

The University of Alabama Birmingham
Applications of Qualitative Methods in Educational Research
EPR 596-OC
Spring 2001

**“Any social arrangement that remains vitally social,
or vitally shared, is educative to those who participate in it.”**

John Dewey

Lois McFadyen Christensen, Ph.D.

Office: 109 Education Building

Phone: 205 934-8362 (office) **email:** LMChrist@uab.edu

Office Hours: Before and after class and by appointment.

Course Description:

“Qualitative research methods and techniques; their application to qualitative research design. Emphasis on types of qualitative information, methods of data collection, analysis and presentation of results; appropriateness of qualitative design.” UAB Graduate Catalog (1996-98). 3 hours.

Prerequisites: Admission into graduate studies, 692 or equivalent.

Course Objectives: This course uses a participatory approach to instruction. Specific details of the course will be defined collaboratively with graduate students who are participants.

Additionally, the graduate student participants will:

1. Articulate the philosophies and epistemologies underpinning varying qualitative and quantitative research paradigms.
2. Discuss the tenets of positivistic and qualitative research methodologies.
3. Critically evaluate assumptions about research and methodology.
4. Discuss procedures in order to submit proper documentation for research involving human subjects to the UAB Institutional Review Board for Human Use (**IRB**).
5. Demonstrate skills necessary to engage in qualitative inquiry and
6. Write up a narrative analysis of a chosen data set.
7. Discuss various approaches within the scope of qualitative design.
8. Discuss the nature organization, and interpretation of qualitative data.
9. Discuss the ethical issues associate with the conduct of qualitative research.

Course Content:

Qualitative Research

- • Focus - concepts, ideas, concerns, settings, groups
- • Entry - contact purpose, products, processes, participants, roles, rapport
- • Forms of Data - observation, interview, documents, workshops, records
- • Records of Data – field notes, audio and video recordings, photocopies, photographs
- • Analysis of Data - categorization, coding, description, characterization, explanation
- • Products - studies, reports, biographies, histories, evaluations, plans, policies

Learning Strategies for the course:

Community Building

Presentations
Readings
Role Plays
Simulations
Class Trials
Field Trials
Learning Teams
Fish Bowl Activities

Products

Informal Reports
Individual Field notes
Formal Reports

Issues of focus:

Voice
Power
Ethics
Transferability

Course Requirements and Evaluation

Part A:

1. Going Indigenous

For a period of at least two hours, course participants will spend time within a place where you have never been, nor really thought of previously going. Perhaps, a cultural event or religious practice of another ethnic group, a laundromat, or religious service that would be unfamiliar to you are among some suggested places from which to choose. This assignment is designed to offer you an authentic experience in constructing a narrative about the emic (an insider's view). This is your attempt to gain entry, interact with people in the new setting, and tell a story from an insider's perspective. You will record your experience in field notes, recordings, photocopies, and/or photographs or any other documents that assist you tell the story (this is your data set). You will identify emergent themes from your gathered data, and write a narrative about the experience. The reader of your written narrative should be offered a vicarious experience of what you experienced.

100 points

Part B:

1. Qualitative Study of the Course Experience in EPR 596.

All course participants will complete this assignment. Through **individually kept formal field notes (50 points)**, and any other documentation gathered from the class about learning sequences, readings in required and outside texts, and journal articles, you will delineate emergent themes and complete a **formal qualitative report (100 points)**. **This assignment is to be accomplished in a collaborative fashion.** I strongly encourage you to complete this assignment as a cooperative group, however you may accomplish this as individuals only if you have to by addressing your rationale within the context of your paper.

150 points

-
Part C: Qualitative Research Project - This assignment may be accomplished in pairs, small groups, or individually.

1. An outside focus for study will be identified, proposed to the instructor, and concurrently accomplished during this 10 week period. Field notes, conducted individually or collaboratively, and other products (data set) for analysis will be gathered and analyzed as you complete a formal study. Themes will be discussed, and implications drawn from analyzed data.

150 points

Mid-term Exam (a collaborative endeavor)

75 points

Final Portfolio of aggregate work and reflective essay: This is a crucial product of the course. The materials we examine and the time we spend together will hopefully challenge you to examine some of your assumptions, axiologies, and ontologies. I highly recommend that you chronicle your course journey by keeping a reflective log (see Part B) and when you have insights, epiphanies, ambiguities, or just want to talk out loud to yourself, take the time to make an entry. It is your cognitive constructions about inquiry that I am interested in reading.

25 points

A= 450-500

B= 449-400

C= 399-350

Total possible points - 500

Required Texts:

Glesne, C. (1999). Becoming qualitative researchers: An introduction. (2nd Ed.) New York: Addison Wesley: Longman.

UAB Thesis Manual

Other reading will be required

Additional and Optional texts (if you want to be smarter about qualitative research... or..."When enough is enough!!)

Denzin, N. K. (1989). Interpretive interactionism. Newbury Park, CA: Sage Publications.

Denzin, N.K. & Lincoln, Y. S. (2000). (Eds.) Handbook of qualitative research (2nd Ed.). Thousand Oaks, CA: Sage Publications.

Eisner, E. W. (1998). The enlightened eye: Qualitative inquiry and the enhancement of educational practice. Upper Saddle River, NJ: Prentice Hall, Inc.

Eisner, E. W. & Peshkin, A. (1990). Qualitative Inquiry in education: The continuing debate. New York: Teacher's College Press.

Erlanson, D. A., Harris, E. L., Skipper, B. L., & Allen, S. D. (1993). Doing naturalistic inquiry: A guide to methods. Newbury Park, CA: Sage.

Guba, E. G., & Lincoln, Y. S. (1989). Fourth generation evaluation. Newbury Park, Ca: Sage.

- Lincoln, Y. S. & Guba, E. G. (1985). Naturalistic inquiry. Newbury Park, Ca: Sage Publications.

Patton, M. Q. (1982). Practical evaluation. Beverly Hills, CA: Sage Publications.

Patton, M. Q. (1990). Qualitative evaluation and research methods (2nd Ed.). Newbury Park, Ca: Sage.

Spradley, J. P. (1980). Participant observation. Orlando, Florida: Harcourt, Brace, Jovanovich, Inc.

Stringer, E. T. (1999). Action research: Second Edition. Thousand Oaks, CA: Sage Publications.

Witherell, C. & Noddings, N. (1991). (Eds.) Stories lives tell: narrative and dialogue in education. New York: Teachers College Press.

- **Academic Misconduct:** All acts of dishonesty in any work constitutes academic misconduct (e.g., cheating, plagiarism, fabrication, and misrepresentation). The Academic Misconduct Disciplinary Policy will be followed in the event of academic misconduct. See the **UAB Blazer Direction Student Handbook** for specifics.

“The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities.” If you consider yourself someone who needs reasonable accommodations, please call L. Ross Hunter, UAB Coordinator of Disability Support Services at 834-4205 or notify me in writing so that we may discuss your request.

All classwork is expected to be word processed and citations are expected to be documented in full APA style. Needless to say, attendance and participation are must for this type of course and will be considered in your overall grade. After 3 hours of missed class time, 25 point for each additional hour missed will be deducted from you final point total. Your voice and perspective is important to our collegial environment of collaborative learning about qualitative methodologies. I expect that we will all enjoy each others’ company and ideas as we emerge with a greater respect and sense understanding for class members.

Very Tentative Course Schedule and Outline

<u>Date</u>	<u>Topics/activities</u>	<u>Assignments for Next Class</u>
3/20/01	Interviews and Introductions Purse and Wallet Experiment Overview of Course Negotiate syllabus	Read Chapters 1, 2, 3 in Glesne

	Searching qualitative research – Mirror, Mirror Systematic Reflection Characteristics of positivist and Post-positivist research The Jerk - Garbage Can scene	
4/3/01	Purpose and question of inquiry Nature of qualitative research Subjectivity Work on topic, question, and proposal	Chapters 4 & 5 & 6 in Glesne Going Indigenous Due
4/10/01	<u>Part A:</u> Going Indigenous due An Overview of methodology Framing the question Researching the topic Entry, Interviewing, Ethics	Articles
4/17/01	Varying qualitative paradigms Examples	Study for midterm
4/24/01	Midterm	Chapter 7 & 8
5/1/01	Analyzing Data	
5/8/01	Interpreting Data Inter-rater reliability Triangulation	Chapter 9 & 10
5/15/01	Writing the qualitative report Your Story	Part B
5/22/01	Final Class Session <u>Part B:</u> Qualitative Study of the Experience in EPR 596 Portfolios due	
5/29/01	Final Exam <u>Part C:</u> Qualitative Research Projects Due	Final Project

References

Anderson, G., Herr, K., & Nihlen, A. (1994). Studying your own school: An educators guide to qualitative, practitioner research. Corwin

Belenky, M. F., Clinchy, B. M., Goldberger, N. R., & Tarule, J. M. (1986). Women's ways of knowing: The development of self, voice and mind. New York: Basic Books, Inc.

Bickel, W. E. & Hatrup, R. A. (1995). Teachers and researchers in collaboration: reflections on the process. American Educational Research Journal, **32**(1). 35-62.

Bogdan, R. C. & Biklen, S. K. (1998). Qualitative research for education: An introduction to theory and methods. Needham Heights: Allyn and Bacon.

Brown, J. S., Collins, A., & Duguid, P. (1989). Situated cognition and the culture of learning. Educational Researcher, **18**(1). 32-42.

Christensen, L. M. (1997). Pedagogical and philosophical development: An ethnographic process. In E. T. Stringer's (Ed.), Breaking the Boundaries: Collaborative Practices in Teaching and Research. Mahwah, N. J.: Lawrence Erlbaum Associates, Inc.

Clandinin, D. J. & Connelly, F. M. (2000). Narrative inquiry: Experience and story in qualitative research. San Francisco: Jossey-Bass.

Cochran-Smith, M. & Lytle, S. L. (1990). Research on teaching and teacher research: The issues that divide. Educational Researcher, **19**(2). 2-11.

Denzin, N. K. (1989a). Interpretive biography. Newbury Park, CA: Sage Publications.

Denzin, N. K. (1989b). Interpretive interactionism. Newbury Park, CA: Sage Publications.

Derrida, J. (1972/1981). Positions. Chicago: University of Chicago Press.

Dewey, J. (1933). How we think: A restatement of the relation of reflective thinking to the educative process (rev. ed.). Boston: Heath. (original work published 1909).

Dewey, J. (1964). The relation of theory to practice in education. In Reginald D. Archambault (ed.) John Dewey on Education. Chicago, IL: University of Chicago Press.

Duckworth, E. (1986). Teaching as research. Harvard Educational Review, **56**(4), 481-495.

Eisner, E. (1885). The educational imagination. New York: Macmillan.

Eisner, E. W. (1998). The enlightened eye: Qualitative inquiry and the enhancement of educational practice. Upper Saddle River, NJ: Prentice Hall, Inc.

Eisner, J. (1985). Facilitating action research in school: Some dilemmas. In R. Burgess (Ed.), Field methods in the study of education. Lewes: Falmer Press.

- Geertz, C. (1973). The interpretation of cultures. New York: Basic Books.
- Geertz, C. (1983). Local knowledge: Further Essays in interpretive anthropology. New York: Basic Books.
- Geertz, C. (1988). Works and lives: The anthropologist as author. Stanford, CA: Stanford University Press.
- Giroux, H. A., & McLaren, P. (Eds.). Critical pedagogy, the state and cultural struggle. Albany, New York: State University of New York Press.
- Goodlad, J. (1990). Teachers for our nation's schools. San Francisco, CA: Jossey-Bass.
- Goodlad, J. I. (1984). A place called school. New York: McGraw Hill, Inc.
- Guba, E. G. (1990). Subjectivity and objectivity. In E. W. Eisner & A. Peshkin's (Eds.), Qualitative inquiry in education: The continuing debate. (pp. 74-91). New York: Teachers College Press.
- Guba, E. G., & Lincoln, Y. S. (1989). Fourth generation evaluation. Newbury Park, Ca: Sage.
- Halpern, E. S. (1983). Auditing naturalistic inquiries: The development and application of a model. Unpublished doctoral dissertation, Indiana University.
- Henderson, J. G., & Hawthorne, R. D. (1995). Transformative Curriculum Leadership. Englewood Cliffs, NJ: Prentice-Hall, Inc.
- Hollingsworth, S. (1994). Teacher research & urban literacy education: Lessons & conversations in a feminist key. New York: Teachers College Press.
- Husserl, E. (1962). Ideas: General introduction to pure phenomenology. New York: Collier.[Originally published 1913]
- Lieberman, A. (1992). The meaning of scholarly activity and the building of community. Educational Researcher, **21**(6), 5-12.
- Lincoln, Y. S. & Guba, E. G. (1985). Naturalistic inquiry. Newbury Park, Ca: Sage Publications.
- Lortie, C. (1975). Schoolteacher: A sociological study. Chicago: University of Chicago Press.
- Maher, F. (1994). The feminist classroom. New York: Basic Books.

McLaren's (Eds.), Critical pedagogy, the state and cultural struggle. Albany, New York: State University of New York Press.

Merriam, S. B. (1988). Case study research in education: A qualitative approach. San Francisco, CA: Jossey-Bass Publishers.

Mezirow, J. (1990). Fostering critical reflection in adulthood: A guide to transformative and emancipatory learning. San Francisco, CA: Jossey-Bass Publishers.

Noddings, N. (1984). Caring: A feminine approach to ethics and moral education. Berkeley, CA: University of California Press.

Noddings, N. (1992). Gender and curriculum. In P. W. Jackson (Ed.), The handbook of research on curriculum (pp. 659-684). New York: Macmillan.

Patterson, L., Santa, C. M., Short, K. G., & Smith, K. (1993). Teachers are researchers: Reflection and action. Newark, Delaware: International Reading Association.

Patterson, L., Stansell, J. C., & Lee, S. (1990). Teacher researcher. New York: Richard C. Owen Publishers, Inc.

Patton, M. Q. (1982). Practical evaluation. Beverly Hills, CA: Sage Publications.

Patton, M. Q. (1990). Qualitative evaluation and research methods (2nd Ed.). Newbury Park, Ca: Sage.

Pinar, W. F., & Reynolds, W. M. (Eds.). (1992). Understanding curriculum as phenomenological and deconstructed text. New York: Teachers College Press.

Rorty, R. (1979). Philosophy and the mirror of nature. Princeton, N. J.: Princeton University Press.

Schon, D. (1983). The reflective practitioner. New York: Basic Books.

Spradley, J. P. (1980). Participant observation. Orlando, Florida: Harcourt, Brace, Jovanovich, Inc.

Stacey, J. (1988). Can there be a feminist ethnography? Women's Studies International Forum, 11, 21-27.

Stringer, E. T. (1996). Action research: A handbook for practitioners. Newbury Park, CA: Sage.

Stringer, E. T. (1999). Action research: Second Edition. Thousand Oaks, CA: Sage Publications.

van Manen, M. (1977). Linking ways of knowing with ways of being practical. Curriculum Inquiry, 6(3). 35-44.

van Manen, M. (1986). The tone of teaching. Portsmouth, NH: Heinemann.

van Manen, M. (1990). Researching lived experience: Human science for an action sensitive pedagogy. Albany, N. Y.: State University of New York.

van Manen, M. (1991). The tact of teaching: The meaning of pedagogical thoughtfulness. Albany, NY: State University of New York Press.

Wetherell, C. & Noddings, N. (1991). (Eds.) Stories lives tell: narrative and dialogue in education. New York: Teachers College Press.

Young, R. E. (1990). A critical theory of education: Habermas and our children's future. New York: Teachers College Press