

EDUC 838: Qualitative Research and Data Analysis

Ph.D. Program, School of Education, Drexel University



Instructor: Jen Katz-Buonincontro
 Classroom Location: RM 340, 3401 Market St.
 Time: Wednesdays, 9:00 am – 11:50 am
 Term: Fall 2018
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 Office Hours: By appointment, 3401 Market St., Office #372

COURSE DESCRIPTION

The purpose of this course is to introduce students to basic and more advanced qualitative research methods in an interactive, participatory learning format. The course will focus on learning and applying select principles of inquiry to a) define a “problem space,” or area of investigation, and b) practice collecting and analyzing preliminary data from interviews and observations related to that problem space. Formal research methods will complement individual, student-driven project goals. As a result, students will gain requisite proficiency in the core research skills for a doctoral dissertation as well as current and future research collaborations. The course will focus on defining one’s own epistemology and research approach and how that influences subsequent design, data collection and analysis decisions. Students will practice conducting interviews and observations, transcribing a brief face-to-face interview, coding data, interpreting the data and presenting it with implications for scaling up research for the dissertation. Students will become literate in theories and research philosophies informing methods of qualitative research geared towards the field of education.

COURSE GOALS

In this course, you will:

- 1) Become knowledgeable about epistemology, or theories of knowledge, qualitative canons and ethics of research.
- 2) Develop an understanding of the research cycle of proposing projects, conducting literature reviews, collecting data, analyzing/interpreting data and comparing that data to extant research.
- 3) Learn how to conduct, transcribe, code and write up face-to-face interviews and observations.
- 4) Hone professional judgment and learn how to communicate to others about individual area(s) of research, its utility-value and evidence-based ways to improve education, in both oral and written forms of communication.
- 5) Develop skills in being a critical connoisseur of published qualitative research.

COURSE TEXTS

American Psychological Association. (2010). *Concise rules of APA style* (6th Ed). The official pocket style guide from the American Psychological Association. Washington, D.C.

Luttrell, W. (2010). *Qualitative educational research: readings in reflexive methodology and transformative practice*. New York: Routledge.

Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative research: a guide to design and implementation* (4th Ed). San Francisco, CA: Jossey-Bass.

Readings supplemented with sources from the Drexel University Library databases e.g.:

Council of the American Educational Research Association. (2006). Standards for reporting on empirical social science research in AERA publications. *Educational Researcher*, 35(6), 33-40. American Educational Research Association.

Levitt, H. M., Bamberg, M., Creswell, J. W., Frost, D. M., Josselson, R., & Suarez-Orozco, C. (2018). Journal article reporting standards for qualitative primary, qualitative meta-analytic, and mixed methods research in psychology: the APA publications and communications board task force report. *American Psychologist*, 73(1), 26-46.

Course Schedule

WEEK	MODULE	QUALITATIVE DESIGN	DATABASE QUEST	READINGS	LUTTRELL DISCUSSION LEADER	DUE
1: 09/26	Introductions	Overview	Case study	Jen's handout M&T, Ch. 1, 2 Luttrell, Ch.1, 9	--	Interviewee identified & confirmed
2: 10/03	Problem Statement	Case study	Narrative	M&T, Ch.5 Luttrell, Ch14, 18	Amanda	Observation site identified & confirmed
4: 10/10	Conceptual Framework	Narrative	Ethnography	M&T, Ch. 3 Luttrell, Ch2,3,21	Ague	Complete & Self Assess <i>Assignment #1</i>
5: 10/17	Research Questions	Ethnography	Case study	M&T, Ch. 4 Janesick handout Yin handout	Guillermo	Sign up: qual. journal e-alert
6: 10/24	Method	Case study	Phenomenology	M&T, Ch. 6, 7 Luttrell, Ch. 16	Aly	Peer review
7: 10/31	Data analysis	Phenomenology	Grounded theory	M&T, Ch. 8 Luttrell, Ch. 13	Mark	Submit <i>Assignment #2</i>
8: 11/07	Results (int) Data display	Grounded theory	---	M&T, Ch. 9 Luttrell, Ch26 Yin & Jen's validity handout	Brian	Peer review
9: 11/14	Results (obs)	--	--	Luttrell, Ch. 17	--	
10: 11/21	No Class due to Drexel Holiday (Thanksgiving)					Submit <i>Assignment #3</i>
11: 11/28	Limitations	--	--	Luttrell, Ch. 27	---	
Exam wk:12/11	Discussion & Implications	--	--	M&T, Ch. 10 Luttrell, Ch29, 30	---	Submit <i>Assignment #4</i> Presentations

COURSE ASSIGNMENTS

Assignment #1: Project description & Interview Protocol (20%)

Assignment #2: Full Interview Transcription & Codebook (20%)

Assignment #3: Observation Notes & Themes (20%)

Assignment #4: Preliminary Results: Observation and Interview (20%)

Weekly Course Participation: General Participation, Discussion Leadership, Peer Reviews (20%)

Class Components:

1. Interactive lecture on methods
2. Critical analysis of article from Database Quest
3. Reading discussion (Luttrell)

Database Quest (DQ) Course Activity:

Objectives: a) Become immersed in Drexel databases and perfect terms used in database searches, b) widen exposure to the scope of published research in each qualitative research design e.g. case study, c) identify and compare the article elements, or sections, across these research designs, as required in APA concise rules, d) collect articles related to prospective dissertation topic, and e) create a common article repository organized by type of qualitative design housed in BBLearn database.

Directions:

1. Use a Drexel Library Database to conduct a search for the specific genre of qualitative research e.g. “case study.”
2. Must be peer reviewed journal article.
3. Upload to BBLearn Site.
4. Highlight the article section we are discussing e.g. “problem statement” for class discussion.
5. The articles can be on any research topic.

PARTICIPATION EXPECTATIONS

- *Discussion Leader:* Each of us will rotate serving as Discussant Leader, each week, for the Luttrell selected chapters. Our goal is to make teaching and learning intellectually stimulating and gratifying while sharpening our critical analysis skills of extant scholarship.
- *Peer Review:* We will engage in peer review of our work, to improve our thinking, coding, writing and evaluation of creative ideas.
- *Communication:* As per SoE policy, 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 what you write, say and do. Use affirmative language in all of your communication with peers and the instructor.
- *Plagiarism:* As per APA, 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).

ESSENTIAL LEARNING QUESTIONS

1. How does qualitative research explore and interrogate educational facts, processes, e.g. teaching, learning, leading?
2. What kind of educational improvement/social change is needed, and why might it be personally/professionally relevant to you?
3. What are the primary qualitative data collection methods and analysis techniques?
4. What are the five main sections of a qualitative research report?
5. How do qualitative researchers address issues of rigor and evidence in their work, particularly regarding inter-subjectivity / bias, validity, reliability and generalization, in data collection and analysis?
6. What are the most effective strategies for addressing standards of excellence in writing and evaluating qualitative research products?

GRADING POLICY

Review policies on an Incomplete Grade in the Provost Office Guidelines.

<http://www.drexel.edu/provost/policies/grades.asp>

A	93-100	C+	77-79	D	63-66
A-	90-92	C	73-76	F	62 and below
B	83-86	C-	70-72		
B-	80-82	D+	67-69		

Map of Educ 838 Course Alignment with PhD Program

PLO	Course Goals	Course Modules	Assignments
1. Demonstrate mastery of subject material, including prior, current, and emerging research and theories in the student’s area of specialization as well as significant issues and topics in the field of education, broadly-constructed. This mastery includes: –Interpreting relevant literature and relate to critical questions in education –Synthesizing existing research and constructing literature-based arguments –Identifying, describing, and justifying relevant “gaps” in the literature.	Develop skills in being a critical connoisseur of published qualitative research.	Introductions (wk1) Problem statements (wk2) Conceptual framework (3) Research questions (4)	Weekly Database Quests (selecting journal articles representing a qualitative design) & critical analysis of those articles Weekly Course Participation: General Participation, Discussion Leadership, Peer Reviews Assignment #1: Project description & Interview Protocol
2. Demonstrate the ability to conduct scholarly inquiry in a responsible and ethical manner.	Become knowledgeable about epistemology, or theories of knowledge, qualitative canons and ethics of research.	Method (wk 5) Data analysis (wk 6)	Module on human subjects protocol Module on Validity
3. Produce and defend original research that contributes to the body of knowledge in the student’s area of specialization.	Develop an understanding of the research cycle of proposing projects, conducting literature reviews, collecting data, analyzing/interpreting data and comparing that data to extant research. Learn how to conduct, transcribe, code and write up face-to-face interviews and observations.	Results (interview) (wk 7) Results (observation) (wk 8) Limitations (wk 9) Discussion (wk 10) Implications (wk11)	Assignment #1: Project description & Interview Protocol Assignment #2: Full Interview Transcription & Codebook Assignment #3: Observation Notes & Themes
4. Become academic leaders in the student’s area of specialization through the development of new ideas, theories and best practices.	Hone professional judgment and learn how to communicate to others about individual area(s) of research, its utility-value and evidence-based ways to improve educational programs and organizations, in both oral and written forms of communication.	Implications and class presentations (wk 11)	Assignment #4: Preliminary Results: Observation and Interview

IMPORTANT INFORMATION

- 1) The end of week 2 is the last day for dropping a course; you may withdraw after that.
- 2) Students with disabilities requesting accommodations and services at Drexel University need to present a current accommodation verification letter (AVL) to faculty before accommodations can be made. AVL's are issued by the Office of Disability Services (ODS). For additional information, contact the ODS at www.drexel.edu/edt/disability, 3201 Arch St., Ste. 210, Philadelphia, PA 19104, V 215-895-401 or TTY 215-895-2299.
- 3) Academic Honesty Policy: All students are expected to abide by Drexel University’s policies. If an act of academic dishonesty is determined to have occurred, for a first offense, one of the following sanctions will be imposed, depending on the severity of the offense:
 - * Reduction of a course grade
 - * An F for the assignment or exam
 - * Failure for the entire course with the inability to withdraw, or
 - * Other action deemed appropriate by the faculty member. Examples include, but are not limited to, requiring the student to re-take the exam, re-complete an assignment, or complete an assigned exercise. The decision of the faculty member and the department head shall be reported to the Office of Judicial Affairs, which is responsible for maintaining student conduct records. The incident will result in an official disciplinary record for the student(s).
 Any academic honesty infraction beyond a first offense is subject to the sanctions described above, as well as to disciplinary sanctions that may be imposed through the University judicial process, administered through the Division for Student Life and Administrative Services/Office of Judicial Affairs. These sanctions may include suspension or expulsion from the University. Drexel University Student Handbook, 2005-2006 edition (<http://www.drexel.edu/studentlife/images/0506Handbook.pdf>

RECOMMENDED TEXTS, ARTICLES & Resources

Hatch, J. A. (2002). *Doing qualitative research in education settings*. Albany, NY: State University of Albany Press.

Edmonson, S. & Irby, B. (2008). *Ten tips for producing a top qualitative research study*. Boston, MA: Pearson Education.

Creswell, J. W. (2007). *Qualitative inquiry & research design: Choosing among five approaches (2nd Ed)*. Thousand Oaks, CA: Sage.

Maxwell, J. A. (2005). *Qualitative research design: An interactive approach (2nd Ed)*. Applied Social Science Series (Volume 42). Thousand Oaks, CA: Sage:

Introduction to Interviews

Berg, B. (2004). *Qualitative research methods for the social sciences (5th Ed)*. Boston: Pearson/Allyn & Bacon. A dramaturgical look at interviewing (75-125).

Interview Styles & Writing Questions

Denzin, N. K. & Lincoln, Y. S. (Eds). (2008). *Collecting and interpreting qualitative materials (3 Ed)*. Thousand Oaks, CA: Sage...Fontana, A. & Frey, J. H. The Interview: From neutral stance to political involvement (115-159).

Salant, P. & Dillman, D. A. (1994). How to conduct your own survey. New York: John Wiley & Sons, Inc. Chapter 6: Writing good questions (77-99).

MacLeod, J. (1995). Excerpt from "Teenagers in Clarendon Heights: The Hallway Hangers and the Brothers" from *Ain't no makin' it: Aspirations and attainment in a low-income neighborhood*. Westview Press, as reprinted in Arum, R. & Beattie, I. (Eds.) (1999). *The structure of schooling: Readings in the sociology of education*. Boston: McGraw Hill.

Observations:

Jorgensen, D. (1989). Participant observation: A methodology for human studies (96-105). Newbury Park, CA: Sage.

Fine, M., Weis, L., Pruitt, L. Burns, A. (Eds). (2004). *Off white: Readings on power, privilege, and resistance (2nd Ed)*. New York: Routledge.

Vierra, A. & Pollock, J. (1998). *Reading educational research*. Scottsdale, AZ: Gorsch Scarisbrick. Transcript of observation notes (226-228).

Creswell, J. W. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches (2nd Ed)*. Thousand Oaks, CA: Sage. Qualitative procedures (179-207).

Yin, R. K. (2002). *Case study research: Design and methods (2nd Ed)*. Applied Social Research Methods Series, Volume 5. Thousand Oaks, CA: Sage.

Yin, R. K. (2005). *Introducing the world of education: A case study reader*. Thousand Oaks, CA: Sage.

Creswell, J. W. (2007). *Qualitative inquiry & research design: Choosing among five approaches (2nd Ed)*. Thousand Oaks, CA: Sage.

Arts-based research in the social sciences:

Knowles, G. J. & Cole, A. L. (2008). *Handbook of the arts in qualitative research: Perspectives, methodologies, examples and issues*. Thousand Oaks, CA: Sage.

WEB RESOURCES

Qualitative Research Special Interest Group, American Educational Research Association.

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>

NVivo Software Tutorials. http://www.qsrinternational.com/support_tutorials.aspx?productid=18

Grounded Theory Institute. <http://www.groundedtheory.org/>