Research: The Role of Exemplars in Narrative Studies, Luttrell.	1. Discussion Board: Post Observation Notes 2. <b>Assignment 3: Observation &amp; Preliminary Results due, Sunday, 02/28/16</b>
<b>Week 9 Monday 02/29/15</b>	Visual Data & Graphical Displays	10, 11	1. Review Creswell, Chapter 10 2. Review Merriam, Chapter 10 3. Luttrell, Chapter 29, Reflexive Writing Exercises, Luttrell. 4. -Elbow, Chapter 30, Summary of Kinds of Responses, Luttrell. 5. -Bernard, Cervoni, Desir, & McKamey, Chapter 31, 'Joining In and Knowing the I:' On becoming reflexive scholars, Luttrell.	1. Discussion Board: Post 1 Graphical Display
<b>Week 10 Monday 03/07/16</b>	Summative Class: Becoming a qualitative researcher	10, 11	1. Review prior chapters as needed	1. <b>Final PPT (?): Due March 13, 2016</b> 2. <b>Assignment 4: Final Research Paper due: March 13<sup>th</sup>, 2016</b>

### Grading and Assignments

Learning Activity	Week	Value	Due Date
Participation	1 - 10	20 pts.	<ul style="list-style-type: none"> <li><b>In class participation.</b></li> <li><b>Discussion board each week</b></li> </ul>
Assignment 1: Project Description and Interview protocol	3	20 pts.	<b>Assignment 1: Project Description and Interview Protocol, Due Sunday, Jan. 17th</b>
Assignment 2: Transcription Drafts of Interview	5	20 pts.	<b>Sunday 02/14/16; 11:59 p.m.</b>
Assignment 3. Preliminary Results	7	20 pts.	<b>Sunday, 02/28/16; 11:59 p.m.</b>
Assignment 4. Final Research Paper and Presentations	10	20 pts.	<b>Sunday, March 13th, 2016, 11:59 p.m.</b>
Grading Scale	A = 100-93    A- = 92-90    B+ = 89-87    B = 86-83    B- = 82-80 C+ = 79-77    C = 76-73    C- = 72-70    F = 62 and below		



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