

QUALITATIVE RESEARCH AND EVALUATION– R7035

Fall 2005

Dr. Norman O. Douglass

Required Creswell, J. W. (1998). *Qualitative inquiry and research design*. Thousand Oaks, CA: Sage Publications

Textbooks

Merriam, S.B. (1998). *Qualitative research and case study applications in education*. San Francisco: Jossey-Bass.

Bogdan, R.C., & Biklen, S. K. (2003). *Qualitative research for education*. Boston: Allyn and Bacon Publishers.

Recommended:

American Psychological Association (APA). (2001). *Publication manual of the American Psychological Association* (5th ed.) Washington, DC: APA.

Textbooks

Strunk, W.; White; E.B. & Angel, R. (2000). *The elements of style* (4th ed.). Boston: Allyn & Bacon.

COURSE DESCRIPTION

The focus of this course is on the assumptions, theories, and processes of qualitative inquiry. The course is designed to provide advanced graduate students with the theoretical foundations necessary to understand qualitative inquiry and to enhance their abilities to conduct qualitative research and evaluation

COURSE OBJECTIVES

This course is designed to provide a deeper understanding of the qualitative research process through readings, assignments and online discussion. This course should enable students to professionally evaluate and execute qualitative research projects in areas of interest. Students will increase their understanding of qualitative research, ability to critique qualitative studies, knowledge and skills for planning and conducting qualitative research and evaluation studies, and ability to summarize and interpret results of qualitative research. More specifically, the course will

1. Provide a theoretical foundation of the design of qualitative research and evaluation studies. The goal is for the student to be able to demonstrate an understanding of the theoretical approach underlying the design of qualitative studies and the collection, analysis, interpretation and reporting of information.
2. Provide a thorough understanding of the practical applications of different types of qualitative designs. The goal is for the student to apply appropriate techniques mastered in this class to real-world situations.
3. Provide an empirical foundation for research. The goal is for the student to develop skills in the evaluation and use of alternate methods in different fields, especially as they relates to specific qualitative and evaluation projects.
4. Develop a professional orientation in the field of qualitative research. The goal is for the student to understand the basic limitations of different qualitative methods and how to handle typical problems in qualitative and evaluation studies.
5. Provide an opportunity for students to consider technological applications as part of their training. The goal is for the student to develop familiarity in the use of computers for gathering and processing information.
6. Provide the student with a personal philosophy in the application and use of different qualitative methods, as well as competency in the application of the basic knowledge of qualitative research in critiquing current research in their fields of interest.
7. Provide a student-centered focus in qualitative research by encouraging students to bring up examples to their unique situations.

8. Provide an appreciation of the ethical standards for doing research.
 9. Provide a knowledge base for understanding qualitative research through understanding the vocabulary and language as it is used in multidisciplinary research settings.
- COURSE TOPICS
 - Introduction to Qualitative Research & Evaluation
 - Qualitative Strategic Framework
 - Theoretical Orientations
 - Ethical issues in qualitative research, Conflict of Interest, Disclosure of Findings, Formal and Informal Agreements, Human Subjects Rights
 - Protection of Human Subjects
 - Research Types
 - Collecting Qualitative Data: Fieldwork, Observation, Interviews
 - Interview Types, Open-ended Interview, Queuing Techniques, Rapport, Instrumentation
 - Qualitative Data Analysis and Interpretation
 - Coding, Data Display, Matrix, Entering Data
 - Drawing and Verifying Conclusions
 - Qualitative Analysis
 - Reporting Qualitative Data
 - Writing Qualitative Research Reports
 - Evaluation and Policy Research

COURSE GRADING
CRITERIA

Distinguished Category (Grade of A). Reserved for exceptional students. The student is superior in all areas of writing, presentations, and participation. Required research and assignments are superior in both content and writing with outstanding observations and explanations; use of complex, strong vocabulary, appropriate use of APA form and style. Student demonstrates scholarly demeanor, and interest in learning beyond the standard expectation. All papers are turned in on time and the student is actively present during entire class sessions.

Commendable Category (Grade of B). Very good in all areas producing the expected reports, writings, and presentations as per the standards established by Argosy University's School of Education. The majority of the assignments are turned in on time.

Acceptable or *Average* Category (Grade of C). Performance is acceptable and meets the minimum requirements.

Unacceptable (Grade of F). Absences, late arrival and early departure from class, lack of active participation, student does not demonstrate adequate knowledge of the subject matter. Assignments are not turned in on time.

ADA STATEMENT

It is the policy of Argosy University/San Francisco Campus to make reasonable accommodations for qualified students with disabilities, in accordance with the Americans With Disability Act (ADA). If you are a student with a disability and need accommodations to complete your requirements, please make an appointment with the course instructor as soon as possible to discuss your request. Information disclosed after completing the final exam cannot be considered in terms of your evaluation. So, please make this an optimal experience by letting the instructor know of accommodations needed at the outset of the course. All information will be held in confidence.

STATEMENT ON
DIVERSITY

Argosy University provides access through its services and programs to students of any social, geographic and cultural background and strives to prepare them to work with and provide services to diverse populations; Argosy demonstrates its commitment to diversity through the development and support of a diverse educational community.

COURSE POLICIES

Attendance Policy

All students are expected to attend all classes and participate actively. Since the course is concentrated and taught in six class sessions, students who miss one class, are late to class, or leave early from class will not receive a passing grade for the course. If extenuating circumstances occur, the student should contact the instructor as soon as possible to make appropriate arrangements

Late Submissions

Late assignments will receive a 5% reduction in points for each day late. After one week, late assignments will receive no credit. If a student does not turn in a weekly assignment, his or her name will be submitted to the Dean for dismissal.

Academic
Dishonesty/Plagiarism

Academic dishonesty or plagiarism will be reported and will result in an F in the class. Note the University Policy on Academic Dishonesty/Plagiarism: The University seeks to foster a spirit of honest and integrity. Any work submitted by a student must represent original work produced by that student. Any source used by a student must be documented through normal scholarly references and citations, and the extent to which any sources have been used must be apparent to the reader. The University further considers resubmission of a work produced for one course in a subsequent course of the submission of work done partially or entirely by another to be academic dishonesty. It is the student's responsibility to seek clarification from the course instructor about how much help may be received in

Written Expression	<p>completing an assignment or exam or project and what sources may be used. Students found guilty of academic dishonesty or plagiarism shall be subject to disciplinary action up to and including dismissal from the University.</p> <p>All written work should demonstrate mastery of standard American English. The grade for a written assignment will be lowered for errors in spelling, grammar, sentence structure, capitalization, APA form and style, and punctuation.</p>
Technology Requirement	All written work must be word processed. No handwritten work will be accepted. A handwritten assignment will receive a no passing grade. Students should have access to the Internet.
Extra Credit/Re-examination	University policy prohibits the instructor from allowing students to improve grades via extra credit, makeup work, revisions, or re-examinations. All grades are final.
Communication with Instructor	I will reply to emails within 48 hours. If you would like to set up a phone appointment, please email me.
To Send Written Assignments to Dr. Artman	Go to the "Assignment Room" module. Click on the team button. Enter your team workspace. (It is called team workspace, but you are the only one with access!) There is a button in the area that says "files." Enter that space and add your files for Dr. Artman. Do not send them through email. Contact the "online help" for assistance.
Technical Difficulties?	If you are having problems in the class, please email and let me know. I want to work with you to make this an enjoyable learning experience. For technical problems, there is an Argosy technical support group that is available 24 hours.

1-866-256-5883, ext.1

<http://www.embanet.com/help>

Call this toll free number 24 hours a day 7 days a week to have all of your technical questions answered. Don't wait for business hours; get help with logging in, posting to the discussion board and other technical difficulties right away!

PROFESSIONAL ASSOCIATIONS JOURNALS

American Educational Research Journal

Evaluation Review

Harvard Educational Review

International Journal of Qualitative Studies in Education

Journal of Management Inquiry

Qualitative Health Research

Qualitative Inquiry

WEB SITES

The Qualitative Report	http://www.nova.edu/ssss/QR/web.html
Qualitative Pages	http://gopher.smith.edu/~jdrisko/qualres.htm
Association for Qualitative Research	http://www.aqrp.co.uk/
Scolari. Sage publication software	http://www.scolari.com/
NUD*IST software guide	http://kerlins.net/bobbi/research/nudist/
ATLIS.ti software guide	http://www.atlasti.de/atlasscreens.HTML
Ethnograph v5.0 software	http://www.qualisresearch.com/
Software for Qualitative Analysis	http://www.qsr-ecommerce.com/us/acatalog/
Qualitative Methods Workbook	http://www.ship.edu/~cgboeree/qualmeth.html
Qualitative Research Site	http://kerlins.net/bobbi/research/qualresearch/
Qualitative Designs	http://www.fortunecity.com/greenfield/grizzly/432/rra3.htm
Daryl J. Bem, "Writing the Empirical Journal Article	http://comp9.psych.cornell.edu/dbem/writing_article.html
ONLINE TUTORIAL, Cornell University	http://trochim.human.cornell.edu/tutorial/TUTORIAL.HTM
Selecting Statistics	http://trochim.human.cornell.edu/selstat/ssstart.htm
Survey research	http://trochim.human.cornell.edu/kb/survey.htm and http://www.amstat.org/sections/srms/whatsurvey.html
William M.K. Trochim, An Introduction to Concept Mapping for Planning and Evaluation,"	http://trochim.human.cornell.edu/research/epp1/epp1.htm
C. George Bogree, Qualitative Methods Workbook	http://www.ship.edu/~cgboeree/qualmeth.html
AnnaLynn Schooley, "Playing with Qualitative Research: Designing a Research Project with Diamonds and Venns,"	http://www.nova.edu/ssss/QR/QR2-3/schooley.html
Ronald J. Chenail, "Presenting Qualitative Data,"	http://www.nova.edu/ssss/QR/QR2-3/presenting.html
Anthony W. Heath, "The Proposal in Qualitative Research	http://www.nova.edu/ssss/QR/QR3-1/heath.html
Glyn Winter, "A Comparative Discussion of the Notion of 'Validity' in Qualitative and Quantitative Research, "	http://www.nova.edu/ssss/QR/QR4-3/winter.html
Suzanne Schwarz McCotter, "The Journey of a Beginning Researcher,"	http://www.nova.edu/ssss/QR/QR6-2/mccotter.html
LuAnn Gaskill, "A Qualitative Investigation into Developmental Relationships for Small Business Apparel Retailers: Networks, Mentors and Role Models,"	http://www.nova.edu/ssss/QR/QR6-3/gaskill.html
Action Research Resources,	http://www.scu.edu.au/schools/gcm/ar/arhome.html
The Case Study as a Research Method	http://www.gslis.utexas.edu/~ssoy/usesusers/l391d1b.htm
Roger Clarke, "Appropriate Research Methods for Electronic Commerce,"	http://www.anu.edu.au/people/Roger.Clarke/EC/ResMeth.html
Internet Research Methods	http://www.slais.ubc.ca/resources/research_methods/internet.htm
Research Methods Resources on the WWW,	http://www.slais.ubc.ca/resources/research_methods/index.htm
	http://cwabacon.pearsoned.com/bookbind/pubbooks/charles2_ab/
	http://highered.mcgraw-hill.com/sites/0072532491/student_view0/
	http://occawlonline.pearsoned.com/bookbind/pubbooks/mcmillan2_awl/chapter1/deluxe.html

COURSE ASSIGNMENTS

(Note: All Discussions are 4 points)

- Module 1 Class Discussion: Professional Autobiography 4 pts.
- Module 1 Paper: Traditions 5 pts.
- Module 2 Team Discussion 1: Research Issue 4 pts.
- Module 2 Paper: Research Study Overview 10 pts.
- Module 3 Team Discussion 2: Methods of Qualitative Inquiry 4 pts.
- Module 3 Paper: Applying the Qualitative Traditions 10 pts..
- Module 4 Team Discussion 3: Observation 4 pts.
- Module 4 Paper: Research Study Tradition and Plans 10 pts.
- Module 5 Class Discussion: Qualitative Plans 4 pts.
- Module 5 Team Discussion 4: Ethics in Research 4 pts.
- Module 5 Paper: Interviews 10 pts.
- Module 6 Team Discussion 5: Criteria and Quality 4 pts.
- Module 6 Paper: Critique of Example Study 5 pts.
- Module 7 Team Discussion 6: Insights/Understandings 4 pts
- Module 7 Paper: Final Summary 15 pts..
- Leadership of Team Discussion 3 pts

PAPERS RUBRIC

Category	Distinguished	Acceptable	Unacceptable	Your Score
Organization				
Completeness				
Content				
Relevance				
Cogency				

Categories for Evaluation Explanation

1. Organization. Evidence of a logical and meaningful consistency in the structure of the response to the structure of the assignment, evidence of planned presentation having a clear flow from the beginning, through the middle, to the conclusion.
2. Completeness. Evidence of having covered all parts of the assignment in the response.
3. Content. Evidence of having developed the response from significant concepts and insights gained from the readings, drawing upon relevant theories, literature, and citing sources in APA form and style as appropriate.
4. Relevance. Maintenance of pointed and clear relationships in response to the assignment, avoidance of digression from the main points of assignment, avoidance of boilerplate or filler material, and avoidance of redundant matter and educational jargon.
5. Cogency. Depth and breadth of insight, reasoning, and understanding exhibited in response through the integration of thought and argument.

Levels of Performance Explanation

1. Distinguished
 - a. Few errors—proper grammar, spelling, and punctuation.

- b. Clear focus and use of appropriate/consistent tense and tone.
 - c. Depth and complexity of ideas—details, reflection, analysis, and thought.
 - d. Use of references indicates substantial research.
 - e. Use of a variety of sentence length and structure (follows APA form and style).
2. Acceptable
- a. Some errors in grammar, spelling, and punctuation
 - b. Grammatical errors do not interfere with communication.
 - c. Focused on a purpose—suitable tone and use of historic present.
 - d. Depth of ideas supported by relevant details.
 - e. Use of references indicates ample research.
 - f. Logical organization.
 - g. Varied sentence structure—acceptable and effective language.
3. Unacceptable
- a. Attempt to establish and maintain purpose and communicate with the audience.
 - b. Unelaborated idea development and repetitious details.
 - c. Unelaborated details.
 - d. Use of few references.
 - d. Use of non-current literature.
 - e. Errors in grammar, spelling, and punctuation
 - f. Lapses in focus and coherence.
 - g. Use of simplistic and awkward sentences.
 - h. Use of imprecise and simplistic language.

CLASS DISCUSSIONS

Each week you will have the opportunity to post questions you have about the class. I will answer them, and we will all learn together. If your question is personal, please email it to me. You will also have the opportunity to share ideas and information with other students by posting them to the Discussion Board. In

addition, there are 2 Class Discussion Assignments you will complete: “Professional Autobiography “ in module 1 and “Qualitative Plans” in Module 5. Each of your discussions counts 4 points.

CLASS DISCUSSION PARTICIPATION RUBRIC

Category	Distinguished	Acceptable	Unacceptable	Your Score
	1 pt.	½ pt.	0 pt.	
Your Entry				
Response to 2 Students				
Connection to Course Material & Ed.Experience				
Participated Early				

Maximum Points = 4

Total Points = _____

TEAM DISCUSSIONS

Modules 2-7 will include Team Discussions. Each of you will be assigned to a discussion team with approximately six members. Each member of the class will serve one rotation as the facilitator of your team.

It is important that you contribute several times a week to your team’s discussion! Instructions are in the Modules. You need to post your initial entry and respond to entries of at least two other students. You learn very little simply by stating your own views, but will gain important insights and constructive feedback by reading and responding to other participants’ comments. The community created through dialogue is the strength of an on-line course. It is also essential that you contribute to the discussion early with each new topic so there’s time for others to respond to you, for you to respond to their responses, and for all of us to build a strong web of conversation.

To award credit for your participation in your team’s discussion, I’m going to use a four-point assessment rubric which you will complete as a self-assessment and submit to me, and I will evaluate. Please review the rubric, and use it as a general guide as you join the discussion for each unit. Although at times the team discussion rubric may seem a bit mechanical, overall it is a good way to keep everyone on schedule with the readings, as well as communicating with each other.

In each of the module discussions, you are expected to:

****Submit one response to the prompt in the learning activities***

*Submit a response raising a question or exploring an issue related to another student’s entry

*Submit a response raising a question or exploring an issue related to a 2nd student’s entry

*Make a connection between course material and your own educational experience within your discussion entries and responses.

****Get involved early in the Module week, so others can respond to your messages***

*At the end of each module, submit a document titled “Module X Team Discussion Rubric,” evaluating your discussion contributions for the unit and suggesting a fair score. Educators have found that when students are asked to assist in monitoring their own performance, the level of performance improves!

Proposed discussion score for this week: (out of 4 points) = _____ .

You can earn up to 4 points per discussion. To expedite your discussion self-scoring, I will “mail” each person a copy of the discussion rubric. Keep it on file, then at the end of each unit you can cut and paste your response, filling in details and comments below each question.

TEAM DISCUSSION PARTICIPATION RUBRIC

Category	Distinguished	Acceptable	Unacceptable	Your Score
	1 pt.	½ pt.	0 pt.	
Your Entry				
Response to 2 Students				
Connection to Course Material & Education Experience				
Participated Early				

Maximum Points = 4

Total Points = _____

LEADERSHIP OF TEAM DISCUSSIONS

Each student will serve as a leader of one of the discussions for their team. Please complete the survey below within 1-2 days of the ending of your team discussion for the module you were assigned and enter it in your team workspace to your team members and submit a copy to me. Please cut and paste the following into your team workspace, then insert your answers to each question. The survey will be included as part of your course assessment (3 points on final grade).

1. Please write a short summary of your discussion. You don’t need to provide extensive detail—instead, describe how the conversation related to the readings and extended beyond them. What topics were of greatest interest, motivated the liveliest discussion, and perhaps stirred some debate? I’m not going to give you a word limit, but several sentences should suffice (wow, what alliteration!).
2. Overall, how did you feel about your team’s interactivity and creativity during this unit discussion? Did most of the postings demonstrate thoughtful reading and insight? What unique ideas or beliefs did team members introduce?
3. When (if ever) did the conversation stray to related (or unrelated) topics? How did you bring it back, or alternatively, how did your team pursue the new line of inquiry?
4. What would you do differently as discussion leader next time? What worked well for you? Do you have any tips for future discussion leaders?

Optional Question: Do you have any concerns? (If it is of a confidential nature or you do not want to submit the information to the whole class, please send me an email. An example might be a concern about an individual who did not appear to participate and could benefit from a gentle reminder.)

COURSE SCHEDULE AND DUE DATES			
<i>Approximately 2 weeks are allowed to complete the readings, discussions and written work for each module</i>			
MODULE	DATES	Readings	ONLINE & WRITTEN ASSIGNMENTS ARE DUE NO

			LATER THAN WEDNESDAY, AT 10 P.M. PACIFIC TIME
Introduction	January 5–14	Syllabus, Discussions, Professional Autobiography,	Wednesday, January 14
Module 1 <i>Traditions</i>	January 15–21	Bogdan and Biklen, Ch. 1 Merriam, Ch. 1-2 Creswell, Ch. 1	Wednesday, January 21
Module 2 <i>Research</i>	January 16 –February 4	Bogdan and Biklen, Ch. 2 Merriam, Ch. 3 Creswell, Ch. 2-6	Wednesday, February 4
Module 3 <i>Methods of Qualitative inquiry</i>	February 5 –18	Bogdan and Biklen, Ch. 3 Merriam, Ch. 4-5 Creswell, Ch. 7	Wednesday, February 18
Module 4 <i>Observation</i>	February 19–March 3	Bogdan and Biklen, Ch. 4 Merriam, Ch. 6-7	Wednesday, March 3
Module 5 <i>Ethics</i>	March 4–17	Bogdan and Biklen, Ch. 5 Merriam, Ch. 8-10 Creswell, Ch. 8	Wednesday, March 17
Module 6 <i>Criteria & Quality</i>	March 18–31	Bogdan and Biklen, Ch. 6 Merriam, Ch. 11 Creswell, Ch. 9-11	Wednesday, March 31
Module 7 <i>Insights & understanding</i>	April 1–14	Bogdan and Biklen, Ch. 7	Wednesday, April 14

Summary Notes/Graphic Organizer

It is strongly suggested that you take 1-2 pages of notes or construct a graphic organizer (concept map, flowchart, etc.) as a summary of the main ideas and concepts **for each chapter of each text**. There is a great deal of information presented, and having overview notes will benefit you for all assignments throughout the course.

Doctoral Internship Requirement

All students enrolled in this course must complete a four week internship. Selection of grade level and type of school must be approved by the instructor prior to the observations being done. Each candidate will make four on site classroom observations and complete a written report. The written report shall include how the classroom teacher introduced a lesson, the objective(s) of the lesson, type of instruction, student activities based on the lesson objectives and closure. A short reflection is to be written by the candidate, as to the effectiveness of this teaching-learning process. The written report is to be sent to the professor teaching the class by the end of the sixth week of class and should be no less than eight typed pages in narrative/descriptive form.

