

## EDUC 837-150: Advanced Qualitative Analysis (Hybrid)

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### COURSE DESCRIPTION

The purpose of this course is to introduce students to advanced qualitative research methods used in educational research. To that end, students will read about and practice data collection, data analysis and reporting conventions used in qualitative research geared towards the field of education. The course will focus on a) producing transcriptions of data collected in Educ 836 e.g. interviews and observation, and b) apply data collection and analysis methods. Formal research methods will complement individual, student-driven project goals. As a result, students will gain proficiency in core research skills required for an action-oriented doctoral dissertation that will help prepare them for future research collaborations and work based projects.

### COURSE OBJECTIVES

In this course, you will:

1. Extend your knowledge of qualitative research methods from Educ 836: Qualitative Research Design and Data Analysis.
2. Practice analyzing and interpreting data and comparing that data to extant research.
3. Learn how to transcribe, code and write up face-to-face interviews and observations.
4. Articulate and report research findings, the utility-value and evidence-based ways to improve educational programs and organizations, in both oral and written forms of communication.
5. Develop skills in being a critical connoisseur of published qualitative research.
6. Demonstrate using an appropriate software/technology tool for qualitative data analysis procedures using findings from a small field research project.

### COURSE TEXTS

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

Miles, M. B., Huberman, A. M. & Saldana, J. (2013). *Qualitative data analysis: A methods sourcebook*. Thousand Oaks, CA: Sage.

Seidman I. (2013). *Interviewing as qualitative research: A guide for researchers in education and the social sciences (4<sup>th</sup> ed.)*. NY: Teachers College Press.

#### Revisited selections of the EDUC 836 course texts:

Creswell, J. (2012). *Qualitative inquiry and research design: Choosing among five approaches (3<sup>rd</sup> ed.)*. Thousand Oaks, CA: Sage Publications. ISBN: 9-781-4129-9530-6

Merriam, S. and Tisdell, E. (2016) *Qualitative research: A guide to design and implementation (4th Ed)*. San Francisco, CA: Wiley Publications. ISBN: 987-1-119-00361-8.

Saldaña, J. (2015). *The coding manual for qualitative researchers (3<sup>rd</sup> ed)*. Los Angeles: Sage Publications. ISBN: 978-1-84787-549-5

**Recommended further readings/selected chapters:**Overview of Selected readings posted in BBLearn

Charmaz, K. (1995). Grounded theory. In: Smith et. al. (Eds). *Rethinking Methods in Psychology*, Sage Publications, 27-49.

Wolcott, H. F. (2009). Selected chapters from *Writing up qualitative research*. ISBN 978-1-4129-7011-2. Sage Paperback.

Merriam, S.B. (2009) Chapter 8 on Qualitative Data Analysis in *Qualitative Research: A Guide to Design and Implementation* (JOSSEY-BASS Higher & Adult Education Series). Wiley Publications. Isbn978-0-470-28354-7

Overview of data analyses approaches and how they differ conceptually:

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

Overview of analyzing and interpreting interviews, online ethnography and arts-based research:

Denzin, N. K. & Lincoln, Y. S. (Eds). (2008). Selected chapters from *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).

Example of writing up ethnographic and case study findings:

Creswell, J. W. (2007). *Qualitative inquiry & research design: Choosing among five approaches* (2nd Ed). Thousand Oaks, CA: Sage. Figure 7.4: Sample Interview Protocol (136).

Appendix F: A Case Study (337-353). Asmussen, K. J. & Creswell, J. W. (1995). Campus response to a student gunman. *Journal of Higher Education*, 66, 575-591. Ohio State University Press.

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.

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

Chapter 2: Vignette of a fifth-grade teacher (23-32).

Chapter 3: A commitment to children (33-55).

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

Duneier, M. *Finding a place to pee and other struggles of ethnography: Reflections on race and method*.

Example of using the arts in educational research:

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

Example of using education/health in social science research.

Brown, P. *Qualitative Methods In Environmental Health Research*. This article first traces the legacy of qualitative research in environmental health, and then uses a case study of the author's experiences studying the Woburn childhood leukemia cluster in order to provide personal and scholarly insights on qualitative approaches.

<http://www.brown.edu/research/research-ethics/sites/brown.edu.research.research-ethics/files/uploads/Qualitative%20Methods%20in%20Env%20Health%20Research%20-%20Brown.pdf>

**WEB RESOURCES**

Foundations of Qualitative Research (includes videos)

<http://isites.harvard.edu/icb/icb.do?keyword=qualitative&tabgroupid=icb.tabgroup117226>

NVivo Software Tutorials. [http://www.qsrinternational.com/support\\_tutorials.aspx?productid=18](http://www.qsrinternational.com/support_tutorials.aspx?productid=18)

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. Available: <http://www.groundedtheory.org/>

### ESSENTIAL LEARNING QUESTIONS

1. What are the primary qualitative data collection methods and analysis techniques?
2. What coding approach best suits your research design and why?
3. What are the steps of the selected coding approach?
4. How do qualitative researchers address issues of rigor and evidence in their work, particularly regarding inter-subjectivity / bias, validity, reliability and generalization?
5. What are the most effective strategies for addressing standards of excellence in writing and evaluating qualitative research products?
6. What are the different ways to triangulate interview and observation data?
7. How does the discussion section refer back to the literature introduced in the beginning of the research project?
8. How do the implications of the research help frame an action-oriented steps that can be implemented in one's organization after the dissertation is completed?

### PARTICIPATION EXPECTATIONS

**Weekly Discussion:** Each student will use Discussion Board to post their data, and data analysis as well as discuss a reading prompt.

**Peer Review:** We will engage in peer review of our work.

- Please use face-to-face etiquette and 'NETIQUETTE:' be respectful of peers, instructors and advisors in language and in tone, in electronic correspondence or FTF. Racist, sexist, homophobic, swear/curse words and otherwise disrespectful or rude language is not acceptable behavior.
- 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.
- Make teaching and learning intellectually stimulating and gratifying. Contribute "substantive" comments to each week's discussion and reading questions, grab peoples' attention in a positive way and review peers' work with care.
- Plagiarism is not tolerated in DB posts, 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).

### COURSE ASSIGNMENTS

Weekly Course Participation: Discussion Boards & Attendance of all 3 Executive Weekend Courses (10%)

Assignment #1: Full Interview Transcription & Codebook (20%)

Assignment #2: Coded Interview Transcription and Observation Transcription (20%)

Assignment #3: Preliminary Results (20%)

Assignment #4: Discussion and Interpretation of Results and Recommendations for Future Research (20%)

- *All assignment descriptions are posted in BBLearn course shell. Assignments or readings may be slightly altered depending on the pace and level of learning in the class in which case you will receive an email from the instructor w/any revised criteria if necessary.*

## COURSE SCHEDULE

Week	Topics	Readings	Learning Tasks & Assignments
Wk 1 : 1/9/17 – 1/15/17 Executive Wknd Friday, January 13. 5:30-9:30pm	INTERVIEWING	*Miles & Huberman, Chapter 1, 2, 3, 4 *Seidman, (2013), Chapters 4, 6, 7 *Video: Janesick on Qualitative Methods of Research (36 min)	<ol style="list-style-type: none"> <li>1. Articulate Research Stance from Educ 836</li> <li>2. Extend Interview Protocol from Educ 836 or Interview 2<sup>nd</sup> Person w/New Protocol</li> <li>3. Post Interview Candidate Description</li> <li>4. Recruit interviewee for a 30-45 minute interview</li> </ol>
Wk 2: 1/16/17 –1/22/17	CODING	Miles & Huberman, Chapter 5, 6 Videos	<ol style="list-style-type: none"> <li>1. Conduct Interview</li> <li>2. Record this Interview</li> <li>3. Post Audio File of Interview in DB</li> </ol>
Wk 3 : 1/23/17 –1/29/17	TRANSCRIPTIONS	Read: -Miles & Huberman, Chapter 7,8; Videos Seidman, (2013), Chapter 8 <i>Analyzing, interpreting, and sharing interview material</i> Seidman, Appendix Profile: Betty - A long time day care provider	<p><b>Assignment #1:</b> Full Interview Transcription &amp; Codebook Due at the End of WK3</p> <ol style="list-style-type: none"> <li>1. Post Interview Transcription</li> <li>2. Post Codebooks</li> <li>3. Exchange Codebooks</li> <li>3. Identify Observation Site</li> <li>4. Gain Permission for Observation</li> </ol>
Wk 4: 1/30/17-2/5/17	OBSERVATION	Miles & Huberman, Chapter 9, 10 -Yin, R. K. (2005). Chapter 2: Vignette of a fifth-grade teacher (23-32). Chapter 3: A commitment to children (33-55).	<ol style="list-style-type: none"> <li>1. Conduct Observation</li> <li>2. Take Photo @ Observation Site</li> <li>3. Post Draft #1 of Observation Notes</li> </ol>
Wk 5: 2/6/17 – 2/12/17 Executive Wknd Friday, February 10. 5:30-9:30pm	OBSERVATION THEMES VISUAL DATA, FIGURES & TABLES	APA Concise Rules handbook Miles & Huberman (review) Yin (review)	<p><b>Assignment #2:</b> Observation Field Notes &amp; Themes Due End of WK6</p> <p>Bring to Class:</p> <ol style="list-style-type: none"> <li>1. Draft #1 of Observation Notes</li> <li>2. Photo</li> </ol>
Wk 6: 2/13/17 –2/19/17	CORROBORATING DATA SOURCES	Miles & Huberman, chs 8-9 pps. 221-253 Chapter 11 from Creswell, J. W. (2007).	<ol style="list-style-type: none"> <li>1. Create 1 Figure of Interview Results</li> <li>2. 2<sup>nd</sup> Draft Photo-Figure</li> </ol>
Wk 7: 2/20/17 –2/26/17	VALIDITY & RELIABILITY OF RESULTS	Miles & Huberman, Chapter 10 pps. 275-295	<ol style="list-style-type: none"> <li>1. Prepare 1<sup>st</sup> Draft Ass.#3</li> <li>2. Peer Review of Draft</li> </ol>
Wk 8: 2/27/17 –3/5/17	RESULTS	Miles & Huberman, Chapter 11 & 12	<b>Assignment #3:</b> Preliminary Results Due End of Wk#8
Wk 9: 3/6/17-3/12/17	DISCUSSION	APA Concise Rules handbook Review Miles & Huberman	<ol style="list-style-type: none"> <li>1. Examine Discussion in Article</li> <li>2. Rate Quality of Discussion</li> <li>3. Prepare Assignment #4</li> </ol>
Wk 10: 3/13/17 –3/19/17 Executive Wknd Friday, March 17. 5:30-9:30pm	RECOMMENDATI ONS FOR FURTHER RESEARCH	APA Concise Rules handbook Review Miles & Huberman	<b>Assignment #4:</b> Discussion and Implications Due Final Presentations Critical Friends Feedback

## GRADING TABLE

Learning Activity & Assignments	Week	Value	Due Date
Weekly Course Participation: Discussion F2F, Discussion Boards, Peer Reviews, etc.	1 - 10	10 pts.	Due: DB Posts and Attendance in Each Executive Weekend
Assignment #1: Full Interview Transcription & Codebook	3	20 pts.	DUE WK3: Monday, 11:59 p.m.
Assignment #2: Coded Interview Transcription and Observation Transcription	5	20 pts.	DUE WK5: Monday, 11:59 p.m.
Assignment #3: Preliminary Results	8	20 pts.	DUE WK 8: Monday 11:59 p.m.
Assignment #4: Discussion and Interpretation of Results and Recommendations for Future Research	10	20 pts.	DUE WK 10: Monday, 11:59 p.m.
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		

## GRADING POLICY

Review policies on an Incomplete Grade in the Provost Office Guidelines. Available:  
<http://www.drexel.edu/provost/policies/grades.asp>

**Course Expectations**

Students in this course are expected to be active learners and participants, requiring all students to take an active role in their own learning and to share the learning process with the class. Evidence of active learning includes:

1. *“Attending to” all weekly on-line activity*, which is critical to promoting a learning community within the class?
2. *Reading and watching all assigned materials* and making note of questions, areas of interest, and connections you find to other readings.
3. *Active participation in weekly voice threads* allowing each student to test his or her own assumptions about student development as well as expand the worldview of others in the class. Each member has an equally important story to share based on his or her own experiences and student will benefit from the viewpoints of their classmates.
4. *Posting Key Learning Points*, sharing with your colleagues and the faculty what you learned with the weekly lectures throughout the quarter.
5. *Attendance/Participation*: As a student in this course, it is expected that you will actively participate in the weekly online voice threads and complete assignments on time. Assignments are due no later than the assigned due date. Exceptions to this policy will require explicit permission of the instructor *in writing*.

**Key Focus Areas**

Drexel University has four "key focus areas" which are core in all courses, where applicable. These focus areas include:

1. Communication Skills
2. Experiential Learning
3. Global Awareness
4. Problem Identification, Solution Formulation, and Implementation

- ◆ **Communication skills** will be key throughout the quarter as we form our learning community and discuss, on an ongoing basis, the course topics.
- ◆ **Experiential learning** is prevalent with topics such as ours that cut across so many disciplines. Sharing our past, present, and possibly future workplace experiences and expectations will enable collaborative learning to take place as we interact.
- ◆ **Global awareness** is a thread clearly winding its way through our text.
- ◆ **Problem identification, solution formulation, and implementation** are very important to leadership. It is essential that be put into practical and immediate use in our professional, personal, and community lives.
- **Evaluation**: All graded activities will require students to perform against the standard of professionalism, which implies (at least): accuracy, neatness, correct written and spoken form and style, punctuality, resourcefulness, and creativity.
- **APA**: All submitted papers must be double-spaced, 12 point font and in proper APA style. Students are required to follow the *Publication Manual of the American Psychological Association, 6<sup>th</sup> edition (2010)*.

- **Due Dates:** Assignments are due the date listed. Late assignments will receive a point penalty equivalent to one letter grade. After one week the assignment will not be accepted and a zero grade will be recorded.
- **Assignment File Names:** All submitted assignment files must follow the same basic protocol – lower case first initial, lower case last name, course number, dash -, and sequential numbering of the assignment. For example the first assignment should have a file name such as **smith (educ800)-1.doc**. Following assignments will have file names such as **bsmith (educ800)-2.ppt**, **bsmith (educ800)-3.doc**, etc.
- **Cover Pages:** All submitted papers must include a cover page. The cover page must include the Title, Your Name, Instructional Name, Course Number, and Date. The cover page and reference section do not count toward the page count for the assignment.

### Important Information

- The course registration adjustment period for adding or dropping courses begins with the opening of a student's time ticket assignment for course registration and closes Friday, January 6th (end of Week 1) at 11:59 pm via the Web.
- Students with disabilities are encouraged to request accommodations and services at Drexel University. The Office of Disability Resources will meet with you to determine what accommodations can be made to support your success. It is the student's responsibility to present a current accommodation verification letter (AVL) to faculty at the start of each quarter before accommodations can be made. AVL's are issued by the Office of Disability Resources. For additional information, contact the Office of Disability Resources at <http://www.drexel.edu/oed/disabilityResources/students/>

### Course Expectations

Students in this course are expected to be active learners and participants, requiring all students to take an active role in their own learning and to share the learning process with the class.

Evidence of active learning includes:

- ◆ *Reading and watching all assigned materials, responding to cohort members, and making note of questions, areas of interest, and connections to coursework completed and new readings.*
- ◆ *Active participation in weekly discussions, Zoom/Collaborate sessions, allowing each student to test personal assumptions about the proposal hearing, dissertation development and expand the worldview or personal stances of others in the class. Each member has an equally important story to share based on his or her own experiences and student will benefit from the viewpoints of their classmates.*
- ◆ *Attendance/Participation: As a student in this course, it is expected that you will actively participate in the weekly Wiki and Discussion Board and complete and submit assignments on time. Assignments are due no later than the assigned due date. If you need an extension for a weekly assignment you will require permission of the instructor before the due date.*

### Key Focus Areas

Drexel University has four "key focus areas" which are core in all courses, where applicable. These focus areas include:

1. **Communication Skills** will be key throughout the quarter as we form our learning community and discuss, on an ongoing basis, the course topics.
2. **Experiential Learning** is prevalent with topics such as ours that cut across so many disciplines. Sharing our past, present, and possibly future workplace experiences and expectations will enable collaborative learning to take place as we interact.
3. **Global Awareness** is a thread clearly winding its way through our text.
4. **Problem Identification, Solution Formulation, and Implementation** are very important to leadership. It is essential that be put into practical and immediate use in our professional, personal, and community lives.

## Academic Integrity

### STATEMENT OF POLICY

Drexel University expects all members of its community to uphold the highest values of academic integrity. In upholding these values, the University is committed to investigating any allegation of violations of academic integrity against a student. Violations include, but are not limited to: plagiarism, cheating, fabrication, and academic misconduct.

Sanctions for violations of academic integrity are administered through the Office of Student Conduct and Community Standards in conjunction with the Office of the Provost and other University offices as deemed appropriate. It is generally the responsibility of the faculty member overseeing the academic activity to report the violation to the Office of Student Conduct and Community Standards and to determine the appropriate sanction. A student who believes he/she has been wrongly sanctioned has a right to an appeals process.

In addition to any other sanction, the University reserves the right in its sole discretion to withdraw an earned degree even though it has been granted should it be discovered at any time that the work upon which the degree was based, or the academic records in support of such degree, have been falsified. In that situation, the degree will be withdrawn promptly upon discovery of the falsification and the academic record will be updated to reflect the withdrawal of degree.

### DEFINITIONS

#### Plagiarism

Plagiarism is the inclusion of someone's previously documented words, ideas, or data in one's own new and original work. When a student submits work for credit that includes the words, ideas or data of others, including one's own previously submitted work, the source of that information must be acknowledged through complete, accurate and specific references, and, if verbatim statements are included, through quotation marks as well. By placing his/her name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgments. A student must obtain permission from the current instructor, prior to submission, to use his or her previously submitted work in a new and original work.

Plagiarism covers unpublished as well as published sources. Examples of plagiarism include, but are not limited to:

- Quoting another person's actual words, complete sentences or paragraphs, or an entire piece of written work without acknowledgment of the source
- Using another person's ideas, opinions, or theory, even if it is completely paraphrased in one's own words, without acknowledgment of the source
- Using one's own previously submitted work as new and original without permission from the instructor
- Using facts, statistics, or other illustrative materials that are not clearly common knowledge without acknowledgment of the source
- Copying another student's essay examination
- Copying, or allowing another student to copy, a document or computer file that contains another student's assignment, and submitting it, in part or in its entirety, as one's own
- Collaborating on an assignment or sharing computer files and/or programs, and then submitting individual copies of the assignment as one's own individual work. Students are urged to consult with individual faculty members, academic departments, or recognized handbooks in their field if in doubt regarding issues of plagiarism.

Students are urged to consult with individual faculty members, academic departments, or recognized handbooks in their field if in doubt regarding issues of plagiarism.

#### Cheating

Cheating is an act or an attempted act of deception by which a student seeks to misrepresent that he/she has mastered information or a skill on an academic evaluation instrument, such as (by example, not limitation) a test, exam, quiz, that has not in fact been mastered. Examples include, but are not limited to:

- Copying from another student's examination paper
- Allowing another student to copy from your examination paper, text, quiz, or similar evaluation instrument
- Unauthorized use of a course textbook or other materials, such as (by example, not limitation) a notebook, to complete an examination or other assignment
- Collaborating on an examination, test, quiz, or other project with any other person(s) without authorization
- Using or processing specifically prepared materials during an examination such as (by example, not limitation) notes, formula lists, notes written on the students clothing, calculators, and/or smart devices, that are not authorized
- Taking an examination for someone else or permitting someone else to take an examination for you

### **Fabrication**

Fabrication is the use of invented information or the falsification of research or other findings. Examples include, but are not limited to:

- Citation of information not taken from the source indicated; this may include the incorrect documentation of secondary source materials
- Listing sources in a bibliography not used in the academic product
- Submission in a paper, thesis, lab report, or other academic exercise of falsified, invented, or fictitious data or evidence, or deliberate and knowing concealment or distortion of the true nature, origin, or function of such data or evidence
- Submitting as your own any written work, printing, sculpture, or other material prepared in whole or in part by another
- Other forms of scientific misconduct

### **Academic Misconduct**

Academic misconduct includes academically dishonest acts such as tampering with grades or taking part in obtaining or distributing any part of an administered or unadministered examination, test, quiz, project, or similar evaluation instrument. Examples include, but are not limited to:

- Stealing, buying, or otherwise obtaining all or part of an administered or unadministered examination
- Selling or distributing all or part of an administered or unadministered test including questions and/or answers
- Bribing a person to obtain an administered or unadministered test or any information about the test
- Entering a University building or office for the purpose of obtaining an administered or unadministered test
- Signing-in, swiping-in, or logging-in as someone else or permitting someone to sign-in, swipe-in, or log-in for you in any academic setting such as, but not limited to, classes or common exams
- Any unauthorized action taken for the purpose of changing a grade or grade record
- Changing, altering, or being an accessory to the changing and/or altering of a grade in a grade book, on a test, a "change of grade" form, or other official academic record of the University that relates to grades
- Continuing to work on an examination or project after the specified allotted time has elapsed
- Buying or otherwise acquiring in any way a theme, report, term paper, essay, computer software, other written work, painting, drawing, sculpture, or other scholastic art work, and submitting it as your own work to fulfill academic requirements
- Selling, distributing, or otherwise supplying in any way a theme, report, term paper, essay, computer software, other written work, painting, drawing, sculpture, or other scholastic art work to another student for that student's use in fulfilling academic requirements

[Student Handbook](#)

