EDLD 620.01: Qualitative Research

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The University of Montana  
Department of Educational Leadership and Counseling  

EDLD 620  
QUALITATIVE RESEARCH  

CLASS:  
Traditional Delivery  

INSTRUCTOR:  
William P. McCaw, Ed.D.  
Office: Education 207  
Office Hours: By Appointment  
(o) 243-5395  
e-mail: bill.mccaw@mso.umt.edu  

REQUIRED READINGS:  
Other readings as assigned during the course.  

COURSE DESCRIPTION:  
Qualitative Research is a core research course for doctorate studies in the Department of Educational Leadership. This course will provide an overview of the various qualitative research designs utilized with the five traditions of qualitative research as described by John W. Creswell (1998). Creswell describes the five traditions of qualitative research design as (a) biography, (b) phenomenology, (c) grounded theory, (d) ethnography, and (e) case study. This course will also assist students in determining the fundamental theories, principles, and mechanics of both qualitative and quantitative research designs as they develop their preliminary doctoral dissertation proposal.
**COURSE OBJECTIVES:**
As a result of the successful completion of Qualitative Research, students will be able to:

<table>
<thead>
<tr>
<th>Standards Alignment</th>
<th>ISLLC</th>
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</thead>
<tbody>
<tr>
<td>1. Describe the major differences between quantitative and qualitative research designs;</td>
<td>1(K.4, D.6)</td>
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<tr>
<td>2. Analyze research abstracts and determine the specific type of research design presented in the study;</td>
<td>1(K.4, D.6)</td>
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<tr>
<td>3. Demonstrate an understanding of the characteristics of qualitative research;</td>
<td>1(K.4, D.6)</td>
</tr>
<tr>
<td>4. Apply the appropriate qualitative methods to a research study;</td>
<td>1(K.4, D.6)</td>
</tr>
<tr>
<td>5. Develop conclusions from qualitative data;</td>
<td>1(K.4, D.6)</td>
</tr>
<tr>
<td>6. Understand the ethical considerations when conducting research;</td>
<td>5(K.2, D.4, P.2, P.9)</td>
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<tr>
<td>7. Utilize electronic databases to support a dissertation proposal; and</td>
<td>1(K.4, D.6)</td>
</tr>
<tr>
<td>8. Create a preliminary doctoral dissertation proposal.</td>
<td>1(K.4, D.6)</td>
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</tbody>
</table>

**EXPECTATIONS:**
Students enrolled in this course are expected to demonstrate regular and consistent class attendance and participate in all activities and discussions in a manner that promotes a scholarly environment where diverse ideas are tolerated and discussion is supported by informed opinion. (Refer to Professional Standards for Student Performance on p. 11.)

Students are required to be current in the assigned reading for the course and to submit and/or present required assignments in a timely manner. *Late assignments will be accepted only by prior consent of the instructor.*

Written assignments will reflect the individual’s original work and, when appropriate, follow the American Psychological Association (APA) style. All references to works by other authors must be properly cited. All written assignments must include a title page (Refer to the attached example on p. 12.)

**ACCOMMODATIONS:**
I want to be sensitive to any special needs that you may have. If you require some special accommodation or you are uncomfortable with some aspect of this course, I invite you to discuss these matters with me.

**ASSIGNMENTS:**
In addition to the assigned readings, expectations of class participation and adherence to the Professional Standards for Student Performance, each student will be required to complete the following:

1. A sampling of 5 research abstracts obtained from library resources. Each abstract should be correctly identified as utilizing the quantitative, qualitative, or mixed method type of research design. (Identification can be as simple as stating the type of research design and highlighting the indicators within the abstract that indicate the type of research design.)
2. Preliminary Dissertation Proposal
The Preliminary Dissertation Proposal must address:

Chapter One
- Introduction to the Study
  - Identifies the research paradigm being used
- Problem Statement
  - Notes the need for the study
  - Usually frames the need around existing literature
- Purpose Statement
  - Creates a road map of the study
  - Uses clear and concise language
- Research Question(s)
- Definition of Terms
  - Any term that may cause confusion
- Delimitations and Limitations
- Significance of the Study
  - The “so what” piece

Chapter Two
- Review of the Literature
  - The review of the literature is ongoing

Chapter Three
- Research Design
  - Methodology
    - Research Paradigm Explained and Justified
      - Research Question
        - Question rationale
      - Population and Sample
        - Selection process
          - Selection rationale
    - Data Collection Procedures
      - Reliability and Validity (Quantitative)
      - Verification, trustworthiness, and the Construct of Generalizability (Qualitative)
      - Role of the Researcher (Qualitative)

Chapter Four:
- Data Analysis (anticipated)
3. A qualitative research design that appropriately addresses the tradition that has been assigned to each student addressing:

3.1. The Focus of the Study to include: (a) Problem to be Studied, (b) Purpose of the Study, (c) Research Question(s), (d) Definition of Terms, (e) Delimitations and Limitations of the Study, and (f) the Significance of the Study;

3.2. An interview protocol for collecting qualitative data along with the subsequent fieldnotes from the interview. Interviews will be part of the five mock qualitative studies conducted within the class.

3.3. Coded field notes from the mock interview listed in #3.2 above; and

3.4. Written Narrative from the fieldnotes utilizing rich thick descriptions (see 3.2 & 3.3 above). The narrative should not exceed three doubled spaced pages.

**Note:** The above assignments (1-4) are designed for you to demonstrate your ability to apply the concepts that we are studying. They are not designed to become an exhaustive piece of scholarship on each topic. Therefore, these assignments should focus on learning the required skills for each assignment.

**Grading:**

Grading for this course follows the criteria listed below.

An “A” is an indication of excellence. Excellent work is complete, technically sound, synthesizes the works of scholars with the course content, is fully supported with scholarly citations, and follows APA style.

A “B” is an indication of good work. It is complete, technically sound, synthesizes course content, has some scholarly citations, adequately addresses the subject of the assignment and follows APA style with only minor deviations.

A “C” is an indication of average work. The work covers the assignment in a cursory manner and lacks the essential components of scholarship. APA style is inconsistent or not followed.

Unacceptable projects/papers are those that do not meet the requirements of the class assignment. They are often papers or parts of papers from other classes or consist of research that that the writer finds more interesting than the class assignment. Papers that are plagiarized, both by direct copying or a lack of adequate citation, are unacceptable and will be graded accordingly.

Grades will be determined by the following weighted formula.

\[(100-90\%=A; \ 89-80\%=B; \ 79-70\%=C; \ 69-60\%=D; \ <60\%=F)\]
1. Class Participation and Attendance 15%
2. Research Abstracts (5) 5%
3. Class Qualitative Research Proposal 20%
   a. Focus of the Study (5%)
   b. Interview Protocol (5%)
   c. Coded Fieldnotes (5%)
   d. Narrative (5%)
4. Qualitative Research Proposal Presentation to the Class 10%
5. Preliminary Dissertation Proposal 25%
6. Final Exam 25%

**Tentative Class Topics and Assignments:**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Reading</th>
</tr>
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<tbody>
<tr>
<td>Introductions/Expectations</td>
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<tr>
<td>Syllabus Review</td>
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<tr>
<td>APA Style</td>
<td>Handout</td>
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<tr>
<td><em>Connoisseurship and Criticism</em></td>
<td>Handout</td>
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<tr>
<td>(Eisner,1991)</td>
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<tr>
<td>Scientific Method</td>
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</tr>
<tr>
<td>Research Paradigms</td>
<td>5T: Ch. 1 &amp; 2</td>
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<td></td>
<td>RD Ch. 1</td>
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<tr>
<td><em>Introduction: Aims, Issues, and Overview</em></td>
<td>Handout</td>
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<tr>
<td>(Eisner,1991)</td>
<td></td>
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<tr>
<td><em>Characteristics of Qualitative Research</em></td>
<td>Handout</td>
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<tr>
<td>(Bogdan &amp; Biklin, 2003)</td>
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<tr>
<td>Class Qualitative Study Discussion</td>
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<tr>
<td>Dissertation Overview</td>
<td></td>
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<tr>
<td>Library Skills</td>
<td></td>
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<tr>
<td>Ethical Considerations for Researchers</td>
<td>5T: 132-133</td>
</tr>
<tr>
<td></td>
<td>RD: 62-67</td>
</tr>
<tr>
<td><em>Ethics in Educational Research</em></td>
<td>Handout</td>
</tr>
<tr>
<td>(Howe &amp; Moses, 1999)</td>
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<tr>
<td><em>Ethics</em> (Bogdan &amp; Biklin, 2003)</td>
<td>Handout</td>
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<tr>
<td><em>Institutional Review Board (IRB)</em></td>
<td>Handout</td>
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<tr>
<td>Qualitative Traditions</td>
<td>5T: Ch. 3, 4 &amp; 73-83</td>
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<tr>
<td>Focusing the Study</td>
<td>5T: Ch. 6</td>
</tr>
<tr>
<td>Problem, Purpose, Research Questions</td>
<td>RD: Ch. 4, 5, 6, &amp; 8</td>
</tr>
</tbody>
</table>
Evaluating and Interpreting Research Literature (Pan, 2003)
Checklist of Guidelines (Pan, 2003)

Review of Literature
5T: 84-88
RD: Ch. 2 & 7

Data Collection
5T: Ch. 7
RD: Ch. 9 & 10

Interviewing
The Interview (Fontana & Frey, 2000)

Data Collection Continued
Three Approaches to Data Analysis
(Miles & Huberman, 1994)

Data Management and Analysis Methods
(Ryan & Bernard, 2000)

The Scholarly Lecture: How to Stand and Deliver
(Geramon, 2004)

Data Analysis
5T: Ch. 8

Presenting Scholarly Work
Proposal Tips
How to Control Your Presentation
(Toogood, 1996)

Verification, Trustworthiness, and Transferability
Do Qualitative Case Studies Have Lessons to Teach? (Eisner, 1998)

Writing it Up: The Narrative
RD: 49-62
5T: Ch. 9 & 11

Dissertation Presentations

Final Exam
References


PROFESSIONAL STANDARDS FOR STUDENT PERFORMANCE

Graduate students in the Department of Educational Leadership at The University of Montana are expected to:

Y Demonstrate professional vision in the practice of educational administration
Y Accept responsibility and accountability for class assignments in their role as members of the class
Y Demonstrate growth during the period of their graduate career
Y Demonstrate good decision making and an awareness of organizational issues from a variety of perspectives
Y Demonstrate imagination and originality in the discussion of educational leadership issues
Y Understand the relationship between theory and practice and the value of reflective leadership
Y Demonstrate a moral, humanistic, ethical and caring attitude toward others
Y Demonstrate an ability to build trust and positive relationships with others
Y Demonstrate a tolerance for diversity and a warm acceptance of others regardless of their backgrounds or opinions
Y Demonstrate emotional stability and an ability to work well with other members of the class, including the instructor
Y Demonstrate an ability to express himself/herself well in speech and writing, and
Y Demonstrate mastery of fundamental knowledge of course content and an understanding of its application

FAILURE TO DEMONSTRATE THE AFOREMENTIONED QUALITIES ON A CONSISTENT BASIS MAY RESULT IN REMOVAL FROM CLASSES AND/OR THE EDUCATIONAL LEADERSHIP PROGRAM.
Assignment

Title of the Paper

by
Your Name

Submitted to
William P. McCaw, Ed.D.

In Partial Fulfillment of the Requirements of
EDLD 620: Qualitative Research

The University of Montana