Course Description: This course will build on your foundation in qualitative methodology and invites you to develop further your understanding and skills as a qualitative researcher. You will study research design and data analysis. You will also learn about theory building and how to write up qualitative research. Applying concepts to practice, each student will design and execute a small, individually defined study. You are expected to come to class the first day with a research topic and question.

Course Purposes:
* to help you learn how to identify and assess various qualitative research design options;
* to give you a structured opportunity to apply qualitative techniques and enhance your skills as a qualitative researcher;
* to further your understanding of the philosophy and processes of qualitative research; and
* to refine your ability to approach research results critically and to use qualitative studies effectively.

Prerequisites: You must have the basic knowledge of qualitative research methodology, for example as demonstrated by successfully completing an introductory course in qualitative inquiry.

Course Connection To Conceptual Framework:
This course is based upon the essential components of the College’s conceptual framework, including the need for high performing educational managers to be capable, informed and ethical leaders and managers, having the ability to build learning organizations based upon a reflective decision-making model for continuous improvement.

**Course Requirements & Overview of Assignments:**
You are expected to complete the assigned readings, fieldwork and projects on time. Assignment due dates are outlined in the “Topic/Assignment Schedule”. Assignments are posted on Blackboard, and a full description of each assignment will be distributed and discussed at the first class meeting.

Each class participant is expected to attend class regularly, contribute to class discussions and help build a safe, productive, and lively community of scholars. Also, hopefully, each class member will bring an appreciation for different perspectives, the ability to think in a non-linear manner and a tolerance for ambiguity – an openness to move in these directions is next best!

Readings will be assigned from the required and recommended books, as well as from material distributed in class. There are 2 required texts, listed below under “Required Reading,” that are available for purchase at the campus bookstore. For the third required text, using list below, you decide which one is best for you. You may need to get the third text by special order. You must determine what is useful to read given your schooling and experience with research, and given your particular research goals.

You will be responsible for identifying a qualitative researcher who studies some aspect of your area of interest and for developing an annotated bibliography based on the researcher’s publications. It may help to think of this as part of your ongoing literature review.

You will be asked “to keep” a journal where you write about your research experience this semester.

A final paper and presentation of your field study are due at end of semester. The major focus of the course is a small qualitative study on a research question of your own choice, one that you will design and implement. During the semester you will gather data using qualitative techniques and write brief analytic memos about what you are learning. Keep in mind that this field study is designed to be a learning experience. Without prior IRB approval, it is not intended for publication, although I expect a polished finished product. The intent is for you to gain proficiency in the skills of a qualitative researcher.

An essay where you reflect on your emerging role as a qualitative researcher is due at the end of the term.

**Guidelines for Written Work:**
I expect hard copies of all assignments. As a backup system, it is a good idea also to send papers electronically using the Digital Drop Box in the Tools section of Blackboard. If anything is sent to the Digital Drop Box, be sure to use title of assignment in heading. I do not accept papers using email attachment. You may alert me via email that something was delivered to Digital Drop Box. Please do not fax assignments, papers or exams to FAU's fax machine.

Please number pages, use double spacing and put your email address on cover sheet of all papers. Use the *Publication Manual of the American Psychological Association, 5th* edition, as a resource for writing papers. Check out APA Style web sites:

http://www.apastyle.org/fifthchanges.html

**Required Reading:**


Choose 1 of the texts from below – this will be your third text:


OR


OR


**Recommended Reading List:**
In addition to required texts for Advanced Qualitative, you may want to reacquaint yourself with readings from the Introduction to Qualitative Inquiry class and consider recommended readings below. If you are planning to conduct a qualitative study for your dissertation, you may want to build your home library.

Beyond texts, I encourage you to read journals for qualitative research such as: *Anthropology and Education Quarterly, International Journal of Qualitative Studies in Education,* and *Qualitative Inquiry,* as well as journals like *Educational Researcher,* the *American Educational Research Journal,* and, of course, journals specific to your discipline.
Research Design

Fieldwork.

The Big Picture.

Interviewing.

Case Study.

Grounded Theory.
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Narrative Inquiry
Clandinin, J., & Connelly, M. Narrative Inquiry.

Data Analysis.

Writing.

Packets of recommended or supplementary readings will be distributed in class and/or on Blackboard.

Library Information:
All students are expected to have online access to the University Library. Through the FAU Libraries EZ Proxy, you can access full-text articles from hundreds of journals. Go to the FAU Libraries home page and click on EZProxy. You must have a valid student Owl Card to access the Proxy Server on your home computer. The USER ID is (the 14-digit ID number on the Owl Card minus the letter "A" before and after the number) and the PASSWORD is the three-letter acronym for the school: (fau). For an introduction, go to http://www.library.fau.edu.ezproxy.fau.edu/depts/ref/start.htm.

Grades Will Be Based On:
Class participation:
this includes ungraded research memos & researcher journal (10 entries)......20% Qualitative Researcher Study:
An incomplete grade will not be given, rather you will be assigned a grade based on work produced by the end of the semester. Do not take the course if you are not prepared to complete your field study in one semester.

Grading/Evaluation Criteria: This course will follow FAU’s grading policy.
A = 4.0  A- = 3.67  B+ = 3.33  B = 3.00  B- = 2.67  
C = 2.00  C- = 1.67  D+ = 1.33  D = 1.00  D- = 0.67  F = 0

Blackboard Class Website:
This course is assisted electronically by Blackboard which is found at: http://blackboard.fau.edu. To access Blackboard, you must use your student username which is your FAUNet ID. To find out your FAUNet ID go to http://accounts.fau.edu (Enter your social security number and PIN). Your initial password for Blackboard is your PIN (PIN by default is set to 2 zeros followed by the 2-digit-day and 2-digit year of birth).

Please note that your FAU email address will be used for all on line course communication. Also note that you can arrange to have all FAU emails forwarded to another account – directions are on Blackboard. You are expected to check your email and Blackboard on a regular basis.

Students may arrange to meet on Blackboard (Go to Communication – click on Collaboration. Lecture Hall – click Join).

Email Etiquette: 
Please cite course title on subject line. Please identify who you are – email addresses do not always provide name. Class norms apply to email and Blackboard communication! All email communication for class will use your FAU account. (See Blackboard discussion.)

Attendance Policy: 
Regular attendance is expected. Absences are frowned upon, but if late or absent, student is responsible for making arrangements with classmate not professor for work missed, including handouts distributed in class, lecture notes, etc. Attendance is necessary for active involvement in all class sessions, discussions, and activities. Much of the time we will meet as a seminar whereby each member will participate in discussion and occasionally presentation of course material. Professional conduct in class is expected.

Special Needs: 
It is the policy of the College of Education to make reasonable accommodations for qualified
individuals with disabilities and language barriers. If you are a person with a disability and desire accommodations to complete course requirements, please arrange a meeting with me at your earliest convenience to discuss your request.

**Religious Holidays:**
“In accordance with the rules of the Board of Regents and Florida law, students have the right to reasonable accommodations...to observe religious practices and beliefs with regard to...class attendance, and the scheduling of examinations and work assignments.” Please notify me in advance of your intention to participate in religious observation and request an excused absence.

**Academic Misconduct:**
“All acts of dishonesty in any work constitute academic misconduct. The academic misconduct disciplinary policy will be followed in the event of academic misconduct.” Please note the policy on academic misconduct in your student handbook. The class is conceived as a community of scholars and we will always pursue high ethical standards in our research and writing.

N.B. This syllabus is a work in progress. I expect us to revise it as we go along.
CLASS TOPICS & ASSIGNMENT SCHEDULE
Please complete the assignments and readings for a given week before coming to class; class discussions will supplement, not duplicate the readings.

The sciences have been enchanted by the myth that the assiduous application of rigorous method will yield sound fact--as if empirical methodology were some form of meat grinder from which truth could be turned out like so many sausages.
-K. J. Gergen (1985)

WEEK #1, January 10
TOPIC: Introduction to Advanced Qualitative Inquiry
Qualitative Research Design

CLASS ACTIVITY:
- Discussion of the nature of qualitative research
- Overview of the course, logistics & expectations
- In-class exercise/Part I: What do you want to know?

RECOMMENDED ASSIGNMENT:
* Review notes and readings from introductory course
* Read Stake, Ch 1
* Read Creswell, Ch 1
* Read Oldfather & West, "Qualitative Research as Jazz"

WEEK #2, January 17
TOPIC: Linking Research Questions to Research Design
Good research is not about good methods as much as it is about good thinking.
-Stake, 1995

CLASS ACTIVITY:
- Walk-about
- In-class exercise/Part II: Purpose

REQUIRED ASSIGNMENT:
* Read in your chosen design text, e.g. Creswell, Ch 2
* Read Miles & Huberman, Ch 2
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*Read Wolcott
*Field Project Memo/Research Questions due- a one page statement of the research question. List your questions. Create one inclusive research question to guide your field study. Why is this significant? What do you expect to learn?

RECOMMENDED ASSIGNMENT:
Read Strauss & Corbin, pp 33-56
Read Maxwell, Ch 4
Read or review from Intro to Qual, Leech, N. & Onwuegbuzie, A. *A typology of mixed methods research designs.* Paper presented at AERA, Montreal 2005.

WEEK #3, January 24

TOPIC: Ethics & The Qualitative Researcher as Instrument
Researcher Role: Insider or Outsider

CLASS ACTIVITY:
- Discussion of IRB requirements
- Discuss researcher roles
- In-class exercise/Part III: Who do you want to know it about?

REQUIRED ASSIGNMENT:
*Field Project Memo/Sampling & Data Collection Methods Plan due (two pages total)- a one page succinct statement of your sampling design (people, events, documents). Include your site choice and plan for gaining entry. Outline in one page your data collection strategies. For each strategy indicate where, when and how often you will collect the data. Cite over arching research question at top of memo.

*Visit FAU Division of Sponsored Research Web Site. Download IRB application and bring to class. Think about how you would complete form for field study. The mandatory on-line training model for all FAU investigators conducting human subjects research can be accessed through this web page. I suggest you complete it if you have not yet done so. A “Human Participant Protections Education for Research Completion Certificate” must be submitted with all IRB applications. Note there are deadlines for submitting IRB applications and that approval is for 1 year; renewal is not automatic. (http://www.fau.edu/dsr/comittee) Human Subjects Free Tutorial and Compliance Test Faculty and students must complete the Researchers and Research Staff module.


*Read design text, e.g. Creswell, Ch 3

RECOMMENDED ASSIGNMENT:
Read Seidman, Ch 1 & 2
WEEK #4, January 31

TOPIC: Research Design

*You can’t fix by analysis what you bungled by design.* Light, Singer & Willett (1990)

CLASS ACTIVITY:
- Work on research design

REQUIRED ASSIGNMENT:
*Field Project “Research Design Proposal Memo” due today- a summary of your research design. This is a mini proposal for your study (maximum 5 pages). Please make sure that each member of the class and professor receives an electronic copy of this proposal memo. We will critique them together at future class meeting. Proposal Memo must include: working title of study; purpose of proposed study (use script presented in class); research question (limit 1-3 questions); significance and potential contribution; Research Design: plans for sampling, plans for data collection, plans for data analysis; and study time line. Reviewers do not have to read any proposal that does not conform to proposal guidelines cited here.*

WEEK #5, February 7

TOPIC: Qualitative Research Design & Analysis Brainstorming Session

*Not everything that counts can be counted.* Denis Burkit

CLASS ACTIVITY:
- You will be asked to give feedback to your colleagues and you will receive feedback from them regarding research plans. Everyone is required to provide a critique of each proposal. If you are past proposal stage and with appropriate permission have already begun to collect data, we will use this time to discuss what you are learning relative to your research questions (in this case we can discuss an alternative assignment).

REQUIRED ASSIGNMENT:
*Read design text

______ *Read and critique your classmates' field project research design proposals distributed previous week. Please submit comments in writing in class and be prepared to offer constructive criticism. If you have a hard copy, you can write your comments directly on the proposal memo. Sign your name to your critique. Also, be ready to ask questions that you have about your own proposed study.

RECOMMENDED ASSIGNMENT:
WEEK # 6, February 14

TOPIC: Interviewing for In-depth Understanding

CLASS ACTIVITY:
- Interview Simulation Part 1.

REQUIRED ASSIGNMENT:
* Develop an interview protocol for field project. Bring to class for pilot interview. (We will begin piloting interview guides today. If your sampling criteria do not approximate a class member, discuss with professor option of bringing to class someone you know who meets criteria. If your proposed study does not include interviews, speak to professor about an alternative assignment.)
  * Observation guide due today if this is part of your study design
  * Read Wolcott, Ch 1 & 2
  * Read design text
  * Reminder: No student may enter the field without prior approval of instructor

RECOMMENDED ASSIGNMENT:

WEEK #7, February 21

TOPIC: Computer Programs for Qualitative Research

CLASS ACTIVITY:
- Check out Atlas.ti qualitative software in computer lab
- Interview Simulation Part 2. We will complete pilot interviews today.

RECOMMENDED ASSIGNMENT:
  Read Miles & Huberman, Appendix

WEEK #8, February 28

TOPIC: Naturalistic Inquiry: Gaining Entry & Fieldwork Relationships

The use of traveling is to regulate imagination by reality, and instead of thinking how things may be, to see them as they are. Samuel Johnson (1786)

CLASS ACTIVITY:
EDA 7416 Advanced Qualitative Inquiry

-Guest speaker

REQUIRED ASSIGNMENT:


RECOMMENDED ASSIGNMENT:

Read Miles & Huberman, Ch 3

**WEEK #9, March 7**

Happy Spring Break!

**WEEK #10, March 14**

TOPIC: Data Analysis: Coding, clustering, thematic matrices, cross case analysis

CLASS ACTIVITY:

- Focus on analysis. Each class member will present 1 tentative finding from field study and will be asked to consider: Are you getting the data you need to answer your research question? Are you asking the right research question given what you are learning in the field? Are you now clear about what data you need and do not need?

REQUIRED ASSIGNMENT:

* Be ready to discuss issues of coding and analysis specific to your research. Develop tentative coding categories for your study. Be prepared to present your list of codes.

* Plan to talk about 1 tentative finding in class and the data that support the finding, i.e. data gathered from interviews, observations and/or document analysis.

* Read Miles & Huberman, Ch 4

RECOMMENDED ASSIGNMENT:


**WEEK #11, March 21**

TOPIC: Conversations About Nature of The Qualitative Researcher

CLASS ACTIVITY:

- Round table style presentation and discussion of Qualitative Researcher Studies

REQUIRED ASSIGNMENT:

* Annotated Bibliography due (Qualitative Researcher Study). Please bring enough copies for everyone in the class. Be prepared to talk about what you learned.
*Read Peshkin, "The Goodness of Qualitative Research"
*Read Miles & Huberman, Ch 5, 6, & 7

RECOMMENDED ASSIGNMENT:

**WEEK #12, March 28**

**TOPIC:** Data Analysis, Strategies to Manage Qualitative Data

*No amount of evidence can prove me right, and any amount of evidence can prove me wrong.* -Albert Einstein (cited in Miles & Huberman, 1994, p.271)

**CLASS ACTIVITY:**
- Consults regarding field research projects

**REQUIRED ASSIGNMENT:**
*Read Miles & Huberman, Ch 8 & 9
*Research in progress memo due. Discuss what you are discovering relative to your research questions. Any complications, surprises, issues? Do you have new questions now? Use pseudonyms. Be prepared to present your ideas orally.

**WEEK #13, April 4**

**TOPIC:** Writing Research

*A 20-page case study is likely to run 50 if the researcher doesn’t ruthlessly winnow and sift. For a while we worry about having enough to say; before we know it, we have too much. For the reader’s sake, for the case’s sake…this particular research situation’s best story needs to be found. It is an effective author who tells what is needed and leaves the rest to the reader.*

-Stake, 1995, p. 121

**CLASS ACTIVITY:**
- Final report writing

**REQUIRED ASSIGNMENT:**
*Read chapter, “Headings and Series,” in the APA Publication Manual. Pay attention to levels of headings when writing the paper: this represents the conceptual organization.
*Read Wolcott, Part 2
*All data collection must be completed.
WEEK #14, April 11

TOPIC: Finding the Story

CLASS ACTIVITY:
- Begin Oral reports on field research projects and plans to continue this line of inquiry

REQUIRED ASSIGNMENT:

*If you are presenting today:
A) Prepare for brief oral report on field research project. Plan carefully to honor agreed upon time limits. Follow AERA guidelines.

B) Arrange to get your final written report to person who is going to be the Discussant for your presentation, (ideally) one week or at least 48 hours in advance of oral report. The Discussant will critique your study immediately following your presentation.

*If you are the assigned Discussant today: For Discussant role, read paper in advance of class and prepare oral critique of assigned classmate’s study

WEEK #15, April 18

TOPIC: Presenting Findings & Making Conclusions

CLASS ACTIVITY:
- Conclude oral reports on field research projects and plans to continue this line of inquiry.

- Discussion of what, if anything, you might do differently if you started to design your study now. How in the dissertation might you address limitations identified in this study?

REQUIRED ASSIGNMENT:

*If you are presenting today, Prepare for brief oral report on field research project. Plan carefully to honor agreed upon time limits. Follow AERA guidelines.

*If you are presenting today, arrange to get your final report in advance of class to person who is going to be the Discussant for your presentation. The Discussant will critique your study immediately following your presentation.

*For Discussant role, read paper and plan oral critique of assigned classmate’s study.

*Read Miles & Huberman, Ch 11

*Final project reports in hard copy due today. Late papers will not be accepted.

RECOMMENDED ASSIGNMENT:
Read Miles & Huberman, Ch 12

WEEK #16, April 25

TOPIC: Final Reflections On Becoming An Ethical Qualitative Researcher
CLASS ACTIVITY:
  - Celebration!!

REQUIRED ASSIGNMENT:
  * Reflective essay and journal *due today. (I will accept these electronically in Digital Drop Box.)