

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

**EDRS 822 B02 - ADVANCED QUALITATIVE METHODS
3 Credits, Summer 2017**

Tuesdays/Thursdays, 10am-12:40pm, Thompson Hall 1010 – Fairfax Campus

Faculty

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Prerequisites/Corequisites

EDRS 812 or permission of instructor

University Catalog Course 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.

Course Overview

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.

Assignments consist 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.

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. Outline the author's main points and consider these questions:

- Did the reading answer your questions? Did it raise new issues?
- Do you agree or disagree with the author?.
- 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 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 Delivery Method

This course will be delivered using a seminar format.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

- 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.

Professional Standards

Upon completion of this course, students will have met the following professional standards:
Not Applicable.

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.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy). All assignments will be submitted as hard copy to the instructor at the beginning of class.

- **Assignments and Examinations**

Participation

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. Participation is not equivalent to attendance!

Module Papers (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.

Weighting for Assignments

<u>Assignment</u>	<u>Points</u>
Participation	25
Module One Paper	25
Module Two Paper	25
Module Three Paper	25
Total	100

- **Other Requirements**

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.

- **Grading**

A+	98-100%	B+	88-89%	C	70-79%
A	93-97%	B	83-87%	F	below 70%
A-	90-92%	B-	80-82%		

Assessment Rubric(s)

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. Evaluation criteria for papers: (see Bloom's Revised Taxonomy, Anderson & Krathwohl, 2001):

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.

- C No reflection, no critique
- 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

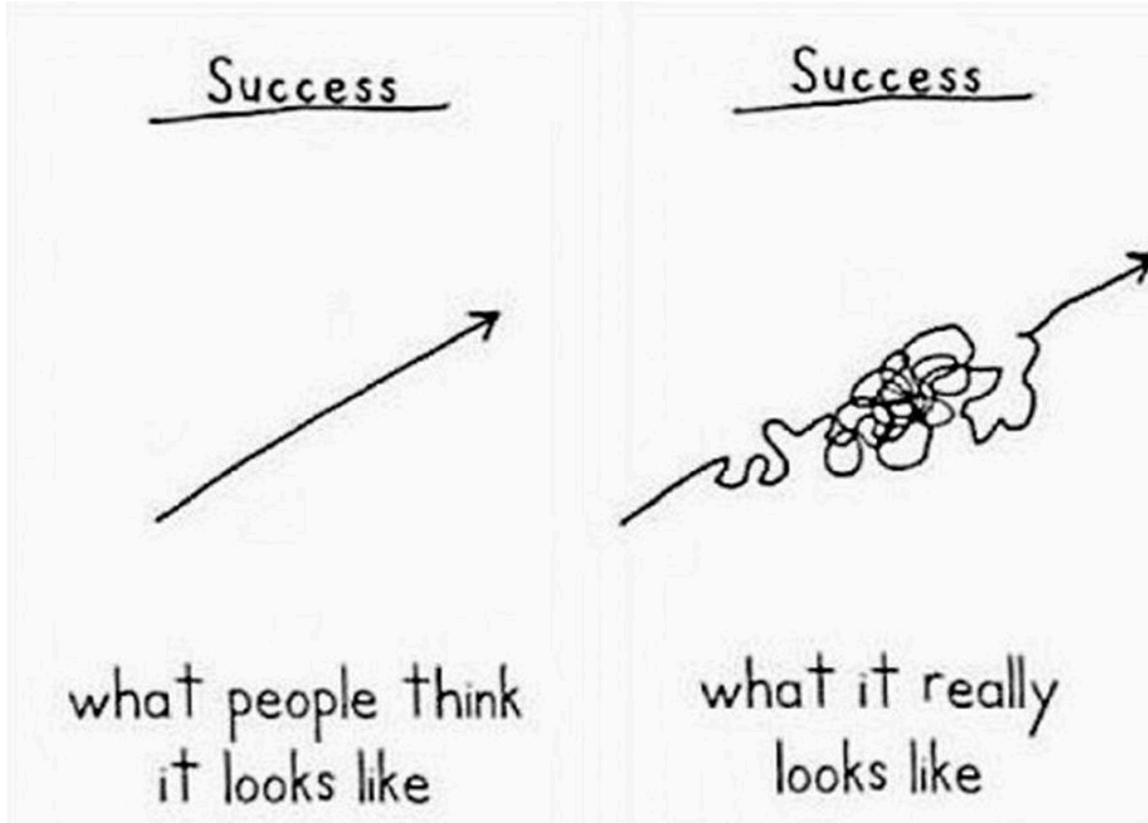
Integration and Evidence: provides comprehensive connections across course material (i.e., readings, discussions, previous learning, and personal experiences); balances theory and practice; provides appropriate and adequate support for ideas, facts, and propositions.

- C No integration, no evidence
- 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 scholarly writing; attends to audience composition; exhibits drafting and editing appropriate for graduate-level work; adheres to APA 6th Edition guidelines.

- | | | |
|-------------------------|---------------------|----------------|
| ___ Grammar | ___ Readability | ___ APA Style |
| ___ Punctuation | ___ Tone/Voice | ___ Cover page |
| ___ Spelling | ___ Language | ___ Abstract |
| ___ Agreement | ___ Flow | ___ Citations |
| ___ Sentence structure | ___ Transitions | ___ Quotations |
| ___ Paragraph structure | ___ Preview/Summary | ___ References |

In other words....



MeaningfulMag.com

Participation

The following criteria are expected:

- ✓ 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.

Professional Dispositions

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

Class Schedule (*indicates non-required reading)

MODULE ONE: Philosophy and Theory of Qualitative Research

06/06 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.

NOTE: * indicates further reading for those more interested in this particular topic. 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.

06/08 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

06/13 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 (2015) Chpts. 3-4, QR Frameworks, Applications

06/15 Transition to Module Two: Connecting Design to Orientation

Koro-Ljungberg et al. (2009) Methodological Ambiguity
 Pascale (2010) Chpt. 1, Intro: Cartographies of Knowledge
 Saldaña (2015) Chpt. 5, Thinking Ethically
 *Patton (2015) Chpt. 5, QR Design

06/20 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

06/22 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
 *Patton (2015) Chpt. 6, Fieldwork and Observation

Module Paper One due

06/27 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
 *Enosh & Buchbinder (2005) Narrative Styles of Interview
 *Patton (2015) Chpt. 7, Interviewing

06/29 Coding and Beyond: Interpreting and Generating Meaning

Attride-Stirling (2001) Thematic Networks
 Holstein & Gubrium (2003) 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 (2015) Chpt. 8, Analysis and Interpretation
 *Saldaña (2013) Chpts. 1-3, Introduction to Coding, Memos, First Cycle Coding

07/04 NO CLASS!

07/06 Narrative, Phenomenology, and Discourse Techniques

Holstein & Gubrium (2003) Chpts. 16-17, 19 (various “types” of techniques... think about this)
 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

07/11 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, and consider how the **theory** of qualitative research impacts the **methods** of qualitative research. Do you want to critique a method or set of methods in relation to an epistemology of research? Discuss how your **discipline** affects your **choices** of methods?

MODULE THREE: Quality Issues in Qualitative Research

07/13 Quality in QR

Holstein & Gubrium (2003) Chpts. 20 & 24, Representational Issues
Leigh (2014) Insider Dilemma
Saldaña (2015) Chpts. 8 & 11, Thinking Summarily, about Thinking
* Cho & Trent (2006) Validity in Qualitative Research Revisited
*Patton (2015) Chpt. 9, Quality

NOTE: 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

07/18 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

The Finish Line

07/20 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 your research choices be evaluated by your Committee and/or discipline?

07/25 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 ALL previous original papers with my comments.]

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Core Values Commitment

The College of Education and 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/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason 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.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- 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/>).
- 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/>).

- The George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.