University of Central Arkansas
College of Education
Leadership Studies
College Student Personnel Administration

Advanced Qualitative Research
Summer 2013
3 Credit Hours
Tuesdays 5:30 p.m. – 8:30 p.m.  6/11, 6/25, 7/9, 7/23
Saturdays 9:00 a.m. – 5:00 p.m. 6/22, 7/20
234 Mashburn Hall
(6/11 in 204, and 7/23 in 232)

Course Number: LEAD 8302
Prerequisites: None

Instructor Name: Lawrence J. Mrozek, Ph.D.
Office: 230F Mashburn Hall
Office Hours: Tuesday Class Days
12:00 p.m. – 5:00 p.m. and by appointment

Office: (501) 450-5209
FAX: (501) 852-2826
E-mail: lmrozek@uca.edu

Leadership Studies Ph.D. Program Objectives

The PhD Leadership program is designed to provide an interdisciplinary intensive preparation for evolving educational and community leaders who have a willingness to address community problems. The program will examine considerations such as,

- Leadership for civic service and the collective good;
- Different beliefs in and responses to this freedom and the resulting developmental limitations and inequities within communities;
- Research as a tool to understand and address human and community capabilities and development;
- The evolution of leadership as an integrative effort across various public arenas;
- Leadership action that requires data, networking, and ethical decision-making.

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. This class

Course Objectives

• To understand the basic theoretical and conceptual frameworks for qualitative research.

• To compare and contrast positivist and post-positivist epistemologies.

• To gain understanding of interpretive, critical, and deconstructive paradigms.

• To gain understanding of qualitative methodologies such as ethnography, case study, narrative inquiry, grounded theory, phenomenology, narrative, etc.

• To gain skills in qualitative research methods such as observation, interviewing, focus groups, document analysis, text analysis, and grounded surveys.

• To gain understanding of tools and issues in qualitative research including the various types of coding and other data analyses, trustworthiness, and positioning.

• To understand the qualitative methods used in organizational research and leadership.

• To continue development of presentation skills specifically in qualitative research.

Conceptual Framework: “Educators as Reflective Decision Makers”

Faculty members involved in the preparation of professional educators, as well as professional education candidates and higher education administrators share a vision for the Professional Education Unit at the University of Central Arkansas (UCA). This vision is one of preparing Educators as Reflective Decision Makers. The vision encompasses the development of candidates’ abilities to examine problems, formulate options, consider decisions and evaluate outcomes, while embracing an awareness of and sensitivity to human diversity. The vision is achieved by candidates’ acquisition of reflective decision-making skills through self-understanding, course work and field and internship experiences.

How do the goals reflect the conceptual framework?

The shared vision of the University of Central Arkansas’s professional education programs is one of “Preparing Educators as Reflective Decision Makers.” This vision exemplifies the type of professional who is needed to assist students in problem solving and coping with the myriad of
issues impacting them. The mission of the Education Leadership Programs is to “Prepare Candidates as Reflective Decision Makers” in the education environment.

Diversity Statement

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 identity, 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 Student Handbook and Daily Planner 2012–2013. http://uca.edu/student/files2011/06/student_handbook.pdf

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 of the syllabus.

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.

Academic 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 Student Handbook and Daily Planner 2012-2013*.

* Failure to adhere to the academic integrity standards outlined in the *UCA Student Handbook and Daily Planner 2012-2013* could result in a grade of “F” for the project or the course, and/or a referral to the Academic Integrity and Discipline Committee.

**Student Academic Appeals: Grade 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 on the College of Education website at http://www.uca.edu/divisions/academic/coe/.

**Course Texts**


(Creswell, 2012) *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* (3rd ed.)

(Saldaña, 2012) *The Coding Manual for Qualitative Researchers* (2nd ed.)

**Grading**

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<td>90 – 100</td>
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<td>80 – 89</td>
<td>B</td>
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<td>70 – 79</td>
<td>C</td>
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<td>60 – 69</td>
<td>D</td>
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<td>≤ 59</td>
<td>F</td>
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**Assignment Descriptions**

**Class Attendance and Participation (20 points).** Given the importance of critical analysis and discussion about the class material, and the limited number of class meetings, attendance is required. Missed class meetings will result in point deductions for the absence.

**Collaborative Institutional Training Initiative (CITI) Training – Basic Courses in the Protection of Human Research Subjects – Social and Behavioral Focus and Social and Behavioral Responsible Conduct of Research (RCR) (5 points).** All students will be required to complete the full behavioral sciences & RCR training through the UCA Sponsored Programs Office. The link to the training site is https://www.citiprogram.org/Default.asp? – **Due June 11th.**
Journaling (15 points). Journaling is an essential component of qualitative research. Each segment will be devoted to the readings, class discussions and materials, and assignments. The reflection for each class, submitted on Blackboard under journaling, is due before each class period starting with the second class on Saturday, June 22nd. – Due June 22nd & 25th, and July 9th, 20th, & 23rd.

Institutional Observation (10 points). You are to observe an area for 30 minutes within an organization/institution and take notes on the physical, social, and emotional environment. The coding and notes is – Due July 9th.

Study Epistemology and Paradigm (5 points). You will need to submit a 2-3 page discussion and analysis of the epistemology and paradigm to be used in your research proposal. This needs to be cited with support from the literature and fit within the focus of the research question. – Due July 9th.

Interview and Transcription (15 points): For this assignment you need to interview a person in a leadership position for 30 minutes and record the interview. Fifteen minutes of the interview is to then be transcribed VERBATIM. A hard copy of the interview transcript, along with an electronic version of the interview file is to be brought to class on Saturday, July 20th. An electronic copy of the transcript is to be uploaded to Blackboard by the due date on July 20th. – Due July 20th.

Final Qualitative Research Proposal Presentation (5 points): You will need to prepare a 10-minute presentation of your proposal, with Q&A afterwards. Be prepared to defend your proposal and your recommended methods. – Due July 23rd

Final Qualitative Research Proposal (25 points): Write a proposal for your research project following the tradition that best fits your research question. Refer to the guidelines in Appendix B for format. – Due July 30th

Late Assignments

Late assignments are assessed a 1 point deduction for EACH DAY late. Feedback on late assignments will be limited and will be returned at a time that is at the discretion of the instructor.

Written Projects

All papers are submitted electronically, and must be,
- in American Psychological Association 6th edition (American Psychological Association, 2010) format,
- double spaced,
- have one (1) inch margins on all edges of the paper,
- have a cover page,
- and use a 12-point font (preferably Times New Roman).
## Grade Breakdown

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| Class Attendance and Participation            | 20     | June 11<sup>th</sup>, 22<sup>nd</sup>, 25<sup>th</sup>  
                  |        | July 9<sup>th</sup>, 20<sup>th</sup>, 23<sup>rd</sup> |
| CITI Training                                 | 5      | June 11<sup>th</sup>          |
| Journaling                                    | 15     | June 22<sup>nd</sup>, 25<sup>th</sup>  
                  |        | July 9<sup>th</sup>, 20<sup>th</sup>, 23<sup>rd</sup> |
| Study Epistemology and Paradigm               | 5      | July 9<sup>th</sup>           |
| Institutional Observation                     | 10     | July 9<sup>th</sup>           |
| Interview and Transcription                   | 15     | July 20<sup>th</sup>          |
| Research Proposal Presentation                | 5      | July 23<sup>rd</sup>          |
| Final Qualitative Research Proposal           | 25     | July 30<sup>th</sup>          |
| **Total Points**                              | **100**|                               |
Class Schedule and Assignments

Tuesday
June 11
Introduction, Epistemology and Paradigms

ASSIGNMENTS DUE
CITI Training – Basic Course and RCR – 5 points

READINGS DUE
(Creswell, 2012) Ch.1 – “Introduction”
(Faber & Mazlish, 1999) Ch. 1 “How to Talk so Kids Will Listen and Listen So Kids Will Talk”
(Jones, 2002)“(Re)Writing the Word: Methodological Strategies and Issues in Qualitative Research.”
(Ryan, 2006) “Post-positivist Approaches to Research”
(Schwandt, 2000) “Three Epistemological Stances for Qualitative Inquiry”
(Sipe & Constable, 1996) “A Chart of Four Contemporary Research Paradigms”

Saturday
June 22
Methodologies and Methods
Designing a Qualitative Study
Developing Questions for Qualitative Research
Participant Selection

ASSIGNMENTS DUE
Journaling Entry – 3 points

READINGS DUE
(Charmaz, 2000) “Grounded Theory”
(Creswell, 2012) Ch. 4 “Five Qualitative Approaches to Inquiry”
(Dowling & Cooney, 2012) “Research Approaches Related to Phenomenology”
(Stake, 2000) “Case Studies”
(Tedlock, 2000) “Ethnography and Ethnographic Representation”
(White & Drew, 2011) “Collecting Data or Creating Meaning?”

RECOMMENDED READINGS
(Bowen, 2009) “Document Analysis as a Qualitative Research Method”
(Creswell, 2012) Ch. 3 “Designing a Qualitative Study”
(Jones, Torres, & Arminio, 2006c) “Research Design”
(Sunderland, 2000) “Glancing Possibilities”
(Suri, 2011) “Purposeful Sampling in Qualitative Research Synthesis”
Tuesday
June 25

**Paradigms Pt. II**

**ASSIGNMENTS DUE**
Journaling Entry – 3 points

**READINGS DUE**
(Ladson-Billings, 1999) “Just What is Critical Race Theory and What’s It Doing in a Nice Field Like Education?”
(Reviere, 2001) “Toward an Afrocentric Research Methodology”
(St. Pierre, 2000) “Poststructural Feminism in Education”
(Sullivan, 2003) “Ch. 1 – A Critical Introduction to Queer Theory”

**RECOMMENDED READINGS**
(Creswell, 2012) Ch. 2 “Philosophical Assumptions and Interpretive Frameworks”
(Grajales & Gonzalez, 2008) “Towards a New Concept of Research”
(Lather, 1986) “Research as Praxis”

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Tuesday
July 9

**Analyzing and Incorporating the Data Corpus, Part I**
**Goodness, Ethics, and Positioning**

**ASSIGNMENTS DUE**
Journaling Entry – 3 points
Institutional Observation – 10 points
Study Epistemology and Paradigm – 5 points

**READINGS DUE**
(Creswell, 2012) Ch. 7 “Data Collection”
(Saldaña, 2012) Ch. One “An Introduction to Codes and Coding”
(Saldaña, 2012) Ch. Two “Writing Analytic Memos”
(Saltmarsh, Sutherland-Smith, & Randell-Moon, 2011) “Best Foot Forward, Watching Your Step, Jumping in with Both Feet, or Sticking Your Foot in It? The Politics of Researching Academic Viewpoints.”
(Swisher, 1998) “Why Indian People Should Be the Ones to Write About Indian Education”

**RECOMMENDED READINGS**
(Cho & Trent, 2006) “Validity in Qualitative Research Revisited”
(Creswell, 2012) Ch. 10 “Standards of Validation and Evaluation”
(Fine, Weis, Weseen, & Wong, 2000) “For Whom? Qualitative Research, Representations, and Social Responsibilities”
(Jones, Torres, & Arminio, 2006b) “Ensuring Goodness of Qualitative Research”
(Lather, 2001) “Validity as an Incentive to Discourse: Qualitative Research and the Crisis of Legitimation”
Saturday
July 20

Analyzing and Incorporating the Data Corpus, Part II
Writing Assertions and Warrants
Mixed Methods

ASSIGNMENTS DUE
Journaling Entry – 3 points
Interview and Transcription – 15 points

READINGS DUE
(Creswell, 2012) Ch. 8 “Data Analysis and Representation”
(Creswell, 2012) Ch. 9 “Writing a Qualitative Study”
(Jones, Torres, & Arminio, 2006a) “Choices and Consequences of Mixing Methods in Qualitative Research”
(Saldaña, 2012) Ch. Three “First Cycle Coding Methods”
(Saldaña, 2012) Ch. Five “Second Cycle Coding Methods”

RECOMMENDED READINGS
(Saldaña, 2012) Ch. Four “After First Cycle Coding Methods”
(Saldaña, 2012) Ch. Six “After Second Cycle Coding Methods”

Sample Autoethnographic Poetry

Sample Art Expression (Draw-Write) and Narrative
(Ogina & Nieuwenhuis, 2012) “Gaining Access to the Experiences of Orphaned Children”

Sample Case Study
(Mayer & Boness, 2011) “Spiritual Insights in Cross-Cultural Conflicts and Mediation in Ecclesiastical Organizations in Tanzania”
(Riessman, 2003) “Preforming Identities in Illness Narrative”

Sample Ethnography
(Ladson-Billings, 2009) The Dream-Keepers: Successful Teachers of African American Children
(Magolda & Ebben Gross, 2009) It’s All About Jesus: Faith as an Oppositional Collegiate Subculture

Sample Grounded Theory

Sample Phenomenology
(Arminio & McEwen, 1996) “White Connections of Family, Place, Race, And Ethnicity”

Sample Chapter 3s
(Harper, 2003) Most Likely to Succeed – Ch. 3
(James Brown, 1995) Black Male Crisis in the Classroom
<table>
<thead>
<tr>
<th>Tuesday</th>
<th>Final Proposal Presentations</th>
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<tr>
<td>July 23</td>
<td>Reflection</td>
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<td>Evaluations</td>
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**ASSIGNMENTS DUE**
- Journaling Entry – 3 points
- Final Proposal Presentation – 5 points

**READINGS DUE**
(Patton, 2002) “Top Ten Pieces of Advice to a Graduate Student Considering a Qualitative Dissertation”

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<tr>
<th>Tuesday</th>
<th>Final Proposal Due</th>
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<tr>
<td>July 30</td>
<td>NO CLASS MEETING</td>
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**ASSIGNMENTS DUE**
- Final Qualitative Research Proposal – 25 points
References


Appendix A

Rules to Promote Positive Race, Class, and Gender in Culturally Diverse Settings*

1. Acknowledge that forms of oppression exist.

2. We are all systematically misinformed about our own and other groups.

3. Agree not to blame ourselves or others for the misinformation we have learned, but to accept responsibility once we have learned otherwise.

4. Agree not to blame individuals for the condition of their lives.

5. Assume that individuals do the best they can, given their life experiences and circumstances.

6. Share information about our groups with others, and never demean, deride, or in any way “put down” people for their experiences.

7. Actively pursue information about our own groups and those of others.

8. Agree to combat actively the myths and stereotypes about our own groups and other groups so we can break down the walls that prohibit group cooperation and group gain.

9. Create a safe atmosphere for open discussion. What is said in the classroom stays in the classroom.

Appendix B
Proposal Guidelines (Chapter 1 & Chapter 3)

Blue text describes what is generally included in this section
Red text gives explanations on issues in the section and other comments.

CHAPTER 1

INTRODUCTION
(This section is about 5-10 pages in length)

Introduction – In APA 6th edition you do not use the title “Introduction” but simply write up a brief overview of the chapter and your intent in the chapter.

Background to Study

Sets the study and the societal and professional context of the research topic.

Theoretical Foundations

What theoretical and philosophical foundations are used to support the study and the direction of inquiry?

Statement of the Problem

What is being addressed and why is it an issue to be studied?

Significance and Purpose of the Study

Why is the study important and what do you hope to accomplish with it? Why are you doing it?

Research Question

What is your research question?

Definition of Terms

List any terms that are unique to the study or are not part of the general discourse in the profession. This can include definitions of terms that are not standardized in the profession.

CHAPTER 3

RESEARCH PERSPECTIVE, METHODOLOGY, AND METHODS

Introduction – In APA 6th edition you do not use the title “Introduction” but simply write up a brief overview of the chapter and your intent in the chapter. You can include an overview of your purpose of the study, including your research question.
Appendix B (Continued).

Epistemology and Paradigm

(Describe your epistemological approach to the study and the research paradigm. Why was a qualitative method chosen?)

Participants, Population and Sampling

Setting and Environment

(What is the setting for your study and why was that setting chosen?)

Population

(Describe your population and the reasons for selecting that population. What makes this population unique?)

Sampling Methods

(What sampling methods did you choose and why? What negotiations are necessary for access to the setting and the population? Who are the key participants and gatekeepers?)

Methodology and Methods

Methodology

(Describe the methodology and the reasoning in selecting that methodology. Is the methodology appropriate? Is the research trying to understand structure or process, or subjective meaning and experiences?)

Methods

(Describe your methods and the criteria in selecting those methods. Are the methods consistent with the methodology chosen?)

Data Collection and Analysis

(Describe your systematic approach to data collection and analysis. Are the criteria used consistent with accepted methods for analysis? How will you manage the data collected?) (In the final METHODS section of your dissertation/thesis, you would address here how the themes, categories and coding were developed and actually implemented).

Positioning, Biases and Ethical Issues

(What is your relationship with the setting, population, and participants? Are there power relationships within that relationship? Are there personal experiences that may influence your analysis; with what lens are you seeing the data? How has confidentiality been addressed in the
Appendix B (Continued).

research process? What are the potential consequences of the research study, and your interaction with the population and environment? What effect could it have on the environment, population and participants?)

**Trustworthiness** (rigor)

(Word in italics is sibling term in quantitative research but DOES NOT mean the same thing)

**Credibility** (internal validity)

(What methods have you implemented to enhance credibility, i.e. member checking, peer review, journaling, reflection, triangulation, prolonged engagement, negative case analysis, etc.?)

**Transferability** (external validity)

(What methods have you implemented to enhance transferability, i.e. rich participant descriptions, thick descriptions, rich data, etc.?)

**Dependability** (reliability)

(What methods have you implemented to enhance dependability, i.e. member checking, multiple data methods, journaling, reflection, audit trails, etc.?)

**Confirmability** (objectivity)

(What methods have you implemented to enhance confirmability, i.e. member checking, peer review, audit trails, journaling, etc.?)

**Summary**

(Write up an overview of your research perspective, methodology, and methods).

References

APPENDICES

(Items such as, Consent Forms, Interview Questions, Observation Forms/Protocol, etc.)

Anything written in color and italics are notes and are not included in the chapter.

Additional NOTES:

1. Provide theoretical support and justification (references) for criteria used to select research perspectives, methodology and methods.
2. What are the strengths and weaknesses of your choices?
3. The titles of sections DO NOT necessarily need to include the exact same names but need to include the content.