

**St. John's University**  
**Center for Educational Leadership and Accountability**  
**EDU 7900- Qualitative Research: Methodology and Analyses**

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Office Hours: First weekend of every month by appointment

July- by appointment

May 1-15-by appointment

Phone conferences: every day 8 a.m-8p.m.

Email is read everyday. Every attempt will be made to respond within 24 hours of receipt

**Purpose of the Course**

The purpose of the course is to develop an understanding of qualitative research methods and their application to educational research. Students will examine the theoretical foundations of qualitative research through readings, discussion, and field work assignments. Students will learn how to design and implement qualitative research studies through projects and activities. Students will learn how qualitative data are reported in the professional literature through readings and critiques of published works. Students will also be afforded the opportunity to meet with recent St. John graduates whose research was qualitative.

**Required Texts**

Bogdan, R.C. & Biklen, S.K. (2003). *Qualitative Research for Education*, (4th ed.). Allyn & Bacon.

A.P.A. Manual

Leedy & Ormrod. *Practical Research Design*.

Yin. *Case Method*

Handouts, including article by Ianni and Orr will be distributed in class.

Each student was given, in February, a qualitative dissertation to read and review.

### Recommended Reading

Aschbacher, P.R. (1999). *Developing Indicators of Classroom Practice to Monitor and Support School Reform* (CSE Technical Report 513). National Center for Research on Evaluation, Standards, and Student Testing (CRESST)/UCLA.

Chatterji, M. (2004). Evidence on “what works”: an argument for extended-term mixed-method (ETMM) evaluation designs. *Educational Researcher*, 33 (9), 3-13.

Erickson, F. (1988). Ethnographic description. In J. VonUlrich Ammon, N.Dittmar, &K. Mattheier (Eds.), *Sociolinguistics* (pp. 1081-1095). Berlin, Germany: Walter de Gruyter.

Eisenhart, M., & Towne, L. (2003). Contestation and change in national policy on “scientifically based” education research. *Educational Researcher*, 32(7), 31-39.

Maxwell, J.A. (2004). Causal, explanation, qualitative research, and scientific inquiry in Journal item: education. *Educational Researcher*, 33 (2), 3-11.

Noga, J.E. (2002, April). *Learning in small classes: Using Qualitative methods for evaluation to understand how the process of learning differs in smaller classes* (Paper presented at the annual meeting of the American Education Research Association (AERA), LA: New Orleans.

Patton, M.Q. (2002). *Qualitative research & evaluation methods* (3rd. ed.). Thousand Oaks, CA: Sage.

### Grading Rationale:

Ethnographic observation and write up	10 points
Focus group questions, analysis and write up	25 points
Interview questions, analysis and write up	35 points
Book discussions	15 points
Portfolio Show and Tell	15 Points

## **Schedule**

Friday, July 11, 2008

- \* Orientation
- \* Course Requirements
- \* Standards of Adequacy of the Problem Statement
- \* Qualitative/Quantitative Methodologies: the problem statement drives the methodology. Do not pretzel
- \* Guest speaker (s)

Saturday, July 12, 2009

- \* Discussion of terms
- \* Discussion of assigned dissertation review
- \* Discussion of field research-ethnographic research
- \* Protocol for writing up field research including appropriate form, theoretical notes (tn), methodological notes (mn) and observational notes (on)
- \* In house assignment: conduct an individual field research on campus
- \* Guest speakers
- \* Qualitative technology software: Invivo, Qualrus: Dr. Michael Ring.
- \* Let's not pretzel qualitative research into quantitative research
- \* The use and abuse of survey research. Long Island has been surveyed to death
- \* Interviewing techniques/ developing question paths
- \* Portfolios: various students

Handout: Bloom's Taxonomy applied to portfolios: Dr. KTD

Sunday, July 13, 2008

- \* Discussion of Qualitative Dissertations
- \* Handouts on Qualitative Methodology
- \* Development of Interview Protocols

Assignment due July 25, 2008: Develop a topic.

Develop a focus group protocol, email to Dr. Dunlop for corrections and approval and conduct a focus group with no more than 10 people.

Develop interview questions, email to Dr. Dunlop for corrections and approval and conduct individual interviews with the same people you used for focus group.

Write up both focus group and individual interviews. Identify patterns, themes and discrepancies.

Friday, July 25, 2008

- \* Present focus group and interview findings
- \* Guest Speaker (s)

Saturday, July 26, 2008

- \* Data Collection techniques
- \* Data Analysis techniques
- \* Continued presentation of focus group and interview findings
- \* Discussion of Ianni/Orr article
- \* Discussion of texts
- \* Case Method
- \* Historical Dissertation
- \* Guest Speakers

Sunday, July 27, 2008

- \* The portfolio as a qualitative artifact: Show and tell
- \* Summary

Course outline and reading assignments for the Fall, 2008 course: will be distributed at the end of class.