**California State University, San Bernardino\***

**College of Education**

### Doctorate in Education in Educational Leadership

**Course Title and Number:** EDUC 712 Introduction to Qualitative Methodology

**Instructor:** Dr. Louie F. Rodriguez & Dr. Aja Henriquez

**Office**: COE #370

**Office Hours**: before/after class, OR by appointment/telephone

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**Year/Quarter:** Spring 2014

**Time/days/location**: Tuesdays, 6-10 p.m. at the CSUSB Campus and PDC (via Web)

**Conceptual Framework**

The College of Education of California State University, San Bernardino (CSUSB) is dedicated to the development and support of wise, reflective professional educators who will work toward a just and diverse society that embraces democratic principles. The wise teacher:

* Possesses rich subject matter knowledge.
* Applies sound pedagogical judgment to professional practice and conduct.
* Applies a practical knowledge of context.
* Respects multiple viewpoints.
* Reflects on professional practices and follows up with appropriate action.

(College of Education *Conceptual Framework, 2006)*

**Catalog Description**

Guided practice in designing and conduction of qualitative research in education. Analyze qualitative methods, data collection, results.

**Course Overview**

In this applied research course, students will engage in various experiences that will introduce and require students to participate in the act of conducting qualitative research. Qualitative research, as implied by the name, explores the “quality” of knowledge, experience, and difference/similarity in research. Qualitative research allows researchers to ask “how” and “why” questions when engaging in empirical inquiry. In addition, qualitative research is as much about epistemology as much as it is about method. That is, who the researcher is, where they stand (positionality), and their goal with the research, matters (just as it does with quantitative research). In addition to learning about the various techniques in qualitative research, we will engage in readings and discussions about the politics of research. By the end of the course, students will be able to address: What is the difference between a quantitative and qualitative question? How does my research question guide my research design? What kinds of methods do I use based on my research question? Am I aiming for depth or breadth with qualitative research? What kinds of arguments/claims can I draw from my qualitative research? How can my research impact policy, practice and further research? Students will learn research methods, reviewing the literature, ethics in research, data analysis, components of the research paper, and APA citation methods. Students will complete a research paper as the culminating project for the course.

## Course Requirements

1. **Attendance/Class Participation**: It is important to attend class, arrive on time and remain for the entire session. Participate actively in all class activities. This implies attendance, completion of assigned readings, completion of assignments, and participation in discussions and other group activities including Blackboard assignments. Points will be deducted for absences and partial absences. Pilot study data is due on particular days in order to perform the in-class activities. Please note the due dates in order to ensure your ability to participate in the class fully. The use of CSUSB’s Blackboard system for this class may be required throughout the quarter. **20 points**
2. **Research Questions**

All students will compose research questions pertinent to their research aims and modify those questions to suit the major qualitative designs. **10 points**

1. **Research Design Rationale**

Students will select one qualitative design that suitable for their selected study and write a rationale of the design for the study, include citations. **10 points**

1. **Metacognitive Choice Memos**

Students will write a series of 5 metacognitive memos. The prompts can be found on Blackboard. **10 points**

1. **Assignment #1: Research Topic/Problem**

This first exercise is intended to push you to identify an issue, explores its problem, and address various perspectives. This process is similar to what researchers have to go through as they begin a new research endeavor. The key to this exercise is clarity, clarity, clarity! While you may struggle through the questions, you will also find that it pushes you to be analytical, a vital skill that a researcher must bring to any research project. Ideally, you will select a research topic that is closely aligned with your dissertation topic. **5 points**

1. **Individual Qualitative Research Paper**

 Components:

* Framing the Problem/Purpose of Study (1-2 pages)

Statement of the research problem, rationale/purpose of your study. Why is your topic significant? Provide some context for the problem under investigation. While you will discuss the rationale of your research in more depth later, you do want to mention it here.

* Review of Literature (3-4 pages)

Background and review of related literature – partial summary (at least 5 scholarly resources) of previous work related to the hypothesis or focus of the study.  The researcher is showing that he or she is familiar with the major trends in previous research and opinion on the topic and understands the relevance to the study being planned. The idea of this section is to situate your study within the relevant literature. You also want to be critical of the literature, particularly in relationship to your study. (If you have a literature review started in another class, feel free to use it)

* Methodology (2 pages)

The research design, including data to be gathered and limitations of the study are described.  It should describe the proposal, procedures, sampling (participants), and methodology used. Sources must be cited.

* Data Analysis/Discussion (2-3 pages)

This section should include a critical discussion of the data. This should be systematic and rigorous in both structure and analysis.

* Conclusions/Implications for Policy, Practice, Future Research (1-2 pages)

In this section, you want to focus on the relationships between your research question(s) and findings. Did you answer your question? How do your findings contribute to the existing research on the topic? How do you findings/conclusions help policy-makers, practice, and future research?

**Paper Total:** **40 points**

1. **Presentations of Research**

Presentations of your research to the class is a requirement to the course. More to follow.

Due on June 13, 2012, **5 points**

**Course Evaluation Plan**

Attendance/Class Participation 20%

 Research Questions and Modifications Worksheet 10%

 Assignment #1 5%

 Research Design Rationale 10 %

 Metacognitive Choice Memos 10%

 Final Research Paper 40%

 Presentation 5%

 100 points

**Grading**

A = 95 – 100 points

A- = 90-94

B+ = 85-89

B = 80-84

B- = 76-79

C = 70-75

Fail = 69 points or less

A Fully achieved the purpose of the assignment while insightfully

 interpreting and extending beyond the task.

 B Fully completed the purpose of the activity. Displayed

 understanding of the concept.

 C Important purpose of the assignment was not achieved. Work

 may need redirection. Presents fragmented or incomplete

 understanding of concepts.

 D Purposes of the assignment not accomplished. Shows little evidence

 of understanding or effort of the activity.

If you are on financial aid: Please be aware that receiving grades of F, NC and WU may have an impact on your financial aid. It is a student’s responsibility to maintain financial aid eligibility.

**Required Books**

Creswell, J. Qualitative Inquiry and Research Design:  Choosing Among Five Traditions.  3rd Edition.

Saldana, J. The Coding Manual for Qualitative Researchers. 2nd Edition.

Seidman, Irving.  Interviewing As Qualitative Research:
A Guide for Researchers in Education and the Social Sciences, Fourth Edition

\*Various handouts provided by instructor.

**Optional Books (likely to make reference to these in dissertation—if qualitative):**

Maxwell, J. A. (1996).  Qualitative Research Design: An Interactive Approach.  Thousand Oaks, CA:  Sage Publications.

Emerson, R. M., Fretz, R. I., Shaw, L. L. (1995). Writing Ethnographic Fieldnotes. Chicago, IL: University of Chicago Press.

Strauss, A. & Corbin, J. (1998). Basics of Qualitative Research. Techniques & Procedures for Developing Grounded Theory. Thousand Oaks, CA: Sage Publications.

**Suggested Books:**

 American Psychological Association (2009). *Publication manual of the American*

 *psychological association* (6th ed). Washington, D. C.: APA. (Optional, but

 *strongly* recommended)

#### Course Policies

**Academic Honesty:** “Plagiarism and cheating are violations of the Student Discipline Code and may be dealt with by both the instructor and the Judicial Affairs Officer. Plagiarism is the presentation as one’ own, the idea and writing of another. Plagiarism is academically dishonest and subjects the offending student to penalties up to and including expulsion. Students must make appropriate acknowledgements of the original source where material written or compiled by another is used.”

(CSUSB Bulletin 2001-2002, p. 57)

“Definition of plagiarism/cheating:

Plagiarism is the act of presenting the ideas and writings of another’s as one’s own. Cheating is the act of obtaining or attempting to obtain credit through use of any dishonest, deceptive, or fraudulent means. Cheating includes but is not limited to:

Copying, in part or in whole, from a test, software, or other evaluation instrument.

Submitting work previously graded in another course unless this has been approved by the course instructor or departmental policy. Submitting work simultaneously presented in two courses, unless this has been approved by both course instructors or by the department policies of both departments. Using or consulting during an examination sources or materials not authorized by the instructor. Altering or interfering with grading or grading instructions. Sitting for an examination by a surrogate, or as a surrogate. Any other act committed by a student in the course of his or her academic work, which defrauds or misrepresents, including aiding or abetting in any of the actions defined above.

Plagiarism is academically dishonest and makes the offending student liable to penalties up to and including expulsion. Student must make appropriate acknowledgements where material written or compiled by another is used..”

Source: CSUSB Faculty Senate: Policy and Procedures concerning Academic Dishonesty Education Policy and Resources Committee.

 **Make-up Policy**

Make-up work and exams will not be permitted except in extenuating circumstances, and then only with the consent of the instructor prior to the time of the missed work or exam. Class assignments turned in late will be assigned a grade that reflects a penalty of 5 points for each calendar day that they are turned in late unless there are extenuating circumstances.

#  Performance Standards for Course Work

**Writing Style**

All written assignments must demonstrate writing skills appropriate to graduate level standards. Written papers must adhere to the **Publication Manual of the American Psychological Association (APA) 6th edition**. This manual is available in the university bookstore. Papers that do not conform to these standards are subject to rejection or significant reduction in grade.

**Writing Guidelines:**

The paper is well written. It includes a strong introduction and summary. The vocabulary conveys the meaning of the writer. Sentences and paragraphs are well constructed with careful attention devoted to spelling, punctuation, and editing.

The paper is well organized. Ideas were presented in a logical sequence. Statements are supported by recent and relevant references and rationale. Proper citation is used in the text and references. The APA format was properly used.

All assignments must be typed, double-spaced, have uniform margins of one inch at top, bottom, left and right of every page. Have page numbers.

Have a title page with these elements centers: Title of assignment, byline, institutional affiliation, course number, instructor’s name, and date.

**Class Participation**

1. Attendance/Punctuality
2. Quality discussion/Comments Sharing
3. All students will be expected to read professional journals for timely issues on the course content.
4. Participation in class activities
5. Give and take of other's views
6. Posts to Blackboard Discussion Boards in a timely way; postings follow directions/prompts (if relevant)
7. Other

All students will be expected to scan local newspapers and professional journals for timely issues on the course content.

Late Paper Policy: Please turn in all papers on the due date. A late paper will be penalized points for being turned in late according to the instructor.

**Commitment to Diversity:**

In our commitment to the furthering of knowledge and fulfilling our educational mission, California State University, San Bernardino seeks a campus climate that welcomes, celebrates, and promotes respect for the entire variety of human experience. In our commitment to diversity, we welcome people from all backgrounds and we seek to include knowledge and values from many cultures in the curriculum and extra-curricular life of the campus community. Dimensions of diversity shall include, but are not limited to, the following: race, ethnicity, religious belief, sexual orientation, sex/gender, disability, socioeconomic status, cultural orientation, national origin, and age. (From the CSU San Bernardino Diversity Committee Statement of Commitment to Diversity, 1995).

In keeping with the university’s Commitment to Diversity, the faculty of the College of Education fully supports the American with Disabilities Act (ADA). Faculty will provide reasonable accommodation to any student with a disability who is registered with the Office of Services to Students with Disabilities and who need and requests accommodation. If you are in need of an accommodation for a disability in order to participate in this class, please let me know ASAP and also contact Services to Student with Disabilities at UH-183 (909) 537-5238. It is the student’s responsibility to seek academic accommodations for a verified disability in a timely manner.

**Course Outline\*\***

**Class 1: Tuesday, April 1, 2014**

**Introduction to Qualitative Research**

* Welcome
* Introductions
* Introduction to course, syllabus, books
* Introduction to education research
* What is qualitative research used for? Where does qualitative research fit? Ethical considerations for educational research
* Research Paper Components
* Thinking about your area of interest
	+ - Human Subjects//Ethics/IRB process at CSUSB
		- Mock IRB Application as a practice tool
* Research Proposal/Possible Topics (handout, assignment #1 due in 2 weeks)

**Class 2: Tuesday, April 8, 2014**

 **The Different Traditions of Qualitative Research**

* **Presentation of major qualitative designs**
	+ **What does each design allow us to do with research?**
* **Types of research questions**
	+ **Students compose RQs and attempt to modify for different designs. (Worksheet)**
* **Class discussion of designs and fit of student projects**

**Readings Due:**

* Crewell (BOOK)--Read chapter 1 and 2 (all)
* Creswell (BOOK)--Read chapters 4 and 5

**Due: Metacognitive Memo #1: Choosing a Research Topic and Purpose**

**Session 3: Tuesday, April 15, 2014**

 **Piecing it All Together: Shaping the *Logic o*f Your Research**

1. **Research Design and the Research Question (RQ)**
	1. **Continue Worksheet**
2. **Identifying the Literature--*I will share effective ways to search for relevant literature for your project.***
3. **In class, begin/continue RQ worksheet**

**Readings Due:**

1. Creswell Chapter 6 and 7 (BOOK)
2. Sonya Scott’s, dissertation sample

**Due: Assignment #1 on Research Topic**

**Due: Metacognitive Memo #2: Choosing a design**

**Guest Speaker: Sonya Scott, the Research Question & Literature, 7-9 p.m. Class starts at 6 p.m.**

**Session 4: Tuesday, April 22, 2014**

**Interviewing: A Qualitative Skill**

**Part I: Revisit Assignment #1**

**Part II: Literature Review, The Role of Theory (refer to paper from W 2011)**

**Part III: An Iterative Model of Research Design (Maxwell exercise in class)**

**Part ?: How interview questions evolve (Cecilia’s example)**

**Part IV: Ethics in Research (on going)**

**Readings:**

* Seidman, chapters 1-5 (really important)
* Wolcott, Harry, F. (2001) Linking up (chapter 4) (handout)
* Read sample literature review (handout)
* Creswell Chapter 6 (book)

**\*Introduction and Framing Exercise in class**

 **Due in Class: Bring protocol questions and practice interviewing techniques in class**

**Due: Metacognitive Memo #3: What do you want to know (interviews)?**

**Session 5: Tuesday, April 29, 2014 Focus Groups**

* **Interview/Focus group protocol**
	+ **Purpose, differences between interviews**
	+ **Environment, preparation, completion, revision**
* **Discuss Design Rationales**

**Readings Due:**

1. Focus Groups chapter handout.
2. Creswell chapter 7 (book))

DUE: Research Design Rationale

**Session 6: Tuesday, May 6, 2014**

**Observation Techniques: Qualitative Skill**

**Focus Groups Introduction: Qualitative Skill**

* **Overview of Qualitative Strategies: Interviewing, Participant-Observations, Observation Protocol, and More**
* **Observation protocol, fieldnotes**
	+ **You are looking for something, not everything**
	+ **How to write fieldnotes**
* **In class exercises on interviewing and participant-observations**
* **Observations, which work best for your project?**

**Due Next Week: Observation (completed obs. Protocol along with fieldnotes)**

**Guest Lecturer: Dr. Elexia McGovern-Reyes, Testimonio**

**Required Reading Due:**

* Emerson, et. al. (1995). Writing Ethnographic Fieldnotes. Ch. 1-3 (handout)
* Burciaga (handout)
* Due: Seidman (book)

Due: Metacognitive Memo #4: Interview, Focus Groups,

 **Optional Reading:**

Pedro, Peter, Pete, Pito by Pedro Pedraza (chapter 11) in Maria de la Luz Reyes, *Words Were All We Had*. (handout)

**Session 7: Tuesday, May 13, 2014**

**Where Do I Fit in All of This: Analyzing Qualitative Data & Validity Issues**

* **Data Analysis Strategies (Bring Saldana book)**
* **What mode of analysis fits your design, question, and purpose?**
* **Analyzing**

**Readings Due:**

1. Saldana chapters 1 and 2
2. Creswell chapter 8 (book)

**Due: Bring interview, observation, and field note data today (transcribed). Bring 4 copies. In groups, we will help you analyze your data. Please plan ahead so that everyone can meaningfully engage and so that each person receives rich feedback from their peers during this exercise. Be sure to download Atlas Ti to your computer.\***

**Session 8: Tuesday, May 20, 2014**

**Data Analysis: 1st, 2nd, and 3rd cycle and various coding techniques and memoing**

**Understanding Method and Data in Context**

 **-Writing Up the Findings**

* **Memoing**
* **Second cycle coding**
* **Writing analysis: where to start, necessary elements, systematic writing**

**Readings:**

1. Emerson, chapter 7 (handout)
2. Creswell chapter 9
3. Saldana chapter 3 pages 58-68, chapter 4 (all), chapter 5 pages 207-209
4. **Rodriguez, Urban Review, Struggle for Recognition (handout)**
5. **Few, Stephens, Rouse-Arnett, Sister-to-Sister Article on interviewing (handout)**
6. **LGBT Student Leaders**

**Session 9: Tuesday, May 27, 2014**

**Validity: Does this analysis make sense?**

**Research for Change: Where is the “Action” in Action Research?**

**Part I:** **Validity Issues (interpretation, theoretical, etc.), applying a theoretical lens**

**Class Activity: How do different lenses modify the analysis?**

 **Part II: Implications, conclusions, and action**

 **Class activity: Implications? What are these and how are they important?**

 **Part III: Overview of presentations**

 **Readings:**

1. Creswell chapters 10 and 11 (validity and “the story”) (book)

* **Due: Draft of analysis due in class for peer review**

**\*\*Session 10: Tuesday, June 3, 2014**

* Presentation of research project
* Focus on your final draft of paper.
* Individual consulting with professor upon request.

 **DUE: Metacognitive Memo #5: What were the main lessons of this pilot project and how will they apply to your dissertation research?**

**Final Paper Due Date: Research Papers due June 10, 2013 (details to follow).**

\*Rev 3/31/14 LFR

\*\*Subject to change at the discretion of instructors.