George Mason University
College of Education and Human Development
Graduate School of Education
Research Methods

EDRS 822 B02
ADVANCED QUALITATIVE METHODS
Summer, 2016
Tuesdays/Thursdays, 10am-12:40pm, Thompson Hall 1010

Instructor:	Earle Reybold
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Office hours:	By appointment (generally available before class each week)
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Catalog

Credit hours: 3

Description: Advanced seminar devoted to study of current topics in qualitative research. Deals with cutting-edge information on selected advanced topics in qualitative research, and provides opportunities to apply new skills and knowledge to projects related to students' interests.

Prerequisite(s): EDRS 810 and 812.

Professional Association Standard: API not applicable

General Information

This course is an advanced seminar that focuses on current and emerging issues in qualitative research. The seminar will deal with selected advanced topics and will provide students with opportunities to apply new skills and knowledge to projects related to their own interests. We will spend considerable time exploring the philosophical underpinnings of design and application, as well as various analytical techniques. Prerequisite: EDRS 812 or equivalent coursework or experience. This course consists of three modules, each on a particular aspect of qualitative research. Each module will have a written assignment. Assignment topics for each module will be negotiated. I suggest you meet with your major professor (if applicable) to determine how these assignments might support your dissertation or proposal.

Class meetings will be run as seminars. I expect you to come to class prepared to discuss the reading assignments, and I encourage you to share with the class other readings and examples you have found that are relevant. Before beginning the readings for a particular module I suggest that you ask yourself what your questions and concerns are about this issue and that you list them. After finishing a reading ask yourself how it related to your questions or concerns. Did it answer your questions? Did it raise new issues? Do you agree or disagree with the author? Then, outline the author's main points. If an example

of a qualitative article is also assigned, analyze it in terms of the methodological readings: How do the ideas apply? How do they not apply? What are their implications for this study? We will often be reading articles or book chapters presenting different perspectives on the same topic. Think about each author's approach to qualitative research as you read his/her section for a particular module, and how this fits into the different approaches we have discussed.

This class will be collaborative and interactive—be prepared for discussion! Questions are encouraged and expected, and alternative viewpoints are welcome. I value contributions to our discussions and ask you to speak up! However, I do expect you to support your assertions. Also, I expect all of us to create an educational climate of open debate that is respectful and democratic. Further, be familiar with the [GMU Honor System and Code](). Your participation as a team member and a class member will be evaluated, not by the *quantity* of your contribution, but by the *quality* and *integrity* of your contribution.

Please note that course readings are listed for the day on which they will be discussed. Also note assignment due dates. Contact me if you have questions or concerns about this material. I am available via e-mail to schedule an appointment.

NOTE: When printing non-graded materials, I encourage you to print front and back.

Course Objectives

- Develop an awareness of alternative philosophies and methods of qualitative research in relation to general perspectives of inquiry.
- Develop alternative research designs for various forms of qualitative research.
- Develop and critique various methods of data collection and analysis, depending on emerging and changing research design.
- Critique data collection and analysis techniques in relation to relevant literature on qualitative research methods.
- Critique your research project and suggest areas for improvement.
- Critique empirical qualitative research according to standards for quality research.

Assignments

- ✓ **Participation** See guidelines below. This is an advanced methods course, and engagement is expected and necessary. Everyone in the class is a learner, and everyone is a teacher. I want to emphasize our obligation to critical thinking, reasoned discussion, and self-critique.

- ✓ **Module Paper (3)** Using criteria discussed in class, you will write a critical essay for each of the three module areas: philosophy, design and methods, and quality. These papers will allow you to interact personally with the material based on your own research interests and dissertation development. I suggest you communicate directly with your major professor/dissertation advisor about these assignments, as the assignments may be used in either your proposal or dissertation. I would be happy to discuss this with you and your advisor via e-mail.

Assessment

Assignment	Points
Participation	25
Module One Paper	25
Module Two Paper	25
Module Three Paper	25
Total	**100**

Grades on assignments turned in late will be reduced 10%, and assignments more than one week late will not be accepted. Attendance is very important to class participation; one point will be deducted per class-hour absence.

Evaluation Criteria (see Bloom's Revised Taxonomy, Anderson & Krathwohl, 2001)

40% Reflection and Critique: avoids surface presentation and summary of topic; identifies and meets need relevant to discipline; provides neutral presentation of strengths and weaknesses of topic; evaluates strengths and weaknesses; states and supports position.

40% Integration and Support: provides comprehensive connections across course material (i.e., readings, discussions, previous learning, and personal experiences); balances theory and practice; provides appropriate and adequate support for ideas, facts, and propositions.

20% Technical Soundness: characterizes professionalism and scholarship; attends to audience composition and needs; exhibits drafting and editing appropriate for graduate-level work. Papers should conform to APA 6th edition.

✓ **Participation Criteria** Participation is not equivalent to attendance!

- Prepared for discussion and tasks. This includes reading material and attending any team meetings.
- Maintains balance between speaking and listening roles. I do not expect you to 'time' yourself; be aware, though, 'strong' personalities overpower a discussion. Monitor your team and classroom interactions!
- Listens attentively and offers constructive feedback. All contributions should be considered and negotiated.
- Accepts diversity in viewpoints and negotiates differences. You are not expected to agree with one another at all times! However, we will be respectful and professional.
- Shares leadership roles. While it is comfortable to let 'managers' and 'organizers' plan team strategy, this will result in a vision defined by one person.

✓ **Grading** See syllabus addendum for module guidelines, assessment rubric, and grading scale relevant to evaluation criteria.

Required Texts

Saldaña, J. (2015). *Thinking qualitatively: Methods of mind*. Thousand Oaks, CA: SAGE.
Holstein, J. A., & Gubrium, J. F. (Eds.). (2003). *Inside interviewing: New lenses, new concerns.* Thousand Oaks, CA: SAGE.
Saldaña, J. (2016). *The coding manual for qualitative researchers* (3rd ed.). Thousand Oaks, CA: SAGE.

Other readings as assigned. (Articles available on Blackboard in the Readings Folder.)

Recommended Texts (We will discuss which texts might be useful based on your interests.)

Lincoln, Y. S., & Guba, E. G. (2013). *The constructivist credo.* Walnut Creek, CA: Left Coast Press.
Patton, M. Q. (2015). *Qualitative research and evaluation methods* (4th ed.). Newbury Park: SAGE.
Rose, G. (2012). *Visual methodologies: An introduction to the interpretation of visual materials* (3rd ed.). Thousand Oaks, CA: Sage.

Supplemental Texts (These are FYI only!)

General/Comprehensive QR Texts
Denzin, N. K., & Lincon, Y. S. (Eds.). (2011). *The SAGE handbook of qualitative research* (4th ed.). Newbury Park: Sage.
Gallagher, K. (Ed.). (2008). *Methodological dilemma: Creative, critical, and collaborative approaches to qualitative research.* London: Routledge.
Hesse-Biber, S. N., & Leavy, P. (Eds.) (2006). *Emergent methods in social research.* Thousand Oaks, CA: Sage.
Lincoln, Y. S., & Denzin, N. K. (Eds.). (2003). *Turning points in qualitative research: Tying knots in a handkerchief.* AltaMira Press.
Pascale, C. (2010). *Cartographies of knowledge.* Thousand Oaks, CA: Sage.

Philosophy and Theory of QR
Hammersley, M. (2008). *Questioning qualitative inquiry*. Thousand Oaks, CA: Sage.
Jackson, A. Y., & Mazzei, L. A. (Eds.). (2008). *Voice in qualitative inquiry.* London: Routledge.

Grounded Theory
Charmaz, K. (2014). *Constructing grounded theory* (2nd ed.). Thousand Oaks, CA: SAGE.
Clarke, A. E. (2005). *Situational analysis: Grounded theory after the postmodern turn.* Thousand Oaks, CA: Sage.
Corbin, J., & Strauss, A. (2015). *Basics of qualitative research: Techniques and procedures for developing grounded theory* (4th ed.). Thousand Oaks, CA: SAGE.

Narrative and Phenomenology
Gubrium, J. F., & Holstein, J. A. (Eds.). (2008). *Analyzing narrative reality.* Thousand Oaks, CA: Sage.
Moustakas, C. (1994). *Phenomenological research methods.* Thousand Oaks, CA: Sage.
Riessman, C. K. (2008). *Narrative methods for the human sciences*. Thousand Oaks, CA: Sage.

Course Outline

MODULE ONE: Philosophy and Theory of Qualitative Research

06/07 Introduction to Course

We will discuss the syllabus and course requirements, as well as your research projects and what you are hoping to achieve through this course. I suggest that you contact your major professor/dissertation advisor and discuss the course expectations and foci.

NOTE: * indicates further reading for those more interested in this particular topic. Denzin & Lincoln (THE Handbook) is an extraordinary resource for anyone considering a qualitative dissertation. You will notice I have selected other readings from various sources, with attention to breadth and depth. This means a LOT of readings! These are resources for continued exploration, and I will draw from these in class discussions and connect them to the required readings.

06/09 Overview of QR Paradigms and Conceptual Frameworks

Reybold (2009) Theoretical Frameworks [review]
Saldaña (2015), chpt. 1, Thinking about Thinking
*Charmaz (2004) Qualitative Foundations
*Patton (2015), chpts. 1-2, QR Nature, Themes
*Willis (2007), chpt. 1, World Views and Paradigms

06/14 The Ongoing Debate: The Value of Qualitative Research Questioned

Holstein & Gubrium (2003), chpt. 1, Inside Interviewing
Howe, K. R. (2009). Isolating Science from the Humanities
Saldaña (2015), chpts. 2-4, Thinking Analytically, Realistically, Symbolically
*Hammersley, M. (2000). Relevance of QR
*Patton, chpts. 3-4, QR Frameworks, Applications

06/16 Transition to Module Two: Connecting Design to Orientation

Koro-Ljungberg et al. (2009) Methodological Ambiguity
Pascale (2010) Intro: Cartographies of Knowledge
Saldaña (2015), chpt. 5, Thinking Ethically
*Patton, chpt. 5, QR Design

06/21 Dialogue: Module One

Discussion topics are decided by class focus. This can be a comprehensive review and/or assessment of the material covered thus far. For example, the readings might trigger further exploration of critical theory applications to research design. What would this "look like" ontologically, epistemologically, axiologically, and methodologically?

MODULE TWO: Design and Methods of Qualitative Research

06/23 Selection: A Critique of Convenience

Holstein & Gubrium (2003), chpt. 7, Race and Subjectivity
Freeman, M. (2000). Constructing Culture
Reybold et al. (2013). Participant Selection as Thinking Forward
*Miranda, pp. 1-48
*Patton, chpt. 6, Fieldwork and Observation

Module Paper One due

06/28 Evaluating Qualitative Methods of Data Collection

Holstein & Gubrium (2003), chpts. 2, 4, 8 (various "types" of participants… think about this)
Brown, L., & Durrheim, K. (2009). Mobile Interviewing
Kvale, S. (2006). Dominance through interviews and dialogues. *Qualitative Inquiry, 12*(3), 480-500.
*Patton, chpt. 7, Interviewing

06/30 Coding and Beyond: Interpreting and Generating Meaning

Attride-Stirling (2001) Thematic Networks
Holstein & Gubrium, chpts. 15 & 18, GT Analysis, Institutional Ethnography
Saldaña (2015), chpts. 6 & 9, Thinking Multidisciplinarily, Interpretively
* Adair & Pastori (2011) Developing QR Coding Frameworks
* Hsieh & Shannon (2005) Three Approaches to Content Analysis
*Patton, chpt. 8, Analysis and Interpretation
*Saldaña (2013), chpts. 1-3, Introduction to Coding, Memos, First Cycle Coding

NOTE: If you are interested in Grounded Theory, you DO need to consider the Charmaz (2014) text. It is advanced reading and requires some grounding (pardon the pun) in general coding and analysis techniques. IF you are advanced and have QR experience beyond the required readings, I recommend this text INSTEAD of the listed readings. Also, I have a considerable list of other GT methods articles; this is one of my favorite analysis techniques!

07/05 BREATHE! (no class, but look at the reading list for next meeting!)

07/07 Narrative, Phenomenology, and Discourse Techniques

Holstein & Gubrium, chpts. 16-17, 19 (various "types" of techniques… <u>think about this</u>)
Perry, Reybold, & Waters (2014) Occupational Choice during Segregation
Saldaña (2015), chpts. 7 & 10, Thinking Artistically, Narratively
*Muccio, Reybold, & Kidd (2015) Portraiture, Aesthetics, Quality
*Saldaña (2013), chpts. 4-6, From First Cycle to Second Cycle Coding

07/12 Dialogue: Module Two

Discussion topics are decided by class focus. Our discussion can focus on a comprehensive review and/or assessment of the material covered thus far. Or we might limit our discussion to this module, but we might consider how the **theory** of qualitative research impacts the **methods** of qualitative research. For example, we might critique a method or set of methods in relation to an epistemology of research. Or we might consider how your **discipline** affects your **choices** of methods.

<u>**MODULE THREE: Quality Issues in Qualitative Research**</u>

07/14 Quality in QR

Holstein & Gubrium, chpts. 20 & 24,
Leigh (2014) Insider Dilemma
Saldaña (2015), chpts. 8 & 11, Thinking Summarily, about Thinking
* Cho & Trent (2006). Validity in Qualitative Research Revisited
*Patton, chpt. 9, Quality
*Polkinghorne, D. E. (2007). Validity Issues in Narrative Research

NOTE: We have discussed "quality" in every session, just using different terms. Consider the language of quality in your own research from the perspective of your researcher identity, socialization and training, and disciplinary affiliation.

Module Paper Two due

07/19 Ethics in Qualitative Research

Ghaffar-Kucher (2014) Burden of Representation in Native Research
Nind et al. (2012) Methodological Innovation and Research Ethics
Reybold, L. E. (2008). Social and Political Structuring of Faculty Ethicality
*Denzin, N. K. (2007). Sacagawea's Nickname

The Finish Line

07/21   Dialogue: Module Three

Discussion topics are decided by class focus. This can be a comprehensive review and/or assessment of the material covered thus far. We might consider how the **theory** and **application** of qualitative research intersect with the **evaluation** of qualitative research. For example, we might consider how your own research choices will be evaluated by your Committee and/or discipline. Or we might consider how your definition of quality in qualitative research has changed across your academic experience.

07/26   Moving Toward Dissertation/Publication….

Our last meeting of the semester will include a general discussion of how to use these modules toward dissertation and/or publication goals, a more focused discussion of learning about QR across the semester, and the course evaluation.

Module Paper Three due [Turn in <u>ALL</u> previous original papers <u>with my comments</u>.]

Guidelines for Module Papers

You will write a scholarly essay for each of the three modules in this course: philosophy, design and methods, quality. We will discuss these topics and paper parameters in class. Each paper should address the following areas:

1. Topic development. What topic or issue did you choose for your paper? Why did you choose this—what were your goals in exploring this topic? Is this a personal or professional exploration? Provide rationale for selecting this topic.

2. Topic coverage. What aspects of this topic are covered in our readings? In other literature? What are you exploring beyond class material? Is your focus broad (breadth of topic) or narrow (depth of topic)? What theories, beliefs, or expectations did you have about this topic? Where did these questions and expectations come from? How did they change as a result of this assignment (if they did)?

3. Discussion and critique. Have you developed each of your major points and connected them to the course material? Have you reflected on the material and considered alternative viewpoints? Does your essay critique both the content covered and assumptions about that content?

4. Application to personal research. How might this topic impact your dissertation or other research projects? Why? What 'makes sense' to you and why? What is not useful to you and why?

5. Technical. This is a scholarly assignment in an advanced doctoral methods course. APA guidelines for writing and referencing are expected.

Each paper should be no longer than 10 typed pages, double-spaced, 12pt font – standard APA guidelines. Appendices may be added and not included in page count, but all materials should be addressed sufficiently in text.

Assignments: General Guidelines/Assessment Rubric

Module Papers: General topics are identified in the syllabus. Papers should be no longer than 10 pages (not including title page, references, and appendices), double spaced, one-inch margins, APA 6th edition.

_____

___	20%	Problem/Purpose Development	R/C___	I/E___	T___
___	20%	Methodology	R/C___	I/E___	T___
___	20%	Findings/Discussion	R/C___	I/E___	T___
___	20%	Critique of Methodology	R/C___	I/E___	T___
___	20%	Technical	R/C___	I/E___	T___

_____

Reflection and Critique: avoids surface presentation and summary of topic; identifies and meets relevant need; provides neutral presentation of strengths and weaknesses of topic; evaluates strengths and weaknesses; states and supports position.

B-   Reflective on experience and personal opinions; no critique
B   Reflective on experience; reflection of material and/or theory embedded
B+   Reflective of material and/or theory
A-   Critique initiated; critique lacks validity and is not maintained
A   Critique initiated; critique is valid but not maintained
A+   Critique initiated; critique is valid and well maintained

Integration and Evidence: provides comprehensive connections across course material *(i.e.,* readings, discussions, previous learning, and personal experiences); balances theory and practice; provides appropriate and adequate support for ideas, facts, and propositions.

B-   Material **OR** experience integrated to some degree; inadequate support
B   Material **AND** experience integrated to some degree; inadequate support
B+   Material **AND** experience integrated well; inadequate support
A-   Material **OR** experience integrated well; limited support
A   Material **AND** experience integrated well; partial support is valid but not maintained
A+   Material **AND** experience integrated well; conclusive support is valid and maintained

Technical Soundness: characterizes professionalism and scholarship; attends to audience composition and needs; exhibits drafting and editing appropriate for graduate-level work. Marked items require attention:

____Grammar	____Readability	____APA Style
____Punctuation	____Tone/Voice	____Cover page
____Spelling	____Language	____Abstract
____Agreement	____Flow	____Citations
____ Sentence structure	____Transitions	____ Quotations
____ Paragraph structure	____Preview/Summary	____ References

GMU POLICIES AND RESOURCES FOR STUDENTS

a. Students must adhere to the guidelines of the George Mason University Honor Code (See http://oai.gmu.edu/the-mason-honor-code/).

b. Students must follow the university policy for Responsible Use of Computing (See http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (See http://caps.gmu.edu/).

e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester (See http://ods.gmu.edu/).

f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (See http://writingcenter.gmu.edu/).

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: http://cehd.gmu.edu/values/.

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website http://gse.gmu.edu/.