

EDCS 732: Qualitative Data Analysis (3)
Wed., 4:30-7:00

Instructor: Dr. Helen Slaughter (Emeritus, 2011 - Present)

Email <slaughte@hawaii.edu >

Office: Everly Hall, Room 224-D

808-956-4404

Office hours: T/W, 2:30-4, TBA & Other times, TBA

Syllabus, Spring 2009

Catalog description: Advanced seminar in qualitative research methods with an emphasis upon qualitative data analysis, theory construction, data presentation and reporting. Pre: EDCS 632, a course in introduction to qualitative research methods, or consent. *This course qualifies as an advanced research methods course in the Ph D in Education Program.*

Required Textbooks

Charmaz, K. (2006). *Constructing Grounded Theory: A Practical Guide through Qualitative Analysis*. London: Sage.

Gubrium, J., & Holstein, J. A. (2009). *Analyzing narrative reality*. Los Angeles: Sage.

Selected Supplementary Texts (abbreviated listing)

Bryant, A., & Charmaz, K. (Eds.). (2007). *The Sage Handbook of Grounded Theory*. Los Angeles: Sage.

Burbules, N. C., & Peters, M. A. (2004). *Poststructuralism and Educational Research*. NY: Rowman & Littlefield.

Creswell, J. W. *Qualitative inquiry and research design: Choosing among five traditions*. London: Sage.

Denzin, Norman K., & Lincoln, Yvonne S. (Eds.). (2003). *Strategies of Qualitative Inquiry, 2nd Ed.* Thousand Oaks, CA: Sage

Dolby, Nadine. (2001). *Constructing Race: Youth, identity and popular culture in South Africa*. Albany, NY: State University of New York Press.

Grbich, C. (2007). *Qualitative data analysis: an introduction*. London: Sage.

Graue, M. E., & Walsh, D. J. (1998). *Studying children in context: theories, methods, and ethics*. London: Sage.

Kamberelis, G., & Dimitraiadis, G. (2005). *Qualitative Inquiry: Approaches to language and literacy research*. NY: Teachers College, Columbia University.

Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis*. London: Sage.

Mortensen, P., & Kirsch, G. E. (Eds.). (1996). Ethics and Representation in qualitative studies of literacy. Urbana, IL: National Council of Teachers of English.

Patton, M. Q. (2002). *Qualitative research and evaluation methods, 3rd Ed.* London: Sage.

Riessman, Catherine K. (2008). *Narrative methods for the human sciences*. Los Angeles: Sage.

Riessman, C. K. (2002). Narrative Analysis, in Huberman, A. M., & Miles, M. B. (Eds.) The qualitative researcher's companion, London: Sage.

Strauss, A. L (1987). Qualitative Analysis for social scientists. NY: Cambridge University Press.

Strauss, A., & Corbin, J. (1998). Basics of qualitative research: Techniques and procedures for developing grounded theory, 2nd Ed. London: Sage.

Yin, R. K. (2003). Case study research: design and methods, 3rd Ed. London: Sage.

Course Overview

This seminar will examine various approaches to analyzing qualitative data, in terms of paradigm, method, and in substantive works, such as dissertations, monographs, extensive qualitative research journal articles, and books based upon qualitative research approaches and methods. Emergent theory and other issues related to qualitative research design and interpretive data analysis will be part of the discussion. Seminar participants will write critical responses to readings, analyze samples of qualitative data, and evaluate at least one qualitative research dissertation, or published book based upon a qualitative research study, (often from dissertation research) in their area of interest. Ethnographic approaches including topics involving culture, diversity and cross-cultural issues in research will be part of the course. The seminar will also address the inquiry question, "What are some of the major contributions, and limitations, of the qualitative research literature in education?" This question involves issues regarding the rigor and credibility of research performed by teachers or others in their professional role while on the job. This draws on various literature sources including the teacher research literature, but reaches beyond current notions of action, participatory research, auto-ethnography or empowerment evaluation. Each student will develop a final paper explaining a specific theoretical approach, exploring a methodological or paradigmatic question, developing their dissertation proposal, or analyzing a body of qualitative data. Dissertation students conducting a qualitative research study may analyze a portion of their data to fulfill some of the course requirements. An analysis of the ethical dimension of qualitative research, including the role and positioning of the researcher, will be part of the course.

This seminar will address method as research procedure, research decision-making, and perspectives on representation and writing of the dissertation. It will include interpretations of narrative and ethics in qualitative research, and the more philosophical aspects of qualitative research. In addition, issues about the presentation of qualitative research in journal articles, books, and dissertations will be addressed. The following quote from Piantanida and Garman (1998) explains the qualitative research interpretation of research methods as "logic of justification:"

When students begin to develop their research rationale, they often interpret the rationale as "research method" or "research methodology" (which is a misuse of the term, since methodology literally means the study of method.) In any case, students tend to use the term method in its most narrow sense, as a how-to-manipulate data. Smith and Heshusius (1986) point out that method can be characterized in at least two ways. The most common meaning is method as procedures or techniques. The second characterization of method is as "logic of justification." The focus here is not on the how-to-do-it, but rather on the elaboration of logical issues and concepts and, ultimately, on the justifications that inform inquiry. Philosophical perspectives are important here, such as epistemology, ontology and axiology. The research rationale involves such basic questions as, "How is truth to be defined?" (epistemology): "What is the nature of social and

educational reality” What is the relationship of the researcher to the researched?” (ontology) and, “What values are embedded in the approach?” (axiology). A thoughtful logic of justification is important for qualitative research. (Piantanida & Garman, 1998)

Administrative and academic procedural requirements. Attendance is required, and more than one excused absence or excessive tardies may result in lowering of the course grade. Students should inform the instructor of unexpected absences by phone, voicemail or email. Assignments are due on the date specified in the course schedule. Students are expected to take leadership responsibilities in class discussion on critical issues in qualitative research theory and methodology. If students choose to use Power Point for making their class presentations, care should be taken that the PP presentation does not preclude questions and critical discussion from the class members. A power point presentation does not substitute for the requirement to submit a written paper for an assignment, or to prepare a short written handout to the class. Students should become familiar with and use the Publication Manual of the American Psychological Association, (APA), (5th Ed) (or the latest edition if a new version comes out) for all citations and references. Assignments that include the work of others should be clearly referenced using APA style. If another recognized style format is followed, the student should obtain prior permission from the professor.

Academic requirements.

- 35% Students will keep critical and interpretive written response journals for course readings. These will form the basis for classroom discussion and analysis. Students will be expected to be active and critical thinkers and engage in dialogue in the seminar. Students may also use the journal to bring up additional issues and problems regarding educational research and methodology for class discussion. Students will turn in a written synthesis of their most important 5 journal critiques on the last day of class. (Credit/non-credit & qualitative self-assessment)
- 20% Students will analyze a sample of qualitative data, either a focus group interview, an individual interview (approximately 45 minutes or more), or observational field data collected to address an important substantive issue in education, or related field, or to investigate a methodological issue regarding qualitative data analysis. Students will present their data using a group seminar approach where data is shared with the class and multiple viewpoints on its interpretation are explored. Students are encouraged to address a research question that is related to their anticipated dissertation topic in completing this assignment. . (Graded)
- 05% Students will select one chapter in the Denzin & Lincoln, (Eds.), *Handbook of Qualitative Research, 2nd or 3rd Ed*, from among selected chapters, or a theory focused article such as those which are presented in the Educational Researcher, to critique and summarize for class discussion. A written essay/response paper (approximately 2 pages) will be turned into the instructor on the day it's presented in class. A one-two page handout, which may include salient quotes from the chapter, should be prepared for the class to facilitate discussion. Power point should not be used here since the purpose is to facilitate dialogue, and engagement in the “logic of justification.” (Graded)
- 15% Critical review of a qualitative dissertation, or book interpreting data from a qualitative study, selected by the student in his/her area of interest. A brief summary and critique will be shared in class (provide a handout for the class). (Graded)
- 25% Final paper. This paper will be a research report involving an analysis of qualitative data, if feasible. Specific guidelines for writing your qualitative research report will be given in class. Other types of final papers such as a critical review of the literature leading to a proposal for qualitative dissertation study including a strong methods section (see course overview), or a sustained discussion of a topic in qualitative research theory/methods can be substituted with the permission of the professor. A synthesis of the paper, and a one or two page handout for class members, will be presented orally to the class. Written paper due in last class. The written paper

should be double-spaced and use subheadings as illustrated in the APA style manual. It is strongly advised that this paper be related to your dissertation proposal or dissertation. (Graded)

Course schedule. (A separate handout). Class input will be sought into topics covered. Additional readings, and handouts, will be used extensively in the course.

Grading criteria. Grades will be based upon the quality of thinking, writing, initiative, scholarly knowledge of the field and topics addressed, and importance of the topics selected by the students. Excellence in writing and oral language competency is also a factor in grading. Issues regarding the grading of doctoral students and doctoral candidates will be discussed in the class. Grading will not be based entirely upon a point system, although the percentages given for specific assignments is a guideline for the professor and students in evaluating the work done. It is important for students to realize that the journals and other assignments are considered to be more authentic marks of achievement at this level than testing. In other words, it is expected that student journals and other work meet the highest level that individual students are capable of.

A Note on Ethical Behavior. Please be aware that all work you submit as your must include proper documentation and crediting of the source. Failure to properly introduce and document paraphrased material or a borrowed idea is plagiarism. Plagiarism will result in sanctions. A discussion of Academic Dishonest may be found in the UH General and Graduate Information Catalogue under "student regulations". Also see the UH Student Conduct Code for specific guidelines.

Disability Statement. The University of Hawaii at Manoa provides access or other reasonable assistance for students with recognized disabilities. If you need accommodations, please contact me during the first week of the course or contact KOKUA (Queen Lili'uokalani Center for Students Services, Room 013, 956-7511), the UH office for students with disabilities, for assistance.

Reference

Piantanida, M., & Garman, N. B. (4/13/1998). Presentation handout at the American Educational Research Association Meeting, "Shaping a Qualitative Dissertation in Education: Challenges for Students and Faculty Advisors."

Note. Additional readings will be added based on the needs, interests of the class and instructor. Modifications to this draft syllabus will be made, as needed. (01/06/09)