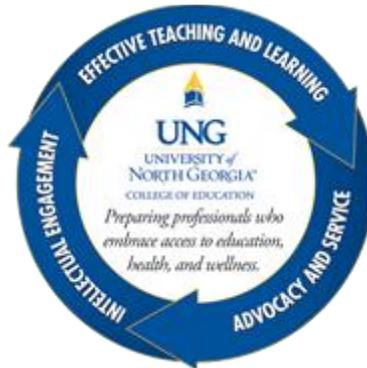# University of North Georgia
College of Education
Course Syllabus

EDD 7208: Advanced Qualitative Methods
Spring 2022

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

Contact Information

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Course Overview

This course is the second of a two-course sequence on qualitative research methods. The primary goals of this class are to build on students' knowledge of the qualitative methods literature, introduce students to a variety of data analysis techniques, and consider how data and analyses may be effectively presented in different venues for publication and presentation. Students will also have multiple opportunities to develop and revise the methodology chapters of their dissertations. The instructor will work with students and major advisors to tailor assignments and share critical feedback as the course progresses.

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.

Required

Saldaña, J. (2021). *The coding manual for qualitative researchers* (4th ed.). 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 for each of the seven modules. Thoughtful responses to reading assignments and dialogue among students/professors/guest speakers are critical to the utility of the course. Attendance and participation will be reflected in your final grade.

2. *Writing and revision of the methodology dissertation chapter* will be ongoing throughout the semester. Individual components of the chapter (e.g., genre, research setting, sample, data collection and analysis techniques) will be due at the end of each module.

3. *Peer review* on the development of students' methodology chapters will also occur near the end of 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:
- articulate the epistemological assumptions associated with qualitative research;

- outline the strengths and weaknesses of qualitative methods, as well as their potential value for educational inquiry;
- identify the primary genres and methods of qualitative research
- diagnose - and ethically navigate - issues of positionality, power, and representation as they arise during the qualitative research process;
- plan - and successfully enact - multiple qualitative data collection analysis techniques;
- use multiple coding techniques to analyze qualitative data;
- evaluate the appropriateness of various qualitative methods in scholarly literature; and
- 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

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.

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

Course Objectives	Learning Activities	CoE CF	CASHE, NPBEL, NAHQ
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. Chapter 3 Writing and Revision 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. Chapter 3 Writing and Revision 3. Peer Feedback	1abc 2abcd 3abcd	1, 3, 5, 7
4. Diagnose - and ethically navigate - issues of positionality, power, and representation as they	1. D2L Discussion Posts 2. Chapter 3 Writing and Revision 3. Peer Feedback	1abc 2abcd 3abcd	1, 2, 3, 4, 5, 6

arise during the qualitative research process			
5. Plan - and successfully enact - qualitative data collection analysis techniques;	1. D2L Discussion Posts 2. Chapter 3 Writing and Revision 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. Chapter 3 Writing and Revision 3. Peer Feedback	1abcd 2abcde 3abcd	1, 3, 5, 7
7. Evaluate current controversies engendered by published qualitative research	1. D2L Discussion Posts 2. Chapter 3 Writing and Revision 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. Chapter 3 Writing and Revision 3. Peer Feedback	1abcd 2abcde 3abcd	1, 2, 5

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.

Assessment Schedule and Weights

Module 1	Introduction and Genre	10%
Module 2	Research Setting and Sample	10%
Module 3	Data Collection and Timeline	10%
Module 4	Trustworthiness	10%
Module 5	Positionality Statement	10%
Module 6	Representation and Study Benefits	10%
Module 7	Peer Review on Data Analysis	10%
Module 8	Chapter 3 Final Draft	10%
Ongoing	Class Participation	20%

University of North Georgia
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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, as well as two 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.

Communication Objectives

As the semester unfolds, the best way to get in touch with me is by email at Michael.Lanford@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, although I turn my notifications off while I am writing, eating, or spending time with family. In those instances, 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.

Reading Schedule

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

Module 1   **Sample Methodology Chapters**

Module 2   **Virtual Data Collection Methods**
Akemu and Abdelnour - Confronting the Digital
Braun et al. - The Online Survey as a Qualitative Research Tool
Reich - Old Methods and New Technologies
Salmons - Designing and Conducting Research with Online Interviews
Weller - Using Internet Video Calls in Qualitative (Longitudinal) Interviews

Module 3   **Extended Case Studies and Small Sample Sizes**
Burawoy - The Extended Case Method
Kimball - Using the Extended Case Method
Lanford - Making Sense of Outsiderness
Tierney and Lanford - Life History Methods

Module 4   **Grounded Theory and the Constant Comparative Method**
Kolb - Grounded Theory and the Constant Comparative Method
Lincoln and Guba - Establishing Trustworthiness
Peterson - Thematic Analysis / Interpretive Thematic Analysis
Saldaña - A Survey of Qualitative Data Analytic Methods

Module 5   **Coding Foundations**
Eliott - Thinking about the Coding Process in Qualitative Data Analysis
Lester et al. - Learning to Do Qualitative Data Analysis
Saldaña - Chapters 1-3 of the *Coding Manual*

Module 6   **Data Analysis, Part 3**
Saldaña - Chapters 4-11 of the Coding Manual

Module 7   **Final Analysis and Writing**
Jonsen et al. - Convincing Qualitative Research
Mitchell and Clark - Five Steps to Writing More Engaging Qual Research
Saldaña - Chapters 12-15 of the Coding Manual

Module 8   **Chapter 3 Final Draft**
<No Readings>

EDD 7208 Bibliography

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