

## LEAD 8302

Advanced Qualitative Research  
University of Central Arkansas  
Spring 2017

**Class Time:** Saturdays January 14, February 11, 25, March 4 and April 8

**Class Location:** Torreyson 319

**Instructor:** Tim Atkinson, Ed.D.  
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University of Central Arkansas  
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Office Hours: By Appointment

**Course Description:** The course examines the theoretical, conceptual and epistemological frameworks for qualitative research methods; including training in qualitative data analysis, qualitative methods including but not limited to participant observation, organizational observation, structured and non-structured interviewing, discourse analysis, interpretation and presentation of original research.

**Course Objectives**

- \* To understand the basic theoretical and conceptual frameworks for qualitative research
- To compare and contrast positivist and post-positivist epistemologies.
- To gain and understanding of interpretive, critical and deconstructive paradigms.
- To gain and understanding of qualitative methodologies such as ethnography, case study, narrative inquiry, grounded theory, phenomenology, discourse analysis, etc.
- To gain skills in qualitative research methods such as observation, interviewing, document analysis, text analysis, and grounded surveys.
- To gain an understanding of tools and methods in qualitative research including the various types of coding, validity and reliability, inter-rater reliability
- To understand the qualitative methods used in organizational research and leadership.
- To continue development of presentation skills specifically in qualitative research.

**Required Texts** Maxwell, J.A. (2013). *Qualitative Research Design: An Interactive Approach (3<sup>rd</sup> Edition)*. Thousand Oaks, Ca : Sage

Emerson, R.M., Fretz, R.I., & Shaw, L.L. (2011). *Writing Ethnographic Fieldnotes (2<sup>nd</sup> Edition)*. Chicago, University of Chicago Press

Weiss, R.S. (1995). *Learning from Strangers: The Art and Method of Qualitative Interview Studies*. New York: Free Press

**Evaluation** Evaluations are based on the successful completion and on-time submission of assignments as outlined in the syllabus. Late assignments are not allowed. The assignment loses one letter grade for each day past due.

**Diversity**

The University of Central Arkansas and its faculty and staff are committed to providing an equal educational opportunity to all students. One of the facets of the university experience includes the characteristics, which include, but are not limited to, racial, ethnic and cultural heritage, national origin, opportunity to learn in an environment where there are other individuals from varied backgrounds and socioeconomic status, family structure, age, sex, gender, gender identity, sexuality, religious and spiritual beliefs, physical and mental status, academic ability and preparation, learning styles, immigrant status, disability, developmental status, transfer status, and family situation. The University of Central Arkansas does not condone harassment (or other forms of inappropriate conduct) against any student. These matters are handled in the same procedural way as those involving sexual harassment. (For the procedure see the UCA Sexual Harassment Policy in the Student Handbook). – Adapted from UCA 2010-2011 Student Handbook.

Schools are not politically neutral places, and their inter-relations with the larger community are filled with long-standing issues, vested interests, and inevitable conflicts. This course seeks to interrogate and expand students' conceptualization of diversity, which affects all aspects of schools and the society at large. Thus, issues related to gender, race, class, language, spirituality, sexuality, and politics will also be explored. Guidelines for discussion are listed in Appendix A.

**Abilities**

The office of Disability Support Services (DSS) at the University of Central Arkansas offers a variety of services for students with documented disabilities, including learning disabilities, deaf/hard of hearing, blind/low vision, mobility limitations, attention deficit disorders (ADD/ADHD), psychiatric disorders, and medical disabilities. We invite and encourage both prospective and enrolled students to learn more about DSS services by going to the website at: <http://www.uca.edu/disability>, or calling the office (501-450-3613) to make an appointment with a disability specialist. Any student who feels they may need an accommodation based on the impact of a disability may also contact me privately to discuss specific needs.

**Integrity**

The University of Central Arkansas affirms its commitment to academic integrity and expects all members of the university community to accept shared responsibility for maintaining academic integrity. Students in this course are subject to the provisions of the university's Academic Integrity Policy, approved by the Board of Trustees as Board Policy No. 709 on February 10, 2010, and published in the Student Handbook. Penalties for academic misconduct in this course may include a failing grade on an assignment, a failing grade in the course, or any other course-related sanction the instructor determines to be appropriate.\* Continued enrollment in this course affirms a student's acceptance of this university policy. – UCA 2010-2011 Student Handbook.

Failure to adhere to the academic integrity standards outlined in the UCA 2010-2011 Student Handbook could result in a grade of "F" for the project or the course, or a referral to the Academic Integrity and Discipline Committee.

**Academic Policies**

Students are expected to exhibit a high level of moral development and ethics. Under UCA policy, the instructor will withdraw with a WF any student engaging in academic dishonesty or plagiarism. Students are expected to read the UCA Student Handbook for the academic misconduct policy and policies on sexual harassment. <http://uca.edu/board/files/2010/11/709.pdf>

**Appeals** The College of Education's Student Academic Grade Appeal Policy offers additional guidelines from that outlined in the University of Central Arkansas Student Handbook. It specifically defines a timeline for the appeal process. A student who wishes to appeal the final grade in a course should follow the guidelines found in the College of Education Student Academic Grade Appeal Policy. This policy is located at <http://www.uca.edu/divisions/academic/coe/>.

**Other Policies** Become familiar with the policies described in the Student Handbook, including the sexual harassment policy and policies outlining other academic procedures.

### Assignment Descriptions

#### **Class Attendance/Journaling (35 points):**

Journaling is an essential component of Qualitative Research. Each segment will be devoted to various topics including coding qualitative data, discussing epistemological frameworks, paradigms and theoretical frameworks, reflection, interpretation and thoughts. The instructors will prompt the journaling assignment for each segment by providing raw data, prompting document review, etc. Because this class is a hybrid, the Saturday meetings are essential. (A segment is the period of time between Saturday classes.) Due: Ongoing.

#### **Interview and Transcription (15 points):**

Interview a person in a leadership position for 30 minutes. Transcribe the interview, code and analyze the data. IRB clearance is required. Due July 21

#### **Document/Transcript Analysis (15 points):**

Find a transcript from a speech by a politician or organizational leader. Pick a perspective. Code and Analyze the Data.

#### **Final Qualitative Research Proposal and Presentation (35 points):**

Write a proposal for your research project following the tradition that best fits your research question. Use Creswell as a guide for setting up the proposal. Also prepare a presentation of your proposal.

Date(s)	Segment Topics
Jan 14	<b>Segment 1: Interpretive Frameworks</b>
Feb 11 and 25	<b>Segment 2: Approaches, Traditions, Methodology in Qualitative Research</b>
Mar 4	<b>Segment 3: Data Collection, Materials, Analysis</b>
April 8	<b>Segment 4: Writing and Reporting and Issues</b>

### Course Evaluation & Assignments:

Class Attendance/Journaling	35 points
Interview and Transcription	15 points
Organizational Observation	15 points
Final Qualitative Research Proposal	35 points

### Grading Scale:

A = 90-100%; B = 80-89%; C = 70-79%; D = 60-69%; F = below 60%

**Readings**

- Arminio, J. W., & McEwen, M. K. (1996). White connections of family, place, race, and ethnicity: Implications for student affairs. *Journal of College Student Development, 37*, 315-323.
- Edwards, K. E., & Jones, S., R. (2009). "Putting my man face on": A grounded theory of college men's gender identity development. *Journal of College Student Development, 50*, 210-228.
- Jones, S. R. (2002). (Re)writing the word: Methodological strategies and issues in qualitative research. *Journal of College Student Development, 43*, 461-473.
- Sipe, L., & Constable, S. (1996). A chart of four contemporary research paradigms: Metaphors for the modes of inquiry. *Taboo: The Journal of Culture and Education, 1*, 153-163.

Other Readings will be added throughout the course.