

Carthage College  
EDU 5240: Qualitative Methods in Educational Research  
Spring 2020

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Instructor: Siovahn Williams EdD-c  
Location: Lentz 225  
Day/Time: Monday/ 6pm-9pm Sept 13-Dec17

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**Course Description:**

This course will prepare educators to design and implement research inquiries about all aspects of teaching and learning. They will demonstrate an understanding of a variety of qualitative methods, they will be able interpret and critique educational research, and they will be able to apply these methods to an examination of their own teaching. This course will include a series of practical exercises employing qualitative techniques and critiques of published research. Emphasis will be placed on traditional methods such as case study analysis, interviews, and focus groups, and on mixed-model (blend of qualitative and quantitative) approaches that involve questionnaires and surveys.

**Required Text:**

Merriam, S.B., & Tisdell, E.J. (2016). *Qualitative research: A guide to design and Implementation* (4<sup>th</sup> ed.). San Francisco, CA: Jossey-Bass.

**Schoology:** The online course portal is accessible via [my.carthage.edu](http://my.carthage.edu), and will be updated throughout the semester. It will be the **main** source for the course content. Please see the course outline as it will provide specific guidance as to what should be completed via Schoology.

**Course Objectives:**

Upon completion of this course, participants will be able to:

1. Locate and obtain research information on a selected topic using library sources and interview data.
2. Construct annotated bibliographies for research articles.
3. Interpret, summarize, and critique published research in a selected topic area.
4. Describe the features, strengths, and limitations of commonly applied qualitative and mixed model research methods.
5. Describe theoretical and philosophical underpinnings for qualitative and mixed model research methods.
6. Identify potential topics and research questions for graduate thesis or project.

**Expectations for Participants:**

1. Complete all reading assignments and corresponding quizzes/worksheets as assigned.
2. Attend classes on all required days. Come to these classes prepared with the assignments and have material ready to discuss.
3. Use the instructor as a resource for any questions that arise during the semester. The instructor considers graduate students as mature professionals who can ask for help or to offer suggestions on how the class can be enhanced.
4. Arrange for use of an audio recorder for interviews. Recorders can be checked out of the library. Or, students may download the app, *Supernote*, for their phone and use their smartphone as a recording device.

**Accommodations:**

The instructor is prepared to make accommodations for participants with exceptional needs. When appropriate, a student will be referred to Diane Schowalter, Learning Specialist, [dschowalter1@carthage.edu](mailto:dschowalter1@carthage.edu), for assessment or documentation of need.

**Course Requirements:**

1. Assigned readings from the required text: Students should complete the assigned readings, and the corresponding quizzes or worksheets as assigned. (15% of final grade)
2. Conducting an interview and doing qualitative analysis: Students will develop interview questions, conduct the interview using their interview protocol, and transcribe their conversation. Students will also conduct an analysis of their transcription (and field notes). The product of this project is to submit the questions, full transcription, protocol for analysis, and complete a 4-6 page paper where students discuss their process, their findings, what they learned from the process, and what they might change if they were to repeat the exercise. (20% of the final grade)
3. Attendance: Over the course of the completion of the class, students will need to be present and on time to all class meetings. Each of these meetings will require students come prepared to discuss particular components of their research project and come with outlines for sections of their paper they are in the process of writing. Please contact the instructor if there is an unforeseen or planned absence. (15% of final grade)

**Grading Scale:**

A-, A	90-92%, 93% or higher
B-, B, B+	80-82%, 83-86%, 87-89%
C-, C, C+	65-69%, 70-74%, 75-79%
D	60-64%
F and below	60%

**Academic Honesty:**

Academic honesty is a necessary corollary to academic freedom. The goals and objectives of Carthage College have been claimed within the implicit context of academic honesty. Therefore, Carthage expects academic honesty from all its members and maintains college-wide honesty guidelines and penalties, which are supported by the whole academic community. Violations of Academic Honesty include but are not limited to plagiarism, which is the appropriation or unacknowledged incorporation of another person's work into your own, unauthorized cooperation or collusion on assignments, or the falsification and misrepresentation of data. If there is any evidence of academic dishonesty in work you prepare for this course, you will fail the assignment, you may fail the course, and a written report will be submitted to the Office of the Provost, which could lead to your dismissal from the college.

## Course Outline and Schedule

	Assignments	SLO's	Assignments
Introduction to Qualitative Methods	<ul style="list-style-type: none"> <li>• Introductions, Overview of the course and preliminary research ideas.</li> <li>• Readings: Chapters 1</li> <li>• Review APA Format</li> </ul>	1, 2, 9	Quiz Preliminary research ideas worksheet
Introduction to Qualitative Methods	<ul style="list-style-type: none"> <li>• Readings: Chapters 2,</li> <li>• Review APA Format</li> <li>• How to locate peer reviewed, academic resources</li> </ul>	1, 2, 9	Quiz
Qualitative Methods	<ul style="list-style-type: none"> <li>• Readings: Chapters 3</li> <li>• Activity- APA Format</li> <li>• How to write annotated bibliographies</li> </ul>	1, 2, 9	Quiz  APA Format Worksheet
Qualitative Methods	<ul style="list-style-type: none"> <li>• Choosing a topic and developing a research question</li> </ul>	1,2,9	Quiz Worksheet
Research Project and Design	<ul style="list-style-type: none"> <li>• Readings: Chapter 4</li> </ul>	3, 4, 6, 7, 9	Quiz Worksheet topic and developing a research question due
Research Project and Design	Readings: Chapter 5		Quiz <b>Annotated Bibliography</b>

Conceptual Framework	<p>Readings: Chapter 6,</p> <ul style="list-style-type: none"> <li>• What is a conceptual framework?</li> </ul> <p>Determining your research design.</p>		Quiz
Collecting Data	<ol style="list-style-type: none"> <li>1. Develop interview questions on research topic</li> <li>2. Develop protocol for data analysis of transcription</li> </ol>	4, 8	Conduct mock interview with participant using questions

	Analyzing Data Interview Field Day		Due - Quiz on Readings: Chapter 7& 8
Validity, Reliability, and Ethics; Writing up Qualitative Research	<ul style="list-style-type: none"> <li>Readings: Chapters 9 &amp; 10</li> </ul>	6, 7	Quiz on Chapters 9 & 10
Validity, Reliability, and Ethics; Writing up Qualitative Research	Presentations of Interview		<ul style="list-style-type: none"> <li>Interview transcription</li> </ul>
	<b>Final</b>		<ul style="list-style-type: none"> <li>Final Project/Exam</li> </ul>