

## EDD 7101 Bibliography

- Agar, M. H. (1980). *The professional stranger: An informal introduction to ethnography*. Academic Press.
- Aydarova, E. (2019). Flipping the paradigm: Studying up and research for social justice. In K. K. Strunk & L. A. Locke (Eds.), *Research methods for social justice and equity in education* (pp. 33-43). Palgrave Macmillan.
- Baker, L. (2006). Observation: A complex research method. *Library Trends*, 55(1), 171-189.
- Behar, R. (2012). What Renato Rosaldo gave us. *Aztlán: A Journal of Chicano Studies*, 37(1), 205-211.
- Bernard, H. R. (1988). Interviewing: Unstructured and semistructured. In H. R. Bernard, *Research methods in anthropology* (3rd ed.) (pp. 203-239). Altamira Press.
- Blackburn, M. V. (2005). Agency in borderland discourses: Examining language use in a community center with black queer youth. *Teachers College Record*, 107(1), 89-113.
- Blee, K. M. (1998). White-knuckle research: Emotional dynamics in fieldwork with racist activists. *Qualitative Sociology*, 21(4), 381-399.
- Brown, T. M., & de Casanova, E. M. (2014). Representing the language of the “other”: African American vernacular English in ethnography. *Ethnography*, 15(2), 208-231.
- Campos, P. (2015). Alice Goffman’s implausible ethnography. *Chronicle of Higher Education*.  
<https://www.chronicle.com/article/Alice-Goffman-s-Implausible/232491>
- Eddles-Hirsch, K. (2015). Phenomenology and educational research. *International Journal of Advanced Research*, 3(8), 251-260.

Flaherty, C. (2017). Past as prologue. *Inside Higher Ed*.

<https://www.insidehighered.com/news/2017/04/25/controversy-over-alice-goffman-leads-pomona-students-say-her-alleged-racial>

Geertz, C. (1972). Deep play: Notes on the Balinese cockfight. *Daedalus*, 101(1), 1-37.

Geertz, C. (1973). Thick description: Toward an interpretive theory of culture. In C. Geertz, *The interpretation of cultures: Selected essays* (pp. 3-30). Basic Books.

Goffman, A. (2009). On the run: Wanted men in a Philadelphia ghetto. *American Sociological Review*, 74(3), 339-357.

Harper, S. R. (2015). Success in these schools? Visual counternarratives of young men of color and urban high schools they attend. *Urban Education*, 50(2), 139-169.

Iloh, C., & Tierney, W. G. (2014). Using ethnography to understand twenty-first century college life. *Human Affairs*, 24, 20-39.

Iverson, S. V. (2007). Camouflaging power and privilege: A critical race analysis of university diversity policies. *Educational Administration Quarterly*, 43(5), 586-611.

Kent, L. L. (1992). Fieldwork that failed. In P. R. DeVita (Ed.), *The naked anthropologist* (pp. 17-25). Wadsworth.

Lanford, M., & Maruco, T. (2018). When job training is not enough: The cultivation of social capital in career academies. *American Educational Research Journal*, 55(3), 617-648.

Langley, A., & Meziani, N. (2020). Making interviews meaningful. *Journal of Applied Behavioral Science*, 56(3), 370-391. <https://doi.org/10.1177/0021886320937818>

Lincoln, Y. S., & Guba, E. G. (1985). Establishing trustworthiness. In Y. S. Lincoln & E. G. Guba (Eds.), *Naturalistic inquiry* (pp. 289-327). Sage.

- Lubet, S. (2015). Ethics on the run. *The New Rambler*. <https://newramblerreview.com/book-reviews/law/ethics-on-the-run>
- Mathison, S. (1988). Why triangulate? *Educational Researcher*, 17(2), 13-17.
- Narayan, K. (1997). How native is a “native” anthropologist? In L. Lamphere, H. Ragone, & P. Zavella (Eds.), *Situated lives: Gender and culture in everyday life* (pp. 23-41). Routledge.
- Núñez, A. M., & Yoshimi, J. (2017). Phenomenology of transfer: Students’ experiences at a receiving institution. *Innovative Higher Education*, 42(2), 173-187.
- Pollard, A. (2022). *External pressures, internal sensemaking: An ethnographic study of how institutional culture in a financial aid office facilitates innovation* [Doctoral dissertation, University of North Georgia]. <https://ir.ung.edu/>
- Posselt, J. R. (2015). Disciplinary logics in doctoral admissions: Understanding patterns of faculty evaluation. *Journal of Higher Education* 86(6), 807-833.
- Reich, J. A. (2003). Pregnant with possibility: Reflections on embodiment, access, and inclusion in field research. *Qualitative Sociology*, 26(3), 351-367.
- Rosaldo, R. (1993). Subjectivity and social analysis. In *Culture and truth: The remaking of social analysis* (pp. 168-195). Beacon Press.
- Rosaldo, R. (1994). Grief and a headhunter’s rage. In E. Bruner (Ed.), *Text, play, and story: The construction and reconstruction of self and society* (pp. 178-195). American Ethnological Society.
- Rose, E. (2011). The phenomenology of on-screen reading: University students’ lived experience of digitized text. *British Journal of Educational Technology*, 42(3), 515-526.
- Saldaña, J. (2011). *Fundamentals of qualitative research*. Oxford University Press.

Stromquist, N. P. (2007). Internationalization as a response to globalization: Radical shifts in university environments. *Higher Education*, 53(1), 81-105.

<https://doi.org/10.1007/s10734-005-1975-5>

Teti, M. (2019). The murky ethics of visual qualitative methods: Picturing a clear path forward. *International Journal of Qualitative Methods*, 18, 1-4.

<https://doi.org/10.1177/1609406919884810>

Tracy, S. J. (2010). Qualitative quality: Eight “big tent” criteria for excellent qualitative research. *Qualitative Inquiry*, 16(10), 837-851. <https://doi.org/10.1177/107780041038312>

Tsang, K. K., & Lian, Y. (2021). Understanding the reasons for academic stress in Hong Kong via photovoice: Implications for education policies and changes. *Asia Pacific Journal of Education*, 41(2), 356-367. <https://doi.org/10.1080/02188791.2020.1772719>

Wass, R., Anderson, V., Rabello, R., Golding, C., Rangi, A., & Eteuati, E. (2020). Photovoice as a research method for higher education research. *Higher Education Research and Development*, 39(4), 834-850. <https://doi.org/10.1080/07294360.2019.1692791>

University of North Georgia  
College of Education  
Course Syllabus



**EDD 7101: Qualitative Research Methods**  
**Fall 2022**

Instructor: Michael Lanford, Ph.D.  
Office Hours: Available by appointment on Microsoft Teams

**Contact Information**

Cell Phone: 850-320-1490  
E-mail: Michael.Lanford@ung.edu

**Course Overview**

This course is designed to familiarize graduate students with qualitative research methods. Four types of course content will help students understand how to effectively design a qualitative research project: 1) methodological content that identifies and explains axiomatic qualitative research genres, data collection methods, and techniques for building ethical and impactful interview and observational protocols; 2) philosophical treatises about the nature and utility of qualitative inquiry; 3) readings and discussions that explore important issues related to positionality, power dynamics, and representation; and 4) empirical research studies that employ a variety of qualitative research practices. As part of the course, students will also practice interviewing and observational techniques in preparation for future research.

Writing is fundamentally intertwined with the successful production and dissemination of qualitative texts. Therefore, this class also includes diverse writing assignments in genres that are intended to instill a sensitivity to appropriate modes of data presentation and build a workable chapter three dissertation draft. Peer review workshops will provide students with an opportunity for feedback from classmates, the instructor, and individuals who approach educational research from outside perspectives. Through such experiences, students will learn how to shape their writing and their findings to effectively engage with different audiences.

**Course Materials**

One text is required for this course. All other materials, including articles, book excerpts, and other assorted readings, are posted on the Desire to Learn (D2L) website.

University of North Georgia  
College of Education  
Course Syllabus

***Required***

Saldaña, J. (2011). *Fundamentals of qualitative research*. Oxford University Press.

***Optional***

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Author.

**Desire 2 Learn**

The University System of Georgia's D2L Help Center provides assistance through their "knowledge base" via internet and phone support:

Web Address: <http://d2lhelp.view.usg.edu>

Phone: 855-772-0423

The D2L Help Center is available 24 hours a day, 7 days a week.

**Course Requirements**

No prerequisite courses in the field of higher education are required for this class.

As a student in a graduate-level course, you will be challenged to complete the following tasks:

- summarize and interpret theoretical and empirical readings;
- discuss complex ideas with colleagues;
- apply concepts to fieldwork situations;
- complete a research project that demonstrates proficiency with ethnographic methods;
- adapt writing to communicate research to individuals outside academia.

***Module participation*** is essential each week. Thoughtful responses to reading assignments and dialogue among students/professors/guest speakers are critical to the utility of the course. You will frequently be asked to prepare materials in advance for use during module discussions.

Attendance and participation will be reflected in your final grade. In addition to weekly participation in discussions, you will be responsible for the following:

1. Facilitating module discussion.
2. Critiquing peer writing.

**Learning Activities**

***1. Module participation via D2L discussion posts*** is essential each week. Thoughtful responses to reading assignments and dialogue among students/professors/guest speakers are critical to the utility of the course. You will frequently be asked to prepare materials in advance for use during module discussions. Attendance and participation will be reflected in your final grade.

***2. Methodology assignments*** will occur throughout the course. These assignments will include an updated problem and purpose statement, a brief reflection essay on qualitative genres, an observation and analysis, an interview protocol, a findings outline with accompanying analysis, and a preliminary draft of chapter three for your dissertation. To complete these assignments,

# University of North Georgia

## College of Education

### Course Syllabus

you will have the opportunity to study a topic of your choice related to the field of higher education that can lead to the completion of a dissertation. Your topic should be:

- Compelling (Are you invested in the topic? Will your findings be valuable to society?)
- Clear (Can you describe the complexities of your topic to different audiences?)
- Contained (Can you clearly identify and articulate a space to conduct research?)
- Manageable (Can you adequately research the topic?)

**3. Peer feedback** will be provided for several assignments. At different points in the semester, each student will read the work of their class peers and offer substantive feedback.

### Course Objectives

By the end of the course, students will be able to:

1. articulate the epistemological assumptions associated with qualitative research;
2. outline the strengths and weaknesses of qualitative methods, as well as their potential value for educational inquiry;
3. identify the primary genres and methods of qualitative research;
4. diagnose - and ethically navigate - issues of positionality, power, and representation as they arise during the qualitative research process;
5. plan - and successfully enact - qualitative data collection analysis techniques;
6. determine and use appropriate coding techniques to analyze qualitative data;
7. evaluate current controversies engendered by published qualitative research; and
8. convey research findings to an identified discourse community through writing.

The UNG Teacher Education Program course objectives are aligned with the College of Education Conceptual Framework (CoE CF). In terms of the CoE CF, we prepare professionals who embrace access to education, health, and wellness through commitment to integrity in intellectual engagement, research-based teaching and learning, advocacy, and service.

#### 1. Intellectual Engagement

- a. Critical thinking and creative problem-solving in theory and practice
- b. Active engagement in reflective practice
- c. Professional collaboration and communication
- d. Commitment to on-going professional development

#### 2. Research Based Teaching and Learning

- a. Content literacy
- b. Data driven decision-making
- c. Student centered teaching and learning
- d. Technological literacy
- e. Immersion in the learning community through field experience and clinical practice

#### 3. Advocacy and Service

- a. Promote social justice and human rights for the individual and in communities
- b. Leadership
- c. Ethical practice
- d. Professional accountability

# University of North Georgia

## College of Education

### Course Syllabus

The Council for Advancement of Standards in Higher Education, the National Policy Board for Educational Leadership (reflected in the UNG mission) includes the following standards:

#### Standard 1. Mission, Vision, and Core Values

Doctoral students in the UNG College of Education will display professional knowledge, skills and dispositions that reflect a commitment to developing and supporting inclusive cultures of academic excellence in student-focused environments that include quality education, service, inquiry, and creativity.

#### Standard 2. Ethics and Professional Norms

Doctoral students in the UNG College of Education model understandings of the professional ethics, and the implications for organizations associated with care and service and education of diverse populations.

#### Standard 3. Curriculum, Instruction, and Assessment

Doctoral students in the UNG College of Education display knowledge and competency in the design, implementation and evaluation of standards-based professional programming.

#### Standard 4. Communities of Care and Support

Doctoral students in the UNG College of Education display knowledge and competency in the design, implementation and evaluation of environments that support the cognitive, social-emotional, and health and wellness needs of students in adult learning environments.

#### Standard 5. Professional Development

Doctoral students in the UNG College of Education display commitment to on-going professional development in their respective fields through association and leadership in professional organizations and personal and political advocacy.

#### Standard 6. Cultural Responsiveness

Doctoral students in the UNG College display knowledge and skills in design and support of collaborative, equitable, and inclusive service organizations.

#### Standard 7. Operations and Management

Doctoral students in the UNG College of Education display knowledge and competency in the design, implementation and evaluation of transparent effective and efficient processes that support organizational goals in education and health services.



# University of North Georgia

## College of Education

### Course Syllabus

As a result, doctoral candidates completing this course will be able to demonstrate the following:

<b>Course Objectives</b>	<b>Learning Activities</b>	<b>CoE CF</b>	<b>CASHE, NPBEL, NAHQ</b>
1. Articulate the epistemological assumptions associated with qualitative research	1. D2L Discussion Posts	1ab 2abc	1, 5
2. Outline the strengths and weaknesses of qualitative methods, as well as their potential value for educational inquiry	1. D2L Discussion Posts 2. Methodology Assignments 3. Peer Feedback	1abc 2abc 3abcd	1, 3, 5, 7
3. Identify the primary genres and methods of qualitative research	1. D2L Discussion Posts 2. Methodology Assignments 3. Peer Feedback	1abc 2abcd 3abcd	1, 3, 5, 7
4. Diagnose - and ethically navigate - issues of positionality, power, and representation as they arise during the qualitative research process	1. D2L Discussion Posts 2. Methodology Assignments 3. Peer Feedback	1abc 2abcd 3abcd	1, 2, 3, 4, 5, 6
5. Plan - and successfully enact - qualitative data collection analysis techniques	1. D2L Discussion Posts 2. Methodology Assignments 3. Peer Feedback	1abcd 2abcde 3abcd	1, 2, 3, 4, 5, 6, 7
6. Determine and use appropriate coding techniques to analyze qualitative data	1. D2L Discussion Posts 2. Methodology Assignments 3. Peer Feedback	1abcd 2abcde 3abcd	1, 3, 5, 7
7. Evaluate current controversies engendered by published qualitative research	1. D2L Discussion Posts 2. Methodology Assignments 3. Peer Feedback	1ab 2abcd 3abcd	1, 2, 3, 4, 5, 6, 7
8. Convey research findings to an identified discourse community through writing	1. D2L Discussion Posts 2. Methodology Assignments 3. Peer Feedback	1abcd 2abcde 3abcd	1, 2, 5

University of North Georgia  
College of Education  
Course Syllabus

**Grading through “Authentic Assessment”**

A doctoral degree provides an opportunity to identify areas of personal interest, engage in original research, and demonstrate mature critical thinking skills on complex topics that rarely have easily identifiable “right” or “wrong” answers. To wit, the superficial and stratified forms of grading that transpire in undergraduate coursework do not make conceptual sense.

Furthermore, after you complete this doctoral program, professional assessment and feedback will be holistic and contextual, rather than based on a simplified numeric score. Grading in this class, therefore, will feature “authentic assessment” which simulates the detailed feedback you are likely to receive from your professional and academic colleagues. It will also encourage student collaboration, peer review, the continuous revision of writing, and a critical sensibility that questions existing knowledge in service of personal and professional development.

To achieve an “A” grade in this course, you will need to complete each assessment below and demonstrate a mastery of course material. At the doctoral level, “B” grades or lower are used to signify less than acceptable performance.

**Attendance Policy**

As a fully online program, and in alignment with [UNG’s Course Attendance policy](#), the Higher Education Leadership and Practice program has a program-wide policy for attendance and participation. The policy has three components:

1. Participation in online learning through module discussions and activities represents our program’s metric of tracking attendance.
2. In order to receive full attendance credit for a module, all required activities must be completed by the deadline set by the instructor. This may include original discussion posts, any required replies to peers, or other activities associated with the module. If a student fails to submit all required activities for a module, they will be marked absent for that period. Late or incomplete submissions will be considered as absences unless otherwise noted by the instructor.
3. A course absence represents non-participation in a module, as detailed above. Students are allowed two absences per course. A third absence will result in an administrative withdrawal from the course, with a grade of W prior to the midpoint of the term or a grade of WF after the midpoint of the semester.

Individual instructors may have attendance policies stricter than that of the program, as long as the policies are clearly stated and detailed in the course syllabus.

If a student is unable to successfully complete a semester due to a physical, mental, emotional, or psychological condition, they may request a [hardship withdrawal](#) through the Dean of Students.

University of North Georgia  
College of Education  
Course Syllabus

**Assessment Weights**

Problem and Purpose Statements	10%
Genre Reflection Essay	10%
Observation and Analysis	10%
Interview Protocol	10%
Initial Draft of Chapter 3	20%
Peer Feedback	20%
Class Participation in Discussions	20%

**Assessment Schedule**

Module 3	Problem and Purpose Statements
Module 5	Genre Reflection Essay
Module 7	Observation and Analysis
Module 9	Interview Protocol
Module 13	Chapter 3 Draft

**Communication Objectives**

The best way to reach me is by email at malanford@ung.edu or by cell phone at 850-320-1490. I typically respond to email requests within 24 hours from Monday to Friday. I am happy to receive text messages or phone calls at nearly any time, and I will return your text message and/or phone call as soon as possible. I will provide feedback for each of the assignments within one week of submission.

**Supplemental Syllabus**

Supplemental Syllabus Information concerning the following items can be found at <https://ung.edu/academic-affairs/policies-and-guidelines/supplemental-syllabus.php>

- \* Academic Exchange
- \* Academic Integrity Policy
- \* Academic Success Plan Program
- \* Campus Carry
- \* Class Evaluations
- \* Course Grades and Withdrawal Process
- \* Disability Services
- \* Disruptive Behavior Policy
- \* Inclement Weather
- \* UNG Alert
- \* UNG Institutional Values

This Supplemental Syllabus will provide the learner with technical support, accessibility policies and services, academic support and services, and institutional support and services.

# University of North Georgia

College of Education

Course Syllabus

## **Interaction Plan: Learning through Conversation**

In seminars at the doctoral level, participants teach and learn from one another. Additionally, I believe strongly in the power of conversation to facilitate student learning. Therefore, group discussions about the readings will occur during every module. I have organized the readings so that they are thematically coherent, and I will generally encourage you to read the articles, book chapters, and other course artifacts in the order in which they are organized.

Students are *expected* to ask questions and actively participate. For each module, I would like you to respond to the discussion question and at least one of your colleague's discussions.

Here are some thoughts that I have adapted from a colleague who teaches at St. John's College. The college's style of pedagogy also captures how I think about teaching and learning:

**The Conversation:** My style of teaching and learning is often described as conversational. The conversation is cooperative, not competitive. We also speak of what we do as learning together through shared inquiry. We strive to build something together that is not the exclusive property of anyone. Discussion is meant to pursue questions that are of general interest to the participants.

The readings in each module are generally accompanied by a discussion question or two. Often, the discussion question will set the direction for the entire conversation. The success of our classes depends almost entirely on what the participants bring to the table. Contributions can be of many kinds: some will address the question directly; others will offer adjustments to the suggestions of their fellow participants. Students can raise their own questions. Sometimes, it is useful to reformulate a question or to ask for a clarification of someone's point. At times, it is appropriate to bring the conversation back to the text under discussion.

I expect, and encourage, a great deal of discussion and debate. Collegial debate demands that we have not only good speaking skills, but also good listening skills. Since all the views presented are assumed to be under construction, it is good to speak up when an idea is just beginning to take shape and not wait until it is fully worked out. Our work is concerned more with exploring interpretations than defending or attacking them.

**The Texts:** Readings are assigned for each of our class sessions. Our working assumption is that the reading has something to teach us. What, precisely, we are to learn from a reading is discovered by the participants working together with the instructor. Participants pursue their own questions and their own ways of reading the texts. I ask only that comments, observations, and questions return to the text for support and clarification. This commitment to the centrality of the text gives the conversation shape and keeps it from becoming diffuse.

**My Role:** My work is to assist with the learning of others while continuing to learn myself. I neither lecture nor do I merely facilitate conversations. I guide the conversation, sometimes steering it in a particular direction, sometimes reading and letting it take its own course, and occasionally steering it around an unexpected detour.

# University of North Georgia

College of Education

Course Syllabus

## Reading Schedule

**All discussions for the following topics will be due on Sunday nights at 11:59pm**

### **Module 1      Qualitative Methods and Genres**

Saldaña - A Survey of Qualitative Data Collection Methods

Saldaña - Genres, Elements, and Styles of Qualitative Research

### **Module 2      Ethnography**

Agar - Who Are You to Do This

Iloh and Tierney - Using Ethnography Understand 21st Century College Life

Mathison - Why Triangulate

### **Module 3      Case Studies**

Lanford and Maruco - When Job Training Is Not Enough

Posselt - Disciplinary Logics in Doctoral Admissions

Small - How Many Cases Do I Need?

Stromquist - Internationalization as a Response to Globalization

### **Module 4      Phenomenology**

Eddles-Hirsch - Phenomenology and Education Research

Núñez and Yoshimi - A Phenomenology of Transfer: Students' Experiences

Rose - The Phenomenology of On-Screen Readings

### **Module 5      Observation and Culture**

Baker - Observation: A Complex Research Method

Geertz - Thick Description: Toward an Interpretive Theory of Culture

Pollard - Selections from *External Pressures: Internal Sensemaking*

### **Module 6      Visual Methods**

Harper - Success in These Schools

Teti - The Murky Ethics of Visual Qualitative Methods

Tsang and Lian - Understanding the Reasons for Academic Stress

Wass et al. - Photovoice as a Research Method for Higher Education

### **Module 7      Interviewing**

Bernard - Interviewing: Unstructured and Semistructured

Blee - White-Knuckle Research

McDaniel and Suffern - Conducting Virtual Focus Groups

Reich - Pregnant with Possibility

University of North Georgia  
College of Education  
Course Syllabus

**Module 8      Positionality and Ethics**

Geertz - Deep Play: Notes on the Balinese Cockfight  
Narayan - How Native Is a “Native” Anthropologist?  
Parson - Considering Positionality

**Module 9      Language and Power**

Aydarova - Flipping the Paradigm  
Brown and Casanova - Representing the Language of the “Other”  
Kent - Fieldwork that Failed

**Module 10     The Politics of Representation**

Behar - What Renato Rosaldo Gave Us  
Rosaldo - Grief and a Headhunter’s Rage  
Rosaldo - Subjectivity in Social Analysis

**Module 11     Qualitative Research Criteria**

Lincoln and Guba - Establishing Trustworthiness  
Tracy - Qualitative Quality

**Module 12     Controversies in Qualitative Methods**

Goffman - On the Run: Wanted Men in a Philadelphia Ghetto  
Lubet - Ethics on the Run  
Campos - From the *Chronicle Review*  
Flaherty - Past as Prologue

**Module 13     Initial Draft of Chapter 3**

<No Readings>