

**EDRM 605**  
**Qualitative Research Methods in Education & Psychology**  
**3 Semester Credit**

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Fall, 2013  
On line Course

**Course overview**

This course is designed to provide you with basic knowledge and to gain the greatest possible value from qualitative research designs. To do so, the course will explore philosophical and interpretive frameworks, different qualitative approaches to inquiry, data collection procedures, and data analysis. The main purpose is to help the student to understand and practice the philosophical implications of any good qualitative research enterprise. Since this is an introductory course to qualitative research, the course's assignments, activities and teacher feedback should not be used by PhD students as a context for a qualitative dissertation proposal development.

**Course relationship to AU and the School of Education**

The School of Education's Mission identifies six areas for the professional development of the graduate student: 1) well-crafted worldview, 2) applied understanding of human growth and change, 3) ability to work in groups, 4) effective communication and technology skills, 5) capacity for research and evaluation, and 6) to seek personal and professional growth. This course is aimed at helping students to value and conduct disciplined inquiry for decision-making, according to the fifth area of professional development that includes the ability to: read and evaluate research (V.A), conduct research (V.B) and report research findings (V.C).

**Integration of faith and learning**

As part of a faith based institution where our understanding of Scripture guide our worldview and contextualize our search for knowledge, integration of faith is a must in a class like this. The Christian faith is considered in this course as we study the multiple perspectives the people have about a common reality that God alone creates and knows in full perfection. The challenge that human unavoidable subjectivity pose to those who strive for objectivity in sciences related to the human behavior and psychology opens the door to consider the greatness of the Divine effort to come communicate and to empathize with the human race. In this course the teacher has the opportunity to serve students as Jesus did, with loving kindness, grace and patience.

## Course assumptions

1. This Online course serves to advance academic goals for a special audience that wants flexibility of time and space.
2. This Online course takes advantage of technology recognizing that students differ in their access to technological tools and knowledge of technology.
3. The objectives for this Online course can be achieved best by applying some kind of independent study strategies and constructivist-heuristic approach to learning. The teacher is a facilitator, rather than a source for knowledge and skills; students focus on both the process and the end product through “learning by doing”. So, this course is more than just fulfilling requirements; it signifies why and how those requirements were completed.

## Course Format

This interactive online course uses the Internet to deliver instruction to students who are separate from the instructor supporting regular and substantive interaction between the students and the instructor. This course uses synchronous (real-time) meetings and asynchronous paced format. Technologies include: the Internet, web-conferencing, audio-conferencing, or web-based videoconferencing. This class will be taught in the format of a seminar. Teaching methods will include text book reading and summary reports, on line discussions, chapter’s exercises and assignments, and a research project.

## Credit Hour Definition

This course is offered for **3 credits**; therefore, it is expected that you will spend 12 hours per week during the **15 week duration** of this class for a total of **180 hours**. A suggested average weekly schedule to divide your time is provided:

- Readings: 5 hours
- Interactive Discussion on the Readings: 1 hour
- Assignments: 3 hours
- Exercises (on Final Project) : 3 hours

## General Objectives

This course is intended to prepare students to:

1. know and value philosophical implications and paradigms of qualitative research.
2. develop qualitative research questions.
3. identify a number of different ways to collect qualitative data.
4. understand how to analyze qualitative data.
5. understand how to summarize, compile and report qualitative data in narrative formats.

## Procedures and requirements

The student should/can communicate with the teacher via email: [tevni@andrews.edu](mailto:tevni@andrews.edu) and is required to take the following steps:

1. Buy the textbooks.
2. Be registered and have access to AUMoodle.

3. To participate in the forum discussions after submitting the requested essay or reading summary.
4. Complete assignments and any other activity from each unit and **submit them via Moodle in full before to continue with the next Unit (Module)**
5. Reading reports, discussion forum participation and assignments must be complete **one week** prior to submitting the final project.
6. Maintain **continuous communication with the teacher throughout the semester via: discussion forum, e-mail and skype (by appointment)**. Feel free to ask any question on the course content or the assignments.
7. Every week discussion forum will be **focusing on the current chapter (content) for the week**. One direct contribution per topic is the minimum expected participation per student. Additionally to the topic, students can ask the teacher questions in regards to the content, the assignments or due activities in order to let other students to be benefit of the answers.
8. Assignments should be written clearly and concisely, reflect graduate level English use and be neatly typed and double-spaced following the APA Manual style and format.
9. The final document (Research Project) must be submitted to Moodle in order to be evaluated.

### **Assignments**

**In order to create learning opportunities and for evaluation, student is required to participate and produce evidence of learning through the following:**

1. **Mastering and summarizing the recommended readings.**
2. **Completing the textbook's exercises.**
3. **Leading a discussion forum topic.**
4. **Actively participating in forum discussion.**
5. **Developing and reporting a research project.**
6. **Collecting and analyzing data accordingly to the research design.**
7. **Presenting a written report of the results.**

### **Expectations in Turn-around Time**

Students are expected to turn in the assignments at the due date indicated in the syllabus before 11:55 pm. Feedback/grading will be given within one week of the submission date.

## Grading

The course has a letter grade for grading. For computational purposes the four main areas of the course activities contribute to the final grade in the following proportion:

- 20% Chapter's exercises (2.5 % per exercise)
- 10% Discussion (2.5% per discussion forum)
- 30% Assignments (6% per assignment)
- 40% Final report (40% distributed as is shown in the final project rubric)

Course grades will be assigned as follows: 95-100% (A), 90-94% (A-), 86-89% (B+), 83-85% (B), 80-82% (B-), 76-79% (C+), 70-75% (C), 65-70% (C-), 60-64% (D), below 60% (F).

## Timing

This online course begins on August 26, 2013 and the last date for chapter's exercises, discussion, and assignments submission is December 3, 2013. The due date for the Research Report submission is midnight December 12, 2013. Final grade will be giving based on work done. **DG is not an option for this course.**

## Text books

### Required

Creswell, J. W. (2013). *Qualitative inquiry & research design*. Third Edition.

Thousand Oaks, CA: SAGE Publications Inc. ISBN

978-1-4129-9530-6

Saldana, J. (2009). *The coding manual for qualitative researchers*. Thousand Oaks,

CA: SAGE Publications Inc. ISBN 978-1-84787-59-5

Luttrell, W. (Ed.). (2010). *Qualitative educational research: readings in reflexive methodology and transformative practice*. New York, USA: Routledge. ISBN

978-0-415-95796-0

### Recommended

Maxwell, J.A. (2012). *A realist approach for qualitative research*. Thousand Oaks, CA:

SAGE Publications Inc.

### Optional

Corbin, J., and Strauss, A. (2008). *Basic of Qualitative Research*. Third Edition.

Thousand Oaks, CA: SAGE Publications.

Charmaz, Kathy. (2006). *Constructing grounded theory*. Thousand Oaks, CA: SAGE

Publications Inc.

Glesna, Corrine. (2011). *Becoming qualitative researchers*. Fourth Edition. Boston, MA:

Allyn & Bacon.

LeCompte, M. D. & Schensul, J.J. (2010). *Designing and conducting ethnographic research*. Second edition. Blue Ridge Summit, PA: Altamira Press.

Marshall, C., and Rossman, G. B. (2006) *Designing Qualitative Research*. Fourth Edition. Thousand Oaks, CA: SAGE Publications.

Silverman, D., and Marvasti, A. (2008). *Doing Qualitative Research*. Thousand Oaks, CA: SAGE Publications.

### **Academic Honesty**

Morally and spiritually, Andrews University is dedicated to scholastic integrity. Consequently, both students and faculty are required to maintain high, ethical Christian levels of honesty. You are encouraged to support the atmosphere of academic integrity by avoiding acts of academic dishonesty and discouraging such acts in others. Participation in any of the following activities will qualify the student for disciplinary action as specified in the Andrews University Bulletin.

**Cheating:** Using or attempting to use unauthorized materials, information, or study aids to gain an unfair grade advantage over other students in any academic exercise.

**Plagiarism:** Representing another's words or ideas as one's own in any academic exercise.

**Multiple Submissions:** Submitting the same assignment in two or more courses without obtaining the prior permission of the respective instructors.

**Fabrication:** Falsifying or inventing information or citations in an academic exercise.

**Misrepresentation:** Presenting false excuses or using deception to receive a higher grade or to avoid fulfilling the requirements of an assignment or course.

**Facilitation of Academic Dishonesty:** Helping another student to violate any provision of this code.

### **Special Needs Accommodation**

If because of a disability, you require assistance or reasonable accommodations to complete assigned work, please e-mail the professor. We will work with you on making this course, class activities, and exercises accessible for your full involvement. Support services for students with disabilities are available through the Student Success Advisor (471-6205).

### **Useful References**

Research Methods

Babbie, E. (2004). *The Practice of Social Research*. Belmont, CA: Wadsworth Publishing Company.

Bloomerg, L., and Volpe, M. (2008). *Completing Your Qualitative Dissertation*. Thousand Oaks, CA: SAGE Publications.

Borg, W. R., and Gall, M. D. (1999). *Educational Research: An Introduction*. New

- York, NY: Longman.
- Eisenhart, M., and Borko, H. (1993). *Designing Classroom Research: Themes, issues and struggles*. Boston, MA: Allyn and Bacon.
- Eisner, E. W. (1991). *The Enlightened Eye: Qualitative Inquiry and the Enhancement of educational practice*. New York, NY: Macmillan Publishing Company.
- Gay, L. R. (2003). *Educational Research: Competencies for Analysis and Applications*. New York, NY: MacMillan Publishing Company.
- Goetz, J. P., and LeCompte, M. D. (1984). *Ethnography and Qualitative Design in Educational Research*. New York, NY: Academic Press, Inc.
- Hammersley, M., and Atkinson, P. (1983). *Ethnography: Principles in Practice*. New York, NY: Tavistock Publications.
- Henry, G. T. (1990). *Practical sampling*. Newbury Park, CA: Sage Publication, Inc.
- Hedrick, T. E., Bickman, L., and Rog, D. J. (1993). *Applied Research Design*. Newbury Park, CA: Sage Publications
- Krathwohl, D. R. (1998). *Methods of Educational and Social Science Research: An Integrated Approach*. New York, NY: Longman.
- Lancy, D. F. (1993). *Qualitative Research in Education*. New York, NY: Longman.
- Luttrell, W. (editor). (2010). *Qualitative Educational Research*. New York, USA: Taylor & Francis.
- Maruyama, G., and Deno, S. (1992). *Research in Educational Settings*. Newbury Park, CA: Sage Publications, Inc.
- Maxwell, J. A. (1996). *Qualitative Research Design: An Interactive Approach*. Newbury Park, CA: Sage Publications.
- McMillan, J. H., and Shumacher, S. (2000). *Research in Education: A Conceptual Introduction*. New York, NY: Harper Collins Publishers.
- Patten, M. L. (2000). *Proposing Empirical Research*. Los Angeles, CA: Pyrczak Publishing.
- Patton, M. Q. (2002). *Qualitative Evaluation and Research Methods*. Newbury Park, CA: Sage Publications, Inc.
- Paul, James L. (2005). *Introduction to the Philosophies of Research and Criticism in*

*Education and the Social Sciences*. Upper Saddle River, NJ: Pearson Education Inc.

Rosenthal, R. (1991). *Meta-analytic Procedures for Social Research*. Newbury Park, CA: Sage Publications, Inc.

Yin, R. K. (2004). *Case Study Research: Design and Methods*. Newbury Park, CA: Sage Publications.

Data analysis

Gahan, C., and Hannibal, M. (1998). *Doing Qualitative Research Using QSR- NUD.IST*. Thousand Oaks, CA: Sage Publications.

Miles, M. B., and Huberman, A. M. (1994). *Qualitative Data Analysis*. Second Edition. Thousand Oaks, CA: Sage Publications.

Silverman, D., and Marvasti, A. (2008). *Doing Qualitative Research*. Thousand Oaks, CA: SAGE Publications.

### Qualitative Research EDRM-605 Online Fall 2013 Course Schedule

Module	Objectives	Resources	Exercises & Assignments (due)	Discussion Forum/ Online meetings
First week	Class organization and introduction	Syllabus Conference Room		<b>Online meeting 1 August 26 , 7:00 pm</b>
Module 1 September 2 - 8.	To understand how the worldview inform the design of a study	Creswell, Ch. 2 Lutrell, "Foundations on Qualitative Research in Education" Grajales, "Toward a new Concept of Research" Humphrey: "The society of Selves"	<b>Assignment 1</b> to write an <b>essay</b> on "Subjectivity and objectivity in science: what is real?" (due September 8)	<b>Forum 1:</b> What "virginity of the soul" means? What are the practical implications for human participants in research?
September 9 - 15	To know how to adapt the design of a study to different interpretive stances.	Creswell, Ch. 2 "Waiting for a liver transplant"	<b>Exercise 1:</b> Creswell Chapter 2 exercises 1 to 3 (due September 15)	
Module 2 September 16 - 22	To identify the basic characteristics of Qualitative Research. To know when to use Qualitative Research To know the process of designing a Qualitative Study	Creswell, Ch. 3 Charmaz, Ch. 2 Questionnaire	<b>Assignment 2:</b> Complete the Charmaz <b>Questionnaire</b> . (due September 22) <b>Exercise 2:</b> Creswell Ch. 3 exercises 1 to 4 (due September 22)	<b>Online meeting 2 September 16 , 7:00 pm.</b>
Module 3 September 23 - 29	To identify the differences and similarities between narrative, phenomenology,	Creswell, Chapters 4&5. Heshusius "Freeing Ourselves From Objectivity"	<b>Assignment 3:</b> to write a <b>personal reflection</b> to Heshusius article. (due September 29) <b>Exercise 3:</b> Creswell	<b>Forum 2</b> What are the differences between "case study" approach and the others

	grounded theory, ethnography and case studies.	Levitt: "The Development of Wisdom, an analysis of Tibetan Buddhist Experience"	chapter 4 exercises 1 to 3 (please to use Levitt for exercise #2) and Creswell chapter 5 and exercise #1. (due September 29)	approaches?
Module 4 September 30 – October 6.	To know how to develop a qualitative research problem statement.	Creswell, Chapter 6	<b>Exercise 4:</b> Creswell chapter 6 exercises 1 to 4. (due October 6)	<b>Forum 3</b> What are the difference between the statement of the problem, purpose statement, and research question?
Module 5 October 7 - 13	To know about different forms of data. To develop strategies for access, rapport and sampling in data collection.	Creswell Chapter 7 p. 145-157 Luttrell, "Entering the inquiry" (ch.25)	<b>Assignment 4:</b> Write a <b>personal response</b> to Luttrell Ch. 25 (due October 13)	<b>Online meeting 3</b> <b>October 7, 7:00 pm</b>
October 14 - 20	To know how to record and store qualitative data	Creswell Chapter 7 p. 157-177	<b>Exercise 5:</b> Creswell Chapter 7 exercises 1 & 2. (due October 20)	<b>Forum 4</b> What are the differences between sampling in qualitative and sampling in quantitative studies?
Module 6 October 21 - 27	To know and apply procedures in qualitative data analysis	Saldaña, Chapters 1 – 3, Creswell Ch. 8 Three single mothers narratives (plain text files)	<b>Exercise 6:</b> Make a brief analysis of the three narratives on single motherhood provided in this module. In three pages describe the process and your coding strategies. (due October 27) <b>Assignment 5:</b> To write a <b>compose story</b> (2) pages about "single motherhood" (due October 27)	
Module 7 October 28 – November 3	To know and identify the general architecture of a qualitative study.	Creswell Chapter 9 Luttrell "Writing the "wrongs" of Fieldwork" ch. 28 Luttrell "Reflexive writing exercises" ch 29. Luttrell's "Summary of kinds of responses". Ch.30 Luttrell "Joining In' and 'Knowing the I'". Ch. 31	<b>Exercise 7:</b> Creswell Chapter 9 exercise #2 (due November 3) <b>Assignment 6:</b> To write a <b>5 pages essay</b> about how to write for a qualitative audience. (due November 3)	
Module 8 November 4 - 10	To know how to evaluate a qualitative research report.	Creswell Chapter 10	<b>Exercise 8:</b> Write a detail description of your plan to demonstrate validity and reliability in your study. (due November 10)	<b>Online meeting 5</b> <b>November 4, 7:00 pm</b>
Module 9 November 11 – December 12.	To experience how to collect, analyze, and report qualitative data.	Final report example	<b>Final Project:</b> to write a <b>qualitative research report</b> following the general structure in Creswell page 61 (Example 3.1) due December 12,2013	

