

<b>Course Number</b>	EDLD 750C (CSUSM) / EDS 287C (UCSD)
<b>Course Title</b>	Qualitative Research Methods
<b>Course Location</b>	VIRTUAL
<b>Semester / Year</b>	Spring 2021
<b>Professor</b>	Joni Kolman, Ed.D.
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<b>Office</b>	VIRTUAL
<b>Office Hours</b>	By appointment

### COURSE OVERVIEW

This course introduces students to the theories, assumptions, and practices underlying the use of qualitative research in social sciences including education.

### Student Learning Outcomes

1. Examine a variety of qualitative methods and specific methodological approaches
2. Understand the role of theory, philosophy, and ethics in qualitative research
3. Identify appropriate qualitative methods to answer a variety of research questions
4. Engage in critical conversations and writing about qualitative research methods
5. Consider both the practical and ethical implications of a qualitative research project

### Program Student Learning Outcomes

By the end of the program, students will be able to:

PSLO 1: Demonstrate and engage in critical analysis around creating and sustaining organizational conditions that promote socially just and equitable learning environments.

PSLO 2: Use evidence-based decision-making.

PSLO 3: Generate and use applied research.

PSLO 4: Demonstrate and apply leadership skills and dispositions that are applicable to positively impact organizational culture and practice.

## **SCHOOL OF EDUCATION MISSION & VISION STATEMENT**

*(Adopted by SOE Governance Community, January 2013)*

### ***Vision***

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

### ***Mission***

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

## **BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK**

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

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## **UNIVERSITY OF CALIFORNIA, SAN DIEGO MISSION & VISION STATEMENT**

### ***Vision***

Develop passionate and empathetic educational leaders who shape an equitable future for a diverse society.

### ***Mission***

The Joint Doctoral Program in Educational Leadership at UCSD/CSUSM is committed to supporting and developing education leaders who are dedicated to equity, justice, inclusivity, compassion, and diversity of thought, cultures, and backgrounds.

### **JDP CORE VALUES /JDP COMMUNITY OF LEADERS:**

- Creates inclusive, compassionate, and safe environments
- Learns from and with others
- Demonstrates empathy with desire to cross boundaries (Boundary Crossers)
- Dreams, wonders, imagines new educational environments
- Designs creative solutions with and for people
- Questions convention, status quo, assumptions
- Works relentlessly to close equity gaps
- Embraces doubt
- Nurtures strengths and vulnerabilities

## **COURSE DESCRIPTION**

### **Advanced Research and Evaluation Methods**

Addresses more advanced topics in research design and methodology. Students hone the requisite research skills to conduct dissertation research. Students gain varied hands-on experiences in collecting and analyzing data relevant to schooling, as well as learn how to develop, manage, and analyze large data files. Students create a research agenda and develop skills needed in proposal writing: development, organization and coherence, conceptualization of research design, and attention to audience and writing style.

## **GENERAL CONSIDERATIONS**

### **CSUSM School of Education attendance policy**

Students *must* participate in 80% of the course sessions to receive credit for this course. Additional absences may further impact the course grade. If the absence is predictable (e.g. professional obligation), the student should inform the instructor ahead of time. If the absence is unanticipated, the student should initiate contact with the instructor as soon as possible. Notification of an absence does not constitute an excuse.

### **CSUSM Accommodation Services**

Students with disabilities who require reasonable accommodations must seek approval for services by providing appropriate and recent documentation to the Office of Disability Support Services (DSS). This office is in Craven Hall 4300, contact by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours. Alternatively, in order to ensure confidentiality, in a more private setting.

### **CSUSM Academic Honesty Policy**

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.

## **OUR LEARNING COMMUNITY**

The following Community Agreements and Teaching/Learning philosophy will serve as the foundational principles by which we relate to each other as we learn together. As a community, we can add specifics to these principles as we need.

### **Community Agreements**

- We speak from our own experience
- We are open to hearing others
- We share air time
- We are willing to have our thinking challenged
- We respect confidentiality
- We share experiences that are issue focused, not necessarily who said it or where
- Each of us participates using a "value added" approach by expanding upon ideas, providing examples, and/or expressing a different perspective.

## GRADING STANDARDS

<b>Does not meet standards (B or below)</b>	<b>Approaching Standards (A-/B+)</b>	<b>Meets Standards (A)</b>
<ul style="list-style-type: none"> <li>• Includes some of the required elements as delineated in the syllabus.</li> <li>• Some components of the assignment are included.</li> <li>• Provides a few concrete details of the information required for the assignment.</li> <li>• Includes personal viewpoints.</li> <li>• Organization hard to follow.</li> <li>• Many mechanical errors, including APA format.</li> <li>• Hard to read.</li> <li>• Little sentence/vocabulary variety.</li> </ul>	<ul style="list-style-type: none"> <li>• Includes required elements as delineated in the syllabus.</li> <li>• All components of the assignment are included.</li> <li>• Provides concrete details of the information required for the assignment.</li> <li>• Includes personal viewpoints.</li> <li>• Good organization.</li> <li>• Has few, if any, mechanical errors including APA format.</li> <li>• Holds interest – is interesting to read.</li> <li>• Some sentence/vocabulary variety.</li> </ul>	<ul style="list-style-type: none"> <li>• Includes required elements as delineated in the syllabus.</li> <li>• All components of the assignment are included.</li> <li>• Provides concrete details of the information required for the assignment and makes clear connections to class discussions, readings and activities.</li> <li>• Insightful commentary using personal viewpoints supported by current learning.</li> <li>• Presents clear and logical organization of thoughts.</li> <li>• Has few, if any, mechanical errors including APA format.</li> <li>• Holds interest – is engaging and thought-provoking to the audience.</li> <li>• Uses a sophisticated scholar researcher vocabulary and sentence structure.</li> </ul>

**If you are unable to submit the assignment by the due date, it is your responsibility to contact the instructor before the due date.**

This rubric represents general guidelines we will use to evaluate your work. As a doctoral candidate it is critical that you communicate your ideas through multiple formats. The written word is a powerful demonstrator of your knowledge, skills, and disposition. Therefore, we hold high expectations of your performance, and we are committed to providing you with useful and meaningful feedback that will support your learning and continued development as an educational leader.

In general, we believe a doctoral student:

- Completes all assignments on time and demonstrates the ability to summarize, analyze, and/or reflect at sophisticated and complex levels.
- Varies sources of information for assignments, demonstrating high degree of effort in pursuing varied perspectives around important educational issues.
- Completes all the reading assignments and develops thoughtful and thorough responses.
- Produces work that reveals a strong commitment to self-discovery and learning.
- Produces work at a highly professional level in terms of both writing and content.
- Develops a high quality presentation, demonstrating significant learning around a contemporary issue.
- Presents confidently and intelligently, demonstrating effective teaching skills.
- Completes assignments in/out of class with a focus on learning and exploration, pushing him/herself to better understand the profession through quality work.
- Attends every class meeting and is fully engaged during class.
- Pushes him/herself to new understandings by participating in discussions, sharing his/her opinions, and valuing others' perspectives.
- Contributes to the positive environment of the class by respecting all members.

## COURSE TEXTS AND READINGS

### Text

Maxwell, J.A. (2013). *Qualitative research design: An interactive approach*. Sage.

### Suggested Text

Miles, M.B., Huberman, A.M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook*. Sage.

### **Additional readings available on Google Classroom**

## COURSE REQUIREMENTS

As adult learners it is assumed that you will read critically, develop questions and analyses, and complete all assignments in order to facilitate your own learning and class discussions. Students are expected to come prepared to class with all requested materials, have completed the readings, and ready to engage in challenging conversations. The course sessions are designed to build from the readings and materials.

It is assumed that all students will work to their highest level since mastering research skills will enable you to conduct and complete a high quality dissertation. Although not graded explicitly, your preparation for and participation in course sessions is key to your learning.

### **Memos (50%)**

One of the key tools of qualitative research is the memo. Through this course, you will learn about how to write memos to support your research. As assignments for **five** of our class meetings, you will turn in individual memos. These memos will be sent to your small group, with a cc to me by email at [jkolman@csusm.edu](mailto:jkolman@csusm.edu), **prior to the start of class**. Please also upload them to Google Classroom. In class, you will read the memos of your group members and then come together to discuss next steps. These memos will serve as a foundation for the work in class so it is imperative they are done thoughtfully, thoroughly, and on-time.

### **Shared Authorship Qualitative Paper—50%**

This class will coalesce around the writing of a qualitative research paper based on data provided, and in the structure of AERA proposals. You will work in groups of 3, and the final paper should include the following:

1. **Title and authors:** Come up with a title for your paper that will catch someone's attention and captures its essence. Be sure to list all authors. Discussion about author order is important. Sometimes it is good to default to alphabetical order and have a footnote that notes that everyone contributed equally (which should be the case for this work).
2. **Introduction:** This section introduces the reader to the topic, including an overview of the key literature on the topic (you will cite!). The key here is to provide the reader with a clear understanding of what the problem is, utilizing the research, and what research is needed to further understandings around that problem (i.e. set the reader up for the purpose statement to come). You should set up a reader for your argument here.
3. **Perspectives:** This section describes the conceptual/theoretical lens you took to the work and why it is useful/what it draws our attention to /what it shows us when looking at this data. It should make it clear why this is an important way to look at the data. Some groups may want to construct a visual to accompany the narrative in this section, but this is not required. This is where I would also like to see a positionality statement that states the positionality (in brief) of all of the authors and makes clear how that influenced this work.
4. **Purpose Statement and Research Questions:** This section tells the reader what the purpose of your study is and why it matters (the rationale for conducting it—why it is important/urgent to study

this). The purpose statement should be followed seamlessly by the research questions. List your research questions in bulleted or numbered format.

5. **Methods:** This section should clearly describe the participants, data collection methods used, and your group's approach to data analysis (tell the reader what you actually did!). Remember to cite when appropriate.
6. **Findings:** This section should clearly lay out the initial findings from your study. Because this paper is more of proposal length, this section should overview the themes found and provide some data to support each theme; a full paper will really build this out robustly. Remember that the findings should align very clearly with the research questions and the conceptual framing. Each member of the group is responsible for being the lead author on a piece of the findings write up, but it should ultimately be brought together in revision to a more singular voice. Your group can figure out the specifics in terms of distribution of this work.
7. **Scholarly Significance:** Tell the reader why this work is critical/important to do and how it might contribute to the literature on the topic.
8. **References:** Provide a list of references in APA 7th edition style.

Please write me **in advance of the final paper being due** if a member of your group is not contributing generously and equally to the work.

There is no required length for this paper. The paper should be emailed to me, with a cc to all group members, at [jkolman@csusm.edu](mailto:jkolman@csusm.edu) by February 6 @ 10pm.

## CLASS MEETING SCHEDULE

Date	Topic	Preparations Required
January 6 WEDNESDAY 6-9 PM	<b>Qualitativeness, positionality, setting goals, memoing</b>	<b>Read:</b> Maxwell, Chapter 2 (p. 23-38) <b>Due Memo 1:</b> Researcher identity memo (Exercise 2.1—p. 34-35) in Maxwell for directions and examples
January 9 SATURDAY 10AM-4PM	<b>Conceptual frameworks</b>  Creating groups  What lens will you take to your study?  How do I write this up?	<b>Read:</b> Maxwell, Chapter 3 (p. 39-72)  <b>Bring:</b> Any theoretical or conceptual ideas/frameworks/art/literature you find compelling (e.g., critical race theory, feminist theory, disability studies, culturally relevant pedagogy, critical whiteness studies)  <b>Read through:</b> Data set provided (you don't need to take notes/read closely; just read/look through everything)
January 13 WEDNESDAY 6-9 PM	<b>Purpose statements, research questions</b>  What is the purpose/goal of your study and how do you articulate that in writing?  What is the syntax and language of qualitative research questions?	<b>Read:</b> Maxwell, Chapter 4 (pp. 73-83)  <b>Due Memo 2</b>
January 20 WEDNESDAY 6-9 PM	<b>Methods</b>  Setting, participants, qualitative data collection methods	<b>Read:</b> Maxwell, part of Chapter 5 (pp.96-104)  <b>Read:</b> Brinkmann & Kvale (2015): Conducting an Interview (pp. 149-166)  <b>Read:</b> Sage Chapter 3: Participant Observation ( <a href="https://www.sagepub.com/sites/default/files/upm-binaries/48454_ch_3.pdf">https://www.sagepub.com/sites/default/files/upm-binaries/48454_ch_3.pdf</a> )  <b>Read:</b> <a href="#">Bowen</a> , Document Analysis as a Qualitative Research Method  <b>Due Memo 3</b>
January 27 WEDNESDAY 6-9 PM	<b>Data analysis</b>  Processes for and engagement in analysis  Coding  Analytical questions  Analytical memos	<b>Read:</b> Miles, Huberman, & Saldaña, Chapter 4 (pp. 69-104)  <b>Read:</b> Maxwell, other piece of Chapter 5 (pp.104-115)  <b>Due Memo 4</b>

<p>January 30 SATURDAY 10AM-4PM</p>	<p><b>Revisiting RQs, purpose, conceptual framing based on first round of analysis</b></p> <p>Second round of analysis</p> <p>Writing up findings</p> <p>Coming to an agreement on differences</p>	<p><b>Due Memo 5</b></p>
<p>February 3 WEDNESDAY 6-9 PM</p>	<p><b>Writing up discussion and implications</b></p>	
<p align="center"><b>PAPER DUE FEBRUARY 6 by 10pm</b>  <b>Email one paper for your whole group (cc your group members) to <a href="mailto:jkolman@csusm.edu">jkolman@csusm.edu</a></b></p>		