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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:

Creswell, J. W. (1998). Qualitative inquiry and research design: Choosing among five traditions. Thousand Oaks, CA: Sage.

Creswell, J. W. (2003). *Research design: Qualitative, quantitative and mixed methods approaches* (2nd ed.). Thousand Oaks, CA: Sage.

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:

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

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:

RD= Research Design

5T= Qualitative Inquiry and Research Design

Topic	Reading
Introductions/Expectations	
Syllabus Review	
APA Style	Handout
<i>Connoisseurship and Criticism</i> (Eisner, 1991)	Handout
Scientific Method	
Research Paradigms	5T: Ch. 1 & 2 RD Ch. 1
<i>Introduction: Aims, Issues, and Overview</i> (Eisner, 1991)	Handout
<i>Characteristics of Qualitative Research</i> (Bogdan & Biklin, 2003)	Handout
Class Qualitative Study Discussion	
Dissertation Overview	
<i>Dissertation Process</i> (Sternberg, 1981)	Handout
Library Skills	
Ethical Considerations for Researchers	5T: 132-133 RD: 62-67
<i>Ethics in Educational Research</i> (Howe & Moses, 1999)	Handout
<i>Ethics</i> (Bogdan & Biklin, 2003)	Handout
<i>Institutional Review Board (IRB)</i>	Handout
Qualitative Traditions	5T: Ch. 3, 4 & 73-83
Focusing the Study	5T: Ch. 6
Problem, Purpose, Research Questions	RD: Ch. 4, 5, 6, & 8
<i>Selecting a Topic for Review</i> (Pan, 2003)	Handout

<i>Evaluating and Interpreting Research Literature</i> (Pan, 2003)	Handout
<i>Checklist of Guidelines</i> (Pan, 2003)	Handout
Review of Literature	5T: 84-88 RD: Ch. 2 & 7
Data Collection	5T: Ch. 7
Interviewing	RD: Ch. 9 & 10
<i>The Interview</i> (Fontana & Frey, 2000)	Handout
Data Collection Continued	
<i>Three Approaches to Data Analysis</i> (Miles & Huberman, 1994)	Handout
<i>Data Management and Analysis Methods</i> (Ryan & Bernard, 2000)	Handout
<i>The Scholarly Lecture: How to Stand and Deliver</i> (Geramon, 2004)	
Data Analysis	5T: Ch. 8
Presenting Scholarly Work	
Proposal Tips	
<i>How to Control Your Presentation</i> (Toogood, 1996)	
Verification, Trustworthiness, and Transferability	5T: Ch. 10
<i>Do Qualitative Case Studies Have Lessons to Teach?</i> (Eisner, 1998)	Handout
Writing it Up: The Narrative	RD: 49-62 5T: Ch. 9 & 11
Dissertation Presentations	
Final Exam	

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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

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

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