

## EDD 605 Qualitative Research Methods

*Spring 2008*

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### *Description*

This course will introduce educational leaders to concepts and strategies in qualitative research in preparation for conducting independent research.

This course will enable students to critically understand qualitative research methodology and apply it appropriately to various educational issues. Course topics will include the framing of research questions, identifying data and data sources, and using theory in the design process. This course will enable educational leaders to critically understand qualitative research methodology and apply it appropriately and effectively to educational issues.

### *Objectives*

Upon completion of this course, students will demonstrate the ability to:

Objective	Assessment
1. Identify various qualitative strategies used in educational research.	Project Proposal
2. Analyze and interpret qualitative research reports.	Article Discussions
3. Identify and develop a topic for research that is: <ul style="list-style-type: none"> <li>• clearly stated, and</li> <li>• clearly delineated in terms of parameters and limitations.</li> </ul>	Discussion of Research Topics
4. Identify data to be collected and various data collection strategies.	Interview Protocol/Field Observation Project
5. Identify the impact of culturally biased research on the development and application of educational theory, policy and practice.	Group Discussion ( <i>in-class</i> )
Objective	Assessment

- |   |                                      |
|---|--------------------------------------|
| 7. Utilize library resources.   | Project Proposal                     |
| 8. Design qualitative research.   | Research<br>Design/Proposal          |
| 9. Apply research findings to educational policy and/or practice.   | Group Discussion ( <i>in-class</i> ) |
| 10. Write appropriate and concise reviews of specific topics based on relevant qualitative research literature. | Project Proposal                     |

### *Required Texts*

Handouts provided by the instructor

### *Assignments & Grading*

In-class Assignments	25 points
Interview Protocol	10 points
Field Observation Project	25 points
Project Proposal	20 points
Journals	<u>20 points</u>
<i>Total Possible Points</i>	100 points

### Grading Scale

A	96 - 100 points	A-	91 - 95 points
B+	86 - 90 points	B	81 - 85 points
B-	76 - 80 points	C+	71 - 75 points
C	66 - 79 points	F	65 points or less

## Class Requirements

- \* You are *required* to attend all classes, to read all appropriate assignments before each session, and to participate in class discussions. Due to the class format, *it will be difficult, if not impossible, to pass the course* if you miss more than three (3) sessions. An Incomplete may be given in the case of an emergency, **if** arranged before grades are due.
- \* Please use non-racist and non-sexist language in class and in your written work.
- \* All written assignments **must** meet standards of academic and professional quality. The instructor will consider the quality of your writing and oral presentation in your final grade! Pay careful attention to spelling, grammar and punctuation. *Hint: Have someone proofread your work before you turn it in!*
- \* All page limits **must** be observed in written work.
- \* Number the pages of your written work!
- \* Do **not** use first person language in your written work, electronic or otherwise.
- \* The quality of your work and adherence to these **guidelines will be considered in your final grade!** Poorly written assignments will **not** be accepted! If an assignment is turned in late, without making prior arrangements with the instructor, you receive no points. The dates included in the syllabus are tentative, and will stand if not changed in class.

## Assignments

Assignment	Due Date
<b>Project Proposal</b>	<b>May 3/May 9</b>

You must identify a topic and develop a proposal to research it using qualitative methodology. You will be required to make an oral presentation of your proposal on May 3, 2008 to the class. A written proposal is due on May 9, 2008.

Your proposal is to be based on a review of the relevant qualitative research literature. The format for both the written proposal and the presentation will be discussed in class. Throughout the course, you will have the opportunity to review and discuss qualitative research reports. Once you have selected your topic of interest, it is recommended that you search for and select articles that you can use to develop the research proposal. The assignment must be submitted electronically, but must retain the required formatting. Save the document electronically using your last name in the "File name" box. Then click on the "Save as type" menu. Scroll down until you see Rich Text Format. Then "Save." That will ensure that your document retains the required formatting. It must be submitted prior to the due date, and will be returned to you in the same way.

Your Proposal should include the following:

## **Introduction**

What is the topic of your research? This is to serve as the Introduction to the entire proposal. Provide a brief overview of the literature that you have reviewed regarding this topic/issue. You will discuss the literature in greater depth in a later section.

## **Purpose of the Project** (*Online Thesis/Project Guide, p. 9*)

State the problem or issue or concern that is to be addressed by the project.

## **Definition of Terms** (*Online Thesis/Project Guide, p. 10*)

Identify and define concepts, words and phrases that have unusual or restricted meaning.

## **Significance of the Project** (*Online Thesis/Project Guide, p. 11*)

Rethinking the leadership standards in the EDD Program can help you answer these questions. Preparation of this section on problem/project significance includes discussion of the following areas:

- Why have I selected this problem/project?
- Why is there a need for this study/project?
- Will it revise, extend or create new knowledge in the field of educational leadership?
- Will the research contribute to the field of education administration internationally, nationally, in California, in Sacramento, in my school district, college, university or agency?
- What theoretical and/or practical application(s) does my study or project have?
- How will educational leaders change or improve their professional practices?

## **Proposed Methodology** (*Online Thesis/Project Guide, p. 12*)

Describe in narrative form:

- The setting in which the study or project is to be conducted requires specific description of the school or district demographics;
- The population to which the study or project applies;
- The sample of the population from which data will be collected and how it will be selected (how many, selection procedures);
- What data will be collected (test scores, narrative interview data, etc.);
- Precisely what steps will be taken to carry out the study.

## **Review of Related Literature**

### • *Introduction*

In a brief paragraph, re-introduce the topic you intend to study, and then introduce at least three (3) subtopics around which you will organize your discussion of the topic of the proposed research.

### • *Subtopics*

Choose one of the three subtopics you chosen to organize your review of the literature, and present a narrative discussion of it. This will be discussed and described in class.

### • *Summary*

Summarize what the research has told you, and present the rationale for your area of study, based on the literature.

- *References*

Any articles that you discuss, refer to or quote from, must appear in the bibliography, following APA format.

**Submit via email as a Rich Text Format (.rtf) document.**

***Field Observation Project***

**April 19**

During the first several class meetings, we will discuss qualitative data collection strategies.

Among them will be observation strategies. You will be required to conduct a field observation, and keep a field journal in which you record your thoughts and observations. You will submit a written report on your observations, and your interpretations. It is suggested that you choose the setting and phenomena you will observe in the context of your proposed topic. This assignment will be discussed further in class.

***Interview Protocol***

**March 7**

This assignment will be discussed further in class, and much of it will be done in class.

***Journal***

**Each Class**

You are required to keep a reflective journal, making at least one entry after every class. The journal entries are to be typed and emailed every week. Please respond, not just react, in your journal to the following:

- I. Events at your school or site
- II. Connections to the readings, class activities, and discussions
- III Implications and Reflections—professional and personal

*Journal Reflections*

J. Kermins

- Regular journal entries
- Documentation of your observations and thinking
- Contains both anecdotal accounts of specific incidents or behavior patterns and your response to them.
- There is evidence of reflection about and learning from these observations in connection to class work and readings.
- The journal is full of “why” “how” and “what if” musings posed from multiple perspectives (teacher, student, administrator, parent, etc.).
- Evidence of self investment and personalized meaning

You are required to submit journal entries each week. Submit them via email to the instructor. Save the document electronically using your “lastname.rtf.”