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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:

September 10 – December 17, 2001
Monday
4:10 PM – 7:00 PM
School of Education Room 109

INSTRUCTOR:

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

REQUIRED READINGS:

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

Suggested Reading:

Creswell, J. W. (1994). Research design: Qualitative & quantitative approaches. Thousand Oaks, CA: Sage.

Sternberg, D. (1981). How to complete and survive a doctoral dissertation. New York: St. Martin's Press.

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 a preliminary doctoral dissertation proposal.

COURSE OBJECTIVES:

As a result of the successful completion of Qualitative Research, students will be able to:

1. Describe the major differences between quantitative and qualitative research designs;
2. Analyze a research study and determine the specific type of research presented in the study;
3. Demonstrate an understanding of the characteristics of qualitative research;
4. Apply the appropriate qualitative methods to a research study;
5. Develop conclusions from qualitative data;
6. Utilize electronic databases to support a dissertation proposal; and
7. Create a preliminary doctoral dissertation proposal.

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. 7.)

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. 8.)

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 six 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.) Each research paradigm must be represented at least once in your sampling.
2. A research design that appropriately addresses the qualitative tradition that has been assigned to each student. (This will be determined by October 9, 2001)

3. 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.
4. Coded field notes from the mock interview listed in Assignment #3.
5. Written conclusions from the fieldnotes utilizing rich thick descriptions (see Assignments 3 & 4). The conclusions should not exceed three doubled spaced pages.

Note: *The above assignments (1-5) 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.*

6. Individual dissertation topic development (to be submitted) and short presentation (15-20 minutes) of this topic to the class. The dissertation topic development must follow an accepted format for the chosen research design and contain the following:
 - Introduction
 - Research Design
 - Data Collection Methods
7. Final Exam (essay format to simulate a doctoral comprehensive exam question).

GRADING:

Grading for this course follows the criteria listed below.

An “A” is an indication of excellence. Excellent work is complete, technically sound, and addresses all of the essential components of the assignment in a scholarly manner.

A “B” is an indication of good work. It is complete, contains only minor technical errors, has some evidence of scholarship, and adequately addresses the assignment.

A “C” is an indication of average work. The work covers the assignment and little else. It lacks the essential components of scholarship.

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, either 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.

1. Class participation and attendance	10%
2. Research abstract samples (6) noting the utilized research paradigm	5%
3. Research design of assigned qualitative tradition	5%
4. Interview protocol	5%
5. Coded fieldnotes	5%
6. Written conclusion	5%
7. Final exam	40%
8. Dissertation topic and presentation	25%

TENTATIVE CLASS TOPICS AND ASSIGNMENTS:

<u>Date</u>	<u>Topic</u>	<u>Textbook Reading</u>
September 10	Introductions/Expectations Syllabus Review Scientific Method	
September 17	Dissertation Process	
September 24	Library Resources Dissertation Research	
October 1	Research Paradigms Design Frameworks	QI&RD: p. 1-24 RD: p. 1-15
October 8	Qualitative Traditions Research Abstracts Due	QI&RD: p. 27-41, 47-68
October 15	Qualitative Traditions Continued	QI&RD: p. 47-68
October 22	No Class Research & Individual Meetings	
October 29	Philosophy & Theory Focusing the Study	QI&RD: p. 73-88 QI&RD: p. 93-106
November 5	Data Collection Research Ethics Research Design Due	QI&RD: p. 109-135
November 12	No Class: Veterans Day Holiday	
November 19	Data Analysis & Reporting Interview Protocol Due	QI&RD: p. 139-164, 167-171
November 26	Verification	QI&RD: p. 193-217
December 3	Generalizability Coded Fieldnotes Due	Eisner (1991) handout
December 10	Dissertation Topic & Presentation	
December 17	Final Exam Written Conclusion Due	

References

- Bloom, B. S., Engelhart, M. D., Furst, E. J., Hill, W. H., & Krathwohl, D. R. (Eds.). (1956). Taxonomy of educational objectives: The classification of educational goals. Handbook I: The cognitive domain. New York: David MCKay.
- Creswell, J. W. (1994). Research design: Qualitative & quantitative approaches. Thousand Oaks, CA: Sage.
- Creswell, J. W. (1998). Qualitative inquiry and research design: Choosing among five traditions. Thousand Oaks, CA: Sage.
- Denzin, N. K. (1989). Interpretive biography. Newbury Park, CA: Sage.
- Denzin, N. K. (1970). The research act: A theoretical introduction to sociological methods. Chicago: Aldine Publishing.
- Eisner, E. W. (1991). The enlightened eye: Qualitative inquiry and the enhancement of educational practice. New York: Macmillan.
- Giorgi, A. (Ed.). (1985). Phenomenology and psychological research. Pittsburgh, PA: Duquesne University Press.
- Hammersley, M., & Atkinson, P. (1995). Ethnography: Principles in practice (2nd ed.). New York: Routledge.
- Jick, T. D. (1979, December). Mixing qualitative and quantitative methods: Triangulation in action. Administrative Science quarterly, (24), 602-611.
- McMillan, J. H., & Wergin, J. F. (1998). Understanding & evaluating educational research. Upper Saddle River, NJ: Prentice-Hall.
- Miles, G. E. (2000). Action research: A guide for the teacher researcher. Upper Saddle River, NJ: Prentice-Hall.

- Miles, M. B., & Huberman, A. M. (1984). Qualitative data analysis: A sourcebook of new methods. Beverly Hills, CA: Sage.
- Moustakas, C. (1994). Phenomenological research methods. Thousand Oaks, CA: Sage.
- Popham, W. J. (1999). Why standardized tests don't measure educational quality. Educational Leadership, 56 (6), 8-15.
- Salkind, N. J. (2000). Exploring research (4th ed.). Upper Saddle River, NJ: Prentice-Hall.
- Schmoker, M. (1996). Results: The key to continuous school improvement. Alexandria, VA: Association for Supervision and Curriculum Development.
- Stake, R. (1995). The art of case study research. Thousand Oaks, CA: Sage.
- Sternberg, D. (1981). How to complete and survive a doctoral dissertation. New York: St. Martin's Press.
- Strause, A., & Corbin, J. (1990). Basics of qualitative research: Grounded theory procedures and techniques. Newbury Park, CA: Sage.

PROFESSIONAL STANDARDS FOR STUDENT PERFORMANCE

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

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

Autumn 2001