

The University of Texas at Tyler
Fall 2021
Term dates: August 23-December 11, 2021

School of Education
The University of Texas at Tyler

EDRM 6353.060 (80776)
Qualitative Methods in the Education Setting
3 Credits

100% ONLINE

Last Day to Withdraw from Course: November 1, 2021

Instructor Information

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4:00-5:30pm. Email me to arrange: I will send you a Zoom link.

Course Description

This course is an introduction to qualitative research design and methods and is focused on the field of qualitative research and foundational philosophies of and approaches to qualitative research in educational settings. In this course, students explore the stages of qualitative research including the development of educational research questions, research designs, conceptual frameworks, methodological stances, data collection and analysis and instrument design and implementation in education settings.

Doctoral Program Goals

- a. Produce the next generation of educational leaders who understand the philosophical and historical perspectives of school reform, diversity, learning opportunities for all, and can address educational issues using a variety of strategies.
- b. Develop critical reasoning and a deep understanding of change theory to address challenges in school improvement contexts. This will include the skills to provide transformative leadership to schools that are failing to meet academic, social, and emotional standards.
- c. Provide opportunities to develop doctoral students' ability to approach challenges in innovative data-driven ways, including the use of interdisciplinary teams, as well as expand their problem solving, creative design, communication, and collaboration skills.
- d. Challenge the norms within educational systems using data and the engagement of other educators and stakeholders in professional learning to lead disruptive change through interdisciplinary work with experts in other educational fields.
- e. Conduct research of practice and responsiveness to improve teaching and learning experiences, counseling and support services, school leadership, educational organizations and structures, and all other educational disciplines.

- f. Prepare the next generation of educators with the knowledge, skills and tools to utilize data to guide school improvement and policy and to improve learning outcomes leading to college and career readiness.
- g. Prepare educators with a deep understanding of assessment and accountability systems.
- h. Produce scholar practitioners that have a P-20 perspective of the education system to address school improvement in the broader perspective including educator preparation, teaching and learning.

Student Learning Outcomes This course will:

- 1) Acquaint students with the diversity of qualitative methods and associated theoretical, ethical, and pragmatic issues (Program Goals “A” and “B”).
- 2) Instruct students on how to conduct qualitative research that is descriptively rich, theoretically illuminating, and ultimately shareable (Program Goals “E” and “H”).
- 3) Offer students the opportunity to design qualitative research aimed at addressing school improvement which is relevant to their own contexts (Program Goals “C” and “D”). 1)
- 4) Provide students with the opportunity to develop critical appreciation for qualitative methods and design in school-based and community research (Program Goal “D”).

Textbook(s)

Required:

Merriam, S., & Tisdell, E. A. (2016). *Qualitative research: A guide to design and implementation* (4th ed.). John Wiley & Sons, Inc.

ISBN-13: 978-1119003618 ISBN-10: 111900361X

Articles required:

Supplemental articles will be required and will be provided by the instructor. Other articles will be necessary that the student acquire through the university library at no additional cost* to you. (*If you use Interlibrary Loan, be sure to put \$0 in the box about what you are willing to pay).

Course Expectations

<i>Tentative Schedule of Required Assignments</i>
E-Learning Activities: Weekly
Qualitative Articles Analysis & Presentation: Weeks 3-8
Qualitative Methodology Applications A&B: Weeks 2-11
Proposal: Weeks 8-14
Presentation of Proposal: Finals Week

Assignment Descriptions

E-Learning Activities (20%)

Doctoral students will engage in various activities such as weekly readings, regular discussions, small and large group activities, and individual initiatives.

Qualitative Article(s) Analysis, Presentations & Responses (20%)

Two times across the semester, doctoral students will select, analyze, and present qualitative article(s) recently taken from peer reviewed journals. Each week, they will respond to the

presentations and analyses of fellow students. *Specific instructions (including what journals to use) will be forthcoming.*

Qualitative Methodology Applications (30%)

- a) Various data collection techniques will be explored and practiced (15%)
- b) Various data analysis techniques will be explored and practiced (15%)

This is a cross-semester assignment with various stages of practices and due dates. Together, all phases add up to 30 points. Specific instructions and examples will be forthcoming.

Proposal (25%)

Doctoral students will write a research proposal for a 100% **qualitative** study. While relatively brief (8-10 pages, or so, of actual writing), this exercise will familiarize doctoral students with widely accepted conventions in the conception, composition, and planning of 100% qualitative research. Expected will be sections on: introduction/background/problem statement; literature review; theoretical framing; a well written method section that includes design and methodologies, data sources, plans for data collection, and plans for data analysis. Since it will be a proposal (that is, you will not conduct the study in this course) you will not have a traditional “findings/results” section. Instead you will engage readers in a discussion and implications section where possible outcomes are considered. *Specific instructions forthcoming.*

Required:

APA 7 Style: Your written work should be typed (double-spaced, using a 12 pt. Times New Roman font, with one-inch margins, & pages numbered), properly labeled, carefully proofread, edited, and, your written work should show consistent and correct use of American Psychological Association (APA 7) style guidelines

<http://libguides.uttyler.edu/content.php?pid=5001&sid=31080> and/or

<https://owl.english.purdue.edu/owl/resource/560/01/> for writing style, citations, and referencing. APA is the style used in the scholarship of the social sciences including that of education. Also, see APA Resources folder in Course Documents.

The UT-Tyler Writing Center: Documented visits (in-person or virtual) with the UT-Tyler Writing Center <https://www.uttyler.edu/writingcenter/> are required. Visit the center’s webpage for more information on the schedule: www.uttyler.edu/writingcenter. The center is located in BUS 202 and they can tutor students face-to-face or digitally. *(You do not have to be on campus to use the Writing Center – they can do it virtually with you!).* As a student of UT-Tyler, you are paying for this excellent professional development service. **Pro Tip:** This is not “remediation” – *this is what scholars and writers do*—they seek expert and peer consultation to improved themselves. I have to pay for this kind of assistance and I do with every article I submit for publication.

Final (5%)

Doctoral students can expect a final exam or experience serving as such. *Specific instructions forthcoming.*

Course Evaluation

The criteria for determining your final course grade are outlined below. Course grades will be determined based on percentage.

Assignment	Percentage of grade
E-learning activities	20%

Qualitative Article(s) Analysis & Presentations & Responses	20%
Methodology Applications (a & b)	30%
Proposal	25%
Final	5%

Grading Criteria

Performance standards			
Points	Percent	Grade	Standard
90-100	90%+	A	Outstanding
80-89	80%+	B	Good
70-79	70%+	C	Fair
60-69	60%+	D	Poor
00-59	59.9% or below = "F"	F	Unacceptable

Course Policies

Internet; email; Canvas

Everything *Canvas*: <http://www.uttyler.edu/canvas/>

Technology will serve as our main tool for communication. Important announcements and readings will be posted on Canvas. UT-Tyler email and emails generated through Canvas will be utilized as a communication tool, as well. This is an online course – it is up to you to have reliable and continuous access to high speed internet. This class is formatted for computer use – that is, laptop or desktop.

- **It is expected that you will check your UT-Tyler email daily**, and Canvas regularly for information and announcements.
- **It is expected that everyone will have and use his/her email account associated with UT-Tyler and keep their information current with the university.**
- **You have elected to take an online class**, and it is your responsibility to find and maintain a stable internet connection. I suggest you locate two or three back up Wi-Fi friendly sites (e.g. Starbucks, your local public library; a friend or family member's home) in the event that your home internet service fails.

Technology Troubles?

Start here: <http://www.uttyler.edu/canvas/>

For any difficulties associated with technology, you may contact **IT Support** on their 24/7 student webpage, <http://www.uttyler.edu/it/support/student-support.php>

Or by phone, 800-UT TYLER or 903-565-5555 or, by email itsupport@uttyler.edu

Computer Literacy Requirement

You are expected to use word processing for all assignments (unless otherwise instructed); that is, a document submitted in Plain Text or Pages is not acceptable, while Times New Roman in Microsoft Word *is* acceptable. Submit your work in MS Word or pdf. All assignments (unless instructed otherwise) must be typed, doubled-spaced and formatted in APA style.

Bookmark UT-Tyler’s Information Technology (IT) page <https://www.uttyler.edu/it/>

The university has deep discounts available to students for software packages

From here, <https://www.uttyler.edu/it/> on the left margin, click on “Campus Computing Services”. Then, on the left margin, click on “Campus Computing Purchases”. The last item on the drop-down menu is “Discount Software”. Explore this page – and for Microsoft software, click on the Microsoft icon at the top of the page. Go here to explore MS Office packages that are very deeply discounted for students <https://store.hied.com/products/Microsoft/Office>

When you post something to a Discussion Forum:

Do not attach a document **unless** the assignment specifically instructs you to do so. **Do not expect myself or classmates to have to open your documents to read your post or your response. We won’t. You’ll lose points.**

PDF is the most stable of the formatting options; however, MS Word will work for uploading assignments.

Internet research: Throughout this course, you will be expected to use the Internet as a source of research, as well as that of library sources.

UT-Tyler Online Library: As a student at The University of Texas at Tyler, you are paying for and have access to a robust and networked university library and professional librarians whose job it is to help you. ***You are expected to use the library, and to ask for help when you need it.*** <http://library.uttyler.edu> This link is the homepage of the UTT library, visit it and note the CHAT feature. This can be a lifesaver!!!! Check out this help page too <http://library.uttyler.edu/help>

Clear identification of work: Name, Date, Topic

All work must be neat, paginated, and properly identified with your name and page number on subsequent pages. All files and posts must be labeled logically and informatively (e.g. Consalvo_InterviewsData-A; or Consalvo_ArticleB). At the top of your submitted work, you must have your first and last name, name of assignment, date due, date completed (if applicable). *I will not spend my time* figuring out (for example) what chapter questions you have turned in if it is not clearly stated in your heading. You will get a zero.

Plan for Printing and Scanning

You may discover that you need to work both on- and off-line. Some readings and some writing tasks are simply better learning experiences done using paper and pencil. To that end, it is important that you establish immediately **regular and reliable access to printing and scanning services** whether you own your own printer, or that you locate two or three printers on campus and understand how they work, how to pay for copies, etc. Or, you may need to find out where the nearest copy shop is to you and set aside money for that. Access to a scanner can be a lifesaver – as some assignments may require you to hand draw or write, and to scan in those documents as a required part of the assignment as a whole.

Neatness and professionalism in submitted work:

I will not accept bits and pieces of assignments, rather, it is up to you to compile your projects and submit each as a single and continuous pdf.

APA Citation help:

Correct attribution of work that someone else did is expected of an educated person.

In this class, *as educators*, you will adhere to the accepted “style” called APA (version 7) – for the American Psychological Association.

The OWL at Purdue: The Online Writing Lab at Purdue University is a powerhouse of accessible, understandable, correct, and relevant resources for you; use it!

- The OWL at Purdue <http://owl.english.purdue.edu/owl/section/2/10/>
- Here at UTT we have many citation resources available to you. Style and Citation Guides available through UT-Tyler <http://libguides.utt Tyler.edu/citations>

Timeliness and Participation: REALLY IMPORTANT!

Since this class meets online, you are expected to keep up with assignments (readings, discussions, etc.), and to complete and turn them in according to timeline in the syllabus’ Activities Schedule and/or by the timeline on any given assignment’s handout. To not do so WILL affect your grade. Assignments are due on the day and by the time on which they appear in the Activities Schedule.

As a professional preparation class, engagement in every session is critical for ongoing building of your knowledge. As such, you are expected to complete all assignments to the best of your ability and according to the timelines established. Moreover, you are to communicate with the instructor regarding any extenuating circumstances that may arise, in advance. Your timeliness and participation are factored into my assessment of your readiness and suitability for the being a teacher-leader and a change-leader and are factored into your grades.

Students who must miss a number of classes due to extenuating circumstances should contact the Dean’s Office. ****Students are responsible for all work despite any missed modules/classes.****

Late/Incomplete Work

Unless otherwise stated, all work will be completed and turned in on the day, and by the time it is due. Late assignments without prior, written permission from the instructor or without the presence of documentable (by you), extenuating circumstances will result in a lowering of the assignment grade. If you have gotten written instructor permission, print out the email and attach to your work. I am not responsible for keeping track of such matters. It falls on you to present your documentation in a professional manner.

Bibliography

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- Corsaro, W. (1981). Entering the child's world: Research strategies for field entry and data collection in a pre-school setting. In J. Green & C. Wallach (Eds.), *Ethnography and language in educational settings* (pp. 117-147). Ablex.

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- Denzin, N. K., & Lincoln, Y. S. (2011). *Handbook of qualitative research*, 4th ed. Sage.
- Emerson, R. M., Fretz, R. I., & Shaw, L. L. (1995). In the field: participating, observing, and jotting notes. In *Writing ethnographic fieldnotes* (pp. 17-35). University of Chicago Press.
- Erickson, F. (1996). Going for the zone: the social and cognitive ecology of teacher- student interaction in classroom conversations. In D. Hicks (Ed.), *Discourse, learning and schooling* (pp. 29-63). Cambridge University Press.
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- Saldaña, J. (2016). *The coding manual for qualitative researchers* (2nd ed.). Sage.
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- Wells, G. (2007a). Semiotic mediation, dialogue and the construction of knowledge. *Human Development*, 50, 244-274.

<p style="text-align: center;">Fall 2021 EDRM 6353—100% Online <u>Tentative</u> Schedule of Due Dates and Activities</p>			
		<p>Timing of modules: All weekly modules will be up by Monday at 5pm of the corresponding week unless otherwise noted/announced.</p> <p>Due Dates: All assignments, unless otherwise noted, are due by Sunday night at 11:59pm of the week in which they are listed here.</p> <p>Final Version of Weekly Assignments: in Module: The final version of this course's activities and assignments will be in Canvas, in each week's Module folder.</p>	
<p>Week 1 Class #1</p> <p>Classes begin UT-Tyler for Fall 2021 on Monday August 24</p>	<p>Week 1: M 8/23- Sun 8/29 at 11:59pm</p>	<p><i>Monday August 24 Classes begin at UT-Tyler for Fall 2021</i> Today is our first day and the first day of classes at UT-Tyler</p> <p><i>What is Qualitative Research?</i> Lecture: Instructions for Week 1 Lecture: Course overview Lecture: [content] Introduction to qualitative research Lecture: [assignment] Methodological application (a)</p> <p>READ</p>	

		Textbook: Merriam & Tisdell (2016) Part One intro pp. 1-2; Chapter 1 “The design of qualitative research” pp. 3-21 DUE: <i>Welcome Hour</i> — short self-introduction; photo; fun fact; what are you reading now? [FlipGrid] E-Learning Activities as Determined	
Week 2 Class #2	Week 2: Monday 8/30 to Sunday 9/5	<i>Qualitative Research Designs</i> Lectures: Qualitative research approaches Lecture: [assignment] Qualitative article(s) & presentation READ Textbook: Merriam & Tisdell (2016). Chapter 2 “Six common qualitative research designs” pp. 22-42. Article: Anderson, V. (2017). Criteria for evaluating qualitative research [editorial]. <i>Human Resource Development Quarterly</i> , 28(2), 125-133. E-Learning Activities as Determined APA 7 guidelines	
	HOLIDAY	Labor Day - -Monday 9/6//21	
Week 3 Class #3	Week 3: T 9/7-S 9/12	<i>Expanding the Qualitative Paradigm: Mixed Methods; Action Research; Critical; and Arts-Based Research</i> Lecture: Mixed Methods; Action Research; Critical; and Arts-Based Research READ Textbook: Merriam & Tisdell (2016). Chapter 3: Expanding the qualitative paradigm: Mixed methods, action, critical, and arts-based research (pp. 43-72) Podcast: Episode 12 of Qualitative Conversations (AERA) “Visual and Arts-Based Research with Dr. Kelly Guyotte” [29: 26] https://www.podomatic.com/podcasts/aeraqrsig/episodes/2018-11-21T07_18_25-08_00 Article: Eisner, E. (1981). On the differences between scientific and artistic approaches to qualitative research. <i>Educational Researcher</i> , April, 5-9. DUE: Qualitative article #1 (Group A): Everyone comments on three of Group A’s posts. E-Learning Activities as Determined	
Week 4 Class #4	Week 4: M 9/13-S 9/19	<i>Sampling Procedures</i> Lecture: Problem statement-theoretical framing & Sampling READ Textbook: Merriam & Tisdell (2016). Chapter 4: Designing your study and selecting a sample (pp. 73-104). Maloch 2002 RRQ Consalvo, A. & David, A. D. (2016). Writing on the walls: Supporting 21st century thinking in the material classroom. <i>Teaching and Teacher Education</i> , 60, 54-65. DUE: Qualitative article #1 (Group B) E-Learning Activities as Determined	
Week 5 Class 5	Week 5: M 9/20-S 9/26	<i>Effective Interviewing: Protocols, Conversations, and Capturing the Talk</i> Lecture Interviewing effectively Lecture: Oral history research Article(s): Dutt-Doner, K. M., Allen, S., & Campanaro, K.	

		<p>(2016). Understanding the impact of using oral histories in the classroom. <i>Social Studies</i>, 107(6), 257–265.</p> <p>READ Textbook: Merriam & Tisdell (2016). Part Two: Qualitative Data--Read introduction (pp105-106); and read Chapter 5: Conducting effective interviews (pp. 107-136). DUE: Qualitative article #1 (Group C) DUE: Data Assignment (a) Interview(s) plan and questions E-Learning Activities as Determined</p>	
Week 6 Class #6	Week 6: M 9/27— S 10/3	<p><i>Focus Groups & Transcription</i> Lecture: Focus group interviews & Transcription READ: Ochs (1979) Transcription as theory And chapter: on Focus groups DUE: Qualitative article #2 (Group A) DUE: Data Assignment (a) Interview(s) done & Turn in: ONE transcription & reflection/early analysis E-Learning Activities as Determined</p>	
Week 7 Class #7	Week 7: M 10/4 – S 10/10	<p><i>The Participant-Observer Continuum: Being a Careful Observer</i> Lecture: Ethnographic research READ Textbook: Merriam & Tisdell (2016). Chapter 6: Being a careful observer (pp. 137-163). Chapter: Emerson, R. M., Fretz, R. I, & Shaw, L. L (1995). Writing up fieldnotes II: Creating scenes on the page. In R, M. Emerson, R. I. Fretz, & L. L. Shaw (Authors), <i>Writing ethnographic fieldnotes</i> (pp. 66-107). The University of Chicago Press. OPTIONAL: Article: Wolfinger, N. H. (2002). On writing fieldnotes. <i>Qualitative Research</i>, 2(1), 85-95. Article: Menning (2019) Why nurturing curiosity is an ethical endeavour: Exploring practitioners’ reflections on the importance of curiosity. <i>International Journal of Early Years Education</i>, 27(1), 34-51. (ethnography) DUE: Qualitative article #2 (Group B) DUE: Data Assignment (a) Observations 1: Notes & 2: Discussion E-Learning Activities as Determined</p>	
Week 8 Class #8	Week 8: M 10/11 – S 10/17	<p><i>Case Study</i> Lecture: Case study research Lecture [Assignment]: Proposal: Developing a Qualitative Method Proposal READ Yin (2012) Case study methods Articles: TDB DUE: Qualitative article #2 (Group C) DUE: Portion of proposal draft E-Learning Activities as Determined</p>	
Week 9 Class #9	Week 9: M 10/18– S 10/24	<p><i>Document/Content Analysis</i> Lecture Document/Content Analysis Lecture: [Assignment] Methodological Applications (b) Analysis. Lecture [Assignment-Related]: Chunk of proposal and how-to</p>	

		<p>READ Textbook: Merriam & Tisdell (2016). Chapter 7: Mining data from documents and artifacts (pp. 162-190). Articles: Ruona Bowen Beginners guide to coding qualitative data (9min)https://youtu.be/IYzhgMZi3o</p> <p>DUE: Portion of proposal draft DUE: Data Assignment (a) Focus Groups (4 sets notes & reflections) E-Learning Activities as Determined</p>	
Week 10 Class #10	Week 10: M 10/25 – S 10/31	<p><i>Qualitative Data Analysis</i> Lecture: Analysis and Interpretation of Qualitative Data Lecture [Assignment-Related]: Chunk of proposal and how-to READ Textbook: Merriam & Tisdell (2016). Chapter 8: Part Three: Analyzing & Reporting Data—read intro (pp. 191-194). And Chapter 8: Qualitative data analysis (pp. 195-236) Article(s) TBD DUE: Portion of proposal draft DUE: Instructor conference if signed up for Wk 10 <i>Make Campus Writing Center Appointment</i> DUE: Methodological Applications (b) Analysis: Interviews E-Learning Activities as Determined</p>	
	“W” deadline	Last Day to Withdraw from Course: November 1, 2021	
Week 11 Class #11	Week 11: M 11/1 – S 11/7	<p><i>Validity, Reliability, and Ethics</i> Lecture Social research & ethical considerations Lecture [Assignment-Related]: Chunk of proposal and how-to READ Textbook: Merriam & Tisdell (2016). Chapter 9: Dealing with validity, reliability, and ethics (pp. 237-266). Article TBD DUE: Portion of proposal draft DUE: Methodological Applications (b) Analysis: Observations E-Learning Activities as Determined</p>	
Week 12 Class #12	Week 12: M 11/8 – S 11/14	<p><i>Writing up qualitative research</i> Lecture Writing up qualitative research Lecture [Assignment-Related]: Chunk of proposal and how-to READ Textbook: Merriam & Tisdell (2016). Chapter 10: Writing up qualitative research (pp. 267-292), and Appendix (pp. 293-300). DUE: Portion of proposal draft E-Learning Activities as Determined</p>	
Week 13 Class #13	Week 13: M 11/15 – S 11/21	<p><i>Mixed methods research</i> Lecture: Mixed methods Lecture: [“Final” Assignment] Presentation over your Proposal READ Article: Day, Sammons, & Gu. (2008). Combining qualitative and quantitative methodologies in research on teachers' lives, work, and effectiveness: from integration to synergy. <i>Educational Researcher.</i></p>	

		E-Learning Activities as Determined	
RECESS		Thanksgiving Recess Nov. 22-28, 2021	
Last week of classes: Week 14 Class #14	Week 14: M 11/29- Sun 12/5	<i>The social world is changing: and so are the research methods that investigate it</i> Lecture: Emergent ways of asking questions of the world READ <i>TBD</i> DUE: Full Proposal Learning Activities as Determined	
<i>"Study Day" M 12/6</i> Finals Week <i>for UT-Tyler</i> <i>Dec. 7-10</i>		Presentation & Comments DUE Wed. 12/8 by 11:59pm	
<i>End of Term</i>	Sat 12/11	<i>End of Fall term and Commencement exercises for UT-Tyler depending on program</i>	

