

BOWLING GREEN STATE UNIVERSITY
HIED 7510
Qualitative Research Problems and Methods in Higher Education
Fall 2016

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Meeting Times: Thursdays, 4:30—7:20p.m.
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 Mondays, Tuesdays, or Thursdays

Course Description¹

This course provides an introduction to the philosophical and epistemological foundations that guide qualitative inquiry², as well as a more basic overview of the methodologies and methods associated with qualitative research designs appropriate in higher education contexts. In addition to providing an overview of qualitative research methodologies, students in this course will have an opportunity to apply theories to practice by designing a qualitative research project.

The readings, class discussions, and activities, both in-class and assigned, will prompt reflection on your identity as a researcher and an appreciation of the complexities involved in qualitative inquiry. Deep thinking about our worldviews will bring to light and expose the interconnections between methodological assumptions and the purposes and different elements of the research process, including topic selection, research questions, participant selection, relationships with participants, data collection and data analysis methods, validity criteria, and interpretive and representational decisions. The goals of the course are for students to learn criteria by which to evaluate contemporary qualitative research and to gain beginning³ knowledge and skills for designing and conducting qualitative inquiry.



[So, I have to be honest with you: This course is going to “ruin” your thinking, possibly for the rest of your life. That is not necessarily a bad thing, depending on how you think about it. 😊]

¹ This course was significantly revised for the HIED program by Dr. Ellen Broido in Fall 2011 based on materials shared by Dr. Susan Robb Jones at The Ohio State University for her course EPL 8895.32, Designing qualitative research in higher education and student affairs contexts (Spring 2013). My initial syllabus for this course, developed in Fall 2014, built on those foundations but significantly revised the readings and assignments to reflect my unique perspectives and contributions. This 2016 version has been updated to reflect new material, corrected dates, and other relevant revisions.

² Dubbed as “naturalistic inquiry” by the two foremost authorities in educational research [see Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Beverly Hills, CA: Sage].

³ I strongly encourage you to enroll in another qualitative methods course to prepare you for conducting a qualitative dissertation. An advanced qualitative methods course for HIED will be offered by Spring 2018, pending approval by the Graduate College.

Course Objectives

Understanding involves intimacy and equality between self and object, while knowledge implies separation from the object and mastery over it. (Belenky et al., 1996, Women's Ways of Knowing, p. 101)

The primary objective and outcome of this course is to develop an **understanding** of qualitative inquiry. [We can have a deep and rich, if not productive, discussion of whether it is either appropriate or necessary to seek to claim that one has mastered qualitative inquiry. 😊]

Specific outcomes include:

- To understand qualitative research methodologies and their philosophical foundations and associated methods
- To reflect critically and deeply about the influence of one's own positionality and standpoint in relation to qualitative methods (e.g., power differentials, researching within or outside one's own identities, framing questions and interpreting results)
- To think critically about the nature and purpose of qualitative research and one's perspective on what it means to inquire, as well as to develop skills to critique qualitative research studies
- To understand the strengths and limitations of various qualitative approaches and the connections between theoretical perspectives, methodologies, and methods
- To gain experience in developing research questions appropriate to a particular qualitative methodological approach in higher education contexts
- To become familiar with the specialized literature and research related to qualitative inquiry in higher education contexts
- To practice common skills used in qualitative research, including writing research questions, interviewing and observing, and analyzing data
- To consider applications of various approaches for writing up results and applying criteria for assessing trustworthiness and goodness
- To explore issues involved in conducting qualitative inquiry such as ethics and politics, interpretation and representation, researcher reflexivity, and IRB procedures

Relationship to HIED Learning Outcomes



HIED General Learning Outcome	Primary and Secondary Outcomes Associated with this Course
Administration and Leadership in Higher Education	N/A
Postsecondary Students' Learning and Development	
Diversity, Equity, and Social Justice	
Inquiry: Assessment, Evaluation, and Research	<p>Articulate paradigmatic assumptions that underlie different approaches to research, evaluation, and assessment.</p> <p>Develop expertise in at least one research methodology.</p> <p>Apply best practices of assessment and evaluation in postsecondary education.</p> <p>Analyze qualitative and quantitative data to address research questions.</p> <p>Evaluate the strengths and weaknesses of research and assessment studies.</p> <p>Create and implement at least one assessment project and one research study.</p>

Course Policies

The following policies are intended to guide our learning and create an equitable class experience for everyone. Individuals may have unique circumstances that are not covered by the policies listed here. Please contact me in such cases.

Conferences/Professional Development

Several conferences and workshops are scheduled this semester and it is anticipated that students may want to attend one or more regional or national, general or functional-area meetings. If you are planning to attend conferences or professional development activities that will cause you to be absent from a scheduled class meeting, please notify me of your absence in advance.

Religious Observances

It is the policy of the University to make every reasonable effort to allow students to observe their religious holy days without academic penalty. In such cases, it is the obligation of the student to provide the instructor with reasonable notice of the dates of religious holy days on which he or she will be absent. Absence from classes or examinations for religious reasons does not relieve the student of responsibility for completing required work missed. Following the necessary notification, the student should consult with the instructor to determine what appropriate alternative opportunity will be provided, allowing the student to fully complete his or her academic responsibilities.

Students with Disabilities

Please notify me in advance of the first assignment if you will need any accommodations for a documented disability.

Office of Disability Services, 38 College Park Office Building. The goal of the Office of Disability Services is to help provide equal access and reasonable accommodations to students with disabilities attending BGSU and to act as a resource to faculty and staff. Students wishing to discuss their eligibility for such accommodations are encouraged to contact the office. **Phone:** 419-372-8495, **Fax:** 419-372-8496, **TTY:** 419-372-9455, **Email:** dss@bgsu.edu.

Academic Integrity

Utilizing the ideas, expressions, or words of another person without proper attribution constitutes plagiarism according to the Academic Charter of this University. ***You must cite the source of any work, words, or ideas that are not your own***, utilizing *APA 6th Edition* format (or your closest approximation of it if APA does not provide an exact template). This includes marking direct quotes with quotation marks. Failure to do so may result in the following, depending on the severity of the plagiarism: rewriting the assignment, a grade of “F” for the assignment, and/or an “F” in the course. In addition, *any* instance of plagiarism will be noted in your student file and may also be reported to the dean of the Graduate College as stipulated by the Academic Honesty Policy. You are also expected to abide by all other policies and regulations specified in the [Student Handbook](#) outlined by Bowling Green State University.

Non-Sexist/Offensive Language

This class is a place where everyone is free to learn, to express doubt, and to assert convictions. However, with freedom of speech comes responsibility and accountability for that speech. To that end, you are asked to pay attention to both the *effect* and the *intentions* of your words, and to avoid deliberately using language that is demeaning to others. When listening to others, assess both the intent and the effect of those words *before* assuming an offensive motive. Any papers using sexist, racist, heterosexist, ableist, ageist, or otherwise inappropriate or biased language will be returned without a grade to be revised and resubmitted. It is also essential that you begin to *role model* (which does not include always *correcting* others) the use of inclusive language for the benefit of students, as well as other staff members with whom you work.

Note: It is no longer appropriate or necessary to refer to a first-time undergraduate student as a “freshman” or to a cohort of entering undergraduate students as “freshmen.” The term “first-year” or “first-year class” is preferable. Moreover, since most students in college are over the age of 18, they are legally considered adults (regardless of their actions) and it is proper and appropriate to refer to them as *adults* (but not kids), as *men* (but not boys), and as *women* (but not girls) as the case may be. Finally, although you may still encounter the terms “homosexual” and “homosexuality” in popular media and even older scholarship, it is considered archaic and offensive. I encourage you to use the acronym *LGB* (lesbian, gay, bisexual) to refer to non-heterosexual people in general and *same-gender relationships* and *sexual orientation* to reference those relationships and the nature of same-gender sexuality. People are not “transgendered” but are *transgender*, just like someone is not Asianed but Asian. Also, the term “colored people” is not parallel to saying *people of color* and should not be used. **Most importantly, though,**

you should use language that corresponds to how people name *themselves* and their identities.

This is not intended to cover all the relevant terminology that you may encounter and use in this course. Please consult the handout you received during the APA Session of Graduate Student Orientation for further information and guidance. Please see me if you would like an updated copy.

Personal Electronic Devices (PEDs)

If you bring a personal electronic device to class, please assure that it is either off or on silent mode. You may use a tablet or laptop to take notes and/or to access the readings or the Internet, *for class-related purposes only*. There may be class discussions or small group activities for which it would be helpful to have PEDs accessible for use. I will notify the class ahead of time when it may be helpful to have a PED in class.

Illness

If you are seriously ill (e.g., vomiting, fever, phlegm-producing cough, zombie bites), please visit the Student Health Center or other urgent care facility, but *do not come to class*. Call or e-mail me regarding your condition and make arrangements with a classmate to receive notes and handouts. I promise to do the same. ☺

Weather

In most cases, the University will not close for poor weather conditions unless the Wood County Sheriff's Department declares a Level 3 emergency. Information about University closures is communicated by the Office of Marketing and Communications, which will notify the University Fact Line, local FM & AM radio stations and the four Toledo television stations (see [Weather Policy](#) for lists). For changes in individual class meetings, please refer to the announcements on our class Canvas site. If the University closes, we will not hold class. Please check Canvas for assignments that may be given in lieu of our class meeting. For students traveling from Toledo or elsewhere beyond Bowling Green, please use your best judgment and *abide by your county's road closures*. Do not place yourself at risk for the sake of trying to get to class. Notify me by phone or e-mail about your delay or absence, and make arrangements with a classmate to receive class notes and materials.

Texts

Creswell, J. W. (2013). *Qualitative inquiry & research design: Choosing among five approaches* (3rd ed.). Thousand Oaks, CA: Sage.

Jones, S. R., Torres, V., & Arminio, J. (2014). *Negotiating the complexities of qualitative research in higher education: Fundamental elements and issues* (2nd ed.). New York, NY: Routledge.

Recommended:

If you are seriously considering using qualitative methods in your dissertation study, you may want to purchase the following texts for your personal library:

Conrad, C. F., Haworth, J. G., & Lattuca, L. R. (2001). *Qualitative research in higher education: Expanding perspectives* (2nd ed.). ASHE Reader Series. Boston, MA: Pearson.

Denzin, N., & Lincoln, Y. S. (2011). *The Sage handbook of qualitative research* (4th ed.). Thousand Oaks, CA: Sage.

Other readings are also required and will be available electronically through Canvas. The citations for those readings are listed in alphabetical order below:

- Atkinson, P., & Hammersley, M. (1994). Ethnography and participant observation. In N. K. Denzin & Y. S. Lincoln (Eds.), *The handbook of qualitative research* (pp. 361-376). Thousand Oaks, CA: Sage.
- Baxter, P., & Jack, S. (2008). Qualitative case study methodology: Study design and implementation for novice researchers. *Qualitative Report*, 13, 544-559.
- Baxter Magolda, M. B., & King, P. M. (2007). Interview strategies for assessing self-authorship: Constructing conversations to assess meaning making. *Journal of College Student Development*, 48, 491-508.
- Broido, E. M., & Manning, K. (2002). Philosophical foundations and current theoretical perspectives in qualitative research. *Journal of College Student Development*, 43, 434-445.
- Burbules, N. C., & Rice, S. (1991). Dialogue across differences: Continuing the conversation. *Harvard Educational Review*, 61, 393-416.
- Charmaz, K. (2000). Grounded theory: Objectivist and constructivist methods. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (2nd ed., pp. 509-535). Thousand Oaks, CA: Sage.
- Dickie, W. (1997). Seven rules for observational research: How to watch people do stuff. *Quirk's Marketing Research Media*. Retrieved from <http://www.quirks.com>
- Dickson-Swift, V., James, E. L., Kippen, S., & Liamputtong, P. (2009). Researching sensitive topics: Qualitative research as emotion work. *Qualitative Research*, 9, 61-79.
- Drisko, J. W. (2013). Qualitative data analysis software: An overview and new possibilities. In A. E. Fortune, W. J. Reid, & R. L. Miller, Jr. (Eds.), *Qualitative research in social work* (2nd ed., pp. 284-303). New York, NY: Columbia University.
- Fine, M. (1994). Working the hyphens: Reinventing self and other in qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 70-82). Thousand Oaks, CA: Sage.
- Fontana, A., & Frey, J. H. (2000). The interview: From structured questions to negotiated text. In N. K. Denzin & Y. S. Lincoln (Eds.), *The handbook of qualitative research* (2nd ed., pp. 645-672). Thousand Oaks, CA: Sage.
- Glesne, C. (2006). Being there: Developing understanding through participant observation. In *Becoming qualitative researchers: An introduction* (3rd ed., pp. 49-78). Boston, MA: Pearson.
- Glesne, C., & Peshkin, A. (1992). Finding your story: Data analysis. In *Becoming qualitative researchers: An introduction* (pp. 127-149). White Plains, NY: Longman.
- Guest, G., Bunce, A., & Johnson, L. (2006). How many interviews are enough? *Field Methods*, 18, 59-82. doi: 10.1177/1525822X05279903
- Halldorsdottir, S. (2000). The Vancouver School of doing phenomenology. In B. Fridlund & C. Halding (Eds.), *Qualitative research methods in the service of health* (pp. 46-81). Lund, Sweden: Studentlitteratur.
- Hammersley, M. (2008). On the failings of qualitative inquiry. In *Questioning qualitative inquiry: Critical essays* (pp. 20-38). Thousand Oaks, CA: Sage.

- Harding, S. (1995). "Strong objectivity:" A response to the new objectivity question. *Synthese*, 104, 331-349.
- Harper, D. (2002). Talking about pictures: A case for photo elicitation. *Visual Studies*, 17, 13-26. doi: 10.1080/14725860220137345
- Jones, S. R. (2002). (Re)Writing the word: Methodological strategies and issues in qualitative research. *Journal of College Student Development*, 43, 461-473.
- Josselson, R. (1996). *Revising herself: The story of women's identity from college to midlife*. San Francisco, CA: Jossey-Bass. [Appendices A, B, & C]
- Josselson, R., & Lieblich, A. (2003). A framework for narrative research proposals in psychology. In R. Josselson, A. Lieblich, D. P. McAdams (Eds.), *Up close and personal: The teaching and learning of narrative research* (pp. 259-274). Washington, DC: American Psychological Association.
- Kvale, S., & Brinkman, S. (2009). Conducting an interview. In *Interviews: Learning the craft of qualitative research interviewing* (pp. 123-141). Thousand Oaks, CA: Sage.
- Ladson-Billings, G. (1998). Just what is critical race theory and what's it doing in a nice field like education? *International Journal of Qualitative Studies in Education*, 11, 7-24. doi: 10.1080/095183998236863
- Lather, P. (1986a). Research as praxis. *Harvard Educational Review*, 56, 257-277.
- Lather, P. (1986b). Issues of validity in openly ideological research: Between a rock and a soft place. *Interchange*, 17(4), 63-84.
- Lincoln, Y. S., Lynham, S. A., & Guba, E. G. (2011). Paradigmatic controversies, contradictions, and emerging confluences, revisited. In N. K. Denzin & Y. S. Lincoln (Eds.), *The Sage handbook of qualitative research* (4th ed., pp. 97-128). Thousand Oaks, CA: Sage.
- Luttrell, W. (2010). Introduction: The promise of qualitative research in education. In W. Luttrell (Ed.), *Qualitative educational research: Readings in reflexive methodology and transformational practice* (pp. 1-10). New York, NY: Routledge.
- Magolda, P., & Weems, L. (2002). Doing harm: An unintended consequence of qualitative inquiry? *Journal of College Student Development*, 43, 490-507.
- Merchant, B. M. (2001). Negotiating the boundaries and sometimes missing the mark: A White researcher and a Mexican American research assistant. In B. M. Merchant & A. I. Willis (Eds.), *Multiple and intersecting identities in qualitative research* (pp. 1-18). Mahwah, NJ: Erlbaum.
- Mills, M. R., & Bettis, P. J. (2006). Organizational identity and identification during a departmental reorganization. In V. A. Anfara, Jr. & N. T. Mertz (Eds.), *Theoretical frameworks in qualitative research* (pp. 60-61, 73-84). Thousand Oaks, CA: Sage.
- Morrow, S. L. (2005). Quality and trustworthiness in qualitative research in counseling psychology. *Journal of Counseling Psychology*, 52, 250-260. doi: 10.1037/0022-0167.52.2.250
- Nicolazzo, Z. (2014). Identity as inquiry: Living and researching from the borderlands. In R. N. Brown, R. Carducci, & C. R. Kuby (Eds.), *Disrupting qualitative inquiry: Possibilities and tensions in educational research* (pp. 205-226). New York, NY: Peter Lang.
- Nicolazzo, Z. (2016). "Just go in looking good": The resilience, resistance, and kinship-building of trans* college students. *Journal of College Student Development*, 57(5), 538-556.
- Olesen, V. (2011). Feminist qualitative research in the millennium's first decade. In N. K. Denzin & Y. S. Lincoln (Eds.), *The Sage handbook of qualitative research* (4th ed., pp. 129-146). Thousand Oaks, CA: Sage.
- Ollerenshaw, J. A., & Creswell, J. W. (2002). Narrative research: A comparison of two restorying data analysis approaches. *Qualitative Inquiry*, 8, 329-347.

- Patton, M. Q. (2002). Qualitative interviewing. In *Qualitative research and evaluation methods* (3rd ed., pp. 339-367, 372-377, 382). Thousand Oaks, CA: Sage.
- Racher, F. E., & Robinson, S. (2002). Are phenomenology and postpositivism strange bedfellows? *Western Journal of Nursing Research*, 25(5), 464-481.
- Richardson, L., & St. Pierre, E. A. (2005). Writing: A method of inquiry. In N. K. Denzin & Y. S. Lincoln (Eds.), *The Sage handbook of qualitative research* (3rd ed., pp. 959-978). Thousand Oaks, CA: Sage.
- St. Pierre, E. A., & Jackson, A. Y. (2014). Qualitative data analysis after coding. *Qualitative Inquiry*, 20(6), 715-719.
- Saldaña, J. (2013). An introduction to codes and coding. In *The coding manual for qualitative researchers* (2nd ed., pp. 1-40). Thousand Oaks, CA: Sage.
- Scheurich, J. J., & Young, M. D. (1997). Coloring epistemologies: Are our research epistemologies racially biased? *Educational Researcher*, 26(4), 4-16.
- Schwandt, T. (2007). The pressing need for ethical education: A commentary on the growing IRB controversy. In N. K. Denzin & M. D. Giardina (Eds.), *Ethical futures in qualitative research* (pp. 85-98). Walnut Creek, CA: Left Coast Press.
- Scott, J. W. (1991). The evidence of experience. *Critical Inquiry*, 17, 773-797.
- Seidman, I. (2006). *Interviewing as qualitative research: A guide for researchers in education and the social sciences* (3rd ed., pp. 79-131). New York, NY: Teachers College.
- Shenton, A. K. (2004). Strategies of ensuring trustworthiness in qualitative research projects. *Education for Information*, 22, 63-75.
- Stewart, D.-L. (2010). Researcher as instrument: Understanding “shifting” findings in constructivist research. *Journal of Student Affairs Research and Practice*, 47, 287-302. doi: 10.2202/1949-6605.6130.
- Talburt, S. (2004). Ethnographic responsibility without the “real.” *Journal of Higher Education*, 75, 80-103.
- Watts, J. (2006). ‘The outsider within’: Dilemmas of qualitative feminist research within a culture of resistance. *Qualitative Research*, 6, 385-402.
- Weinberg, M. (2002) Biting the hand that feeds you, and other feminist dilemmas in fieldwork. In W. C. van den Hoonaard (Ed.), *Walking the tightrope: Ethical issues for qualitative researchers* (pp. 79-94). Toronto, ON: University of Toronto.
- Weis, L., Fine, M., Weseen, S., & Wong, M. (2001). Qualitative research, representations, and social responsibilities. In L. Weis & M. Fine (Eds.), *Speed bumps: A student-friendly guide to qualitative research* (pp. 32-66). New York, NY: Teachers College.
- Wertz, F. J. (2005). Phenomenological research methods for counseling psychology. *Journal of Counseling Psychology*, 52, 167-177. doi: 10.1037/0022-0167.52.2.167
- Whitt, E. J. (1992). Document analysis. In F. K. Stage (Ed.), *Diverse methods for research and assessment of college students* (pp. 79-90). Alexandria, VA: ACPA.
- Wolcott, H. (2001). Description, analysis, and interpretation in qualitative inquiry. In C. F. Conrad, J. G. Haworth, & L. R. Lattuca (Eds.), *Qualitative research in higher education: Expanding perspectives* (2nd ed., pp. 573-598). Boston, MA: Pearson. (Reprinted from *Transforming qualitative data: Description, analysis, and interpretation*, pp. 9-54, by H. F. Wolcott, 1994, Thousand Oaks, CA: Sage)
- Zurita, M. (2001). La mojada y el coyote: Experiences of a wetback researcher. In B. M. Merchant & A. I. Willis (Eds.), *Multiple and intersecting identities in qualitative research* (pp. 19-32). Mahwah, NJ: Erlbaum.

Course Assignments

*Some set great value on method, while others pride themselves on dispensing with method. To be without method is deplorable, but to depend on method entirely is worse. You must first learn to observe the rules faithfully; afterwards, modify them according to your intelligence and capacity. (Lu Ch'ai, 1701, *The Tao of Painting*)*

Please note: All papers are to be submitted to me *through Canvas* as MS Word or PDF files due before the beginning of the assigned class session. I will download and read your paper, make comments either by hand or electronically, and return the graded paper to you through Canvas or in class. I will endeavor to grade and return your paper in two weeks, *if* your paper is submitted on-time and according to these guidelines.

1. *Attend and participate thoughtfully and actively in class meetings (10% of course grade).* In order to fulfill the promise of a doctoral seminar, plan to study the assigned readings prior to class, bringing with you any questions or issues you would like to address in class. Most class sessions will begin with a minute-paper addressing and summarizing your questions and reactions to that week's reading to inform our class discussion. These procedures should improve both the quality of our class discussions and the value of the readings and class activities for you. Due dates: Every Thursday, August 25 – December 15, 2016; 4:30-7:20 PM (except for a short break mid-way through each class and any cancelled classes, when you may be as passive as you choose).
2. *Self as Research Instrument Paper (25% of course grade).* Guided by Jones, Torres, & Arminio's (2014) discussion "Situating the Study Within the Researcher's Worldview" (pp. 11-15) and the "Worldview Exercise" (Table 1.3, p. 13), this **5-7 page paper** (excluding cover page and reference list) asks you to explore who you are as a researcher. You may find it helpful also to use Exercise #2 from Jones et al. (p. 53) to guide your reflection in addition to addressing the following questions:
 - a. What are your assumptions about the purpose of research?
 - b. What questions are compelling to you and where do those questions come from?
 - c. What are your beliefs about how individuals come to *know* and *understand*?**Due date: September 29, 2016**
3. *Methodology Review Paper (25% of course grade).* We will review five major categories of qualitative research methodology (i.e., phenomenology, grounded theory, ethnography, narrative, and case study) through assigned readings and class discussion. Although the main texts for this course (Creswell, 2013; Jones et al., 2014) provide summary descriptions of each of these methodologies and give extensive consideration to how each influences research design decisions (Creswell, 2013), it is important to keep in mind that there are variances within each of these traditions and that a researcher's application of certain theoretical perspectives (e.g., feminist theory, critical race theory, queer theory, intersectionality) shapes and informs how a methodology may be implemented in a specific study.

Therefore, in approximately **12-15 pages** (excluding cover page and reference list), this assignment asks you to review one specific methodological tradition and discuss its characteristics and how those characteristics are influenced by theoretical perspectives and researcher positionality. You will review the required readings (and/or external ones

if you choose) that discuss the characteristics, goals, and procedures for your chosen methodology, as well as at least 4-5 peer-reviewed research reports that employ that methodology in its research design. Your review should address the following points:

- a. What influenced your selection of this particular methodological tradition? How does it resonate with your approach to knowledge and research and/or your current ideas for your dissertation research? [It is also okay to choose one because you want to learn more about it or because you choose it out of a hat. This might be particularly appropriate for first-year HIED students. ☺]
- b. Describe the general characteristics of the methodology you have selected. What are its goals and strategies for pursuing those goals? What sets it apart most significantly from other methodologies?
- c. Introduce the 4-5 exemplar articles you've selected. If there was a particular rationale to your selections, please provide it. Briefly summarize each of the articles in terms of their research questions, any theoretical perspectives employed, characteristics of the samples, data collection procedures, data analysis strategies, and representation of the findings.
- d. Compare and contrast any differences in the implementation of your selected methodology that emerge as different authors utilize varying theoretical perspectives and research designs? Your critical analysis of this point is central to this assignment.
- e. Given these variances, what is your understanding of what is most essential to the methodological tradition you have chosen (i.e., what is consistent across all the articles you have selected)? This is also an important point.

Due date: October 20, 2016

Reading resources for methodology review assignment. The following list of readings may be a helpful guide for selecting the extra-curricular readings required to complete this assignment. You are not limited to this list; feel free to explore other peer-reviewed qualitative research articles that are related to higher education and/or student affairs topics. If you are unsure if an article or book chapter is appropriate, please feel free to ask me. Additionally, Part II of the Conrad et al. (2001) ASHE Reader Series text has a number of readings reviewing various research strategies (i.e., methodologies) that may be useful for completing this assignment.

a. ***Grounded theory:***

- Cullaty, B. (2011). The role of parental involvement in the autonomy development of traditional-age college students. *Journal of College Student Development*, 52, 425-439.
- Edwards, K. E., & Jones, S. R. (2009). "Putting my man face on": A grounded theory of college men's gender identity development. *Journal of College Student Development*, 50, 210-228.
- Hachtmann, F. (2012). The process of general education reform from a faculty perspective: A grounded theory approach. *Journal of General Education*, 61, 16-38. doi: 10.1353/jge.2012.0007
- Pizzolato, J. E. (2006). Complex partnerships: Self-authorship and provocative academic-advising practices. *NACADA Journal*, 26, 32-45.
- Torres, V. (2009). The developmental dimensions of recognizing racist thoughts. *Journal of College Student Development*, 50, 504-520.

b. **Phenomenology:**

- Harper, S. R., & Quaye, S. J. (2007). Student organizations as venues for Black identity expression and development among African American male student leaders. *Journal of College Student Development, 48*, 127-144.
- Morrissey, G., & Higgs, J. (2006). Phenomenological research and adolescent female sexuality: Discoveries and applications. *Qualitative Report, 11*, 161-181.
- Olive, T. (2008). Desire for higher education in first-generation Hispanic college students enrolled in an academic support program: A phenomenological analysis. *Journal of Phenomenological Psychology, 39*, 81-110.
- Patton, L. D., & Simmons, S. L. (2008). Exploring complexities of multiple identities of lesbians in a Black college environment. *Negro Educational Review, 59*, 197-215.
- Rockenbach, A. B., Walker, C. R., & Luzader, J. (2012). A phenomenological analysis of college students' spiritual struggles. *Journal of College Student Development, 53*, 55-75.
- Rumann, C. B., & Hamrick, F. A. (2010). Student veterans in transition: Re-enrolling after war zone deployments. *The Journal of Higher Education, 81*, 431-458.

c. **Narrative:**

- Abes, E. S., & Kasch, D. (2007). Using queer theory to explore lesbian college students' multiple dimensions of identity. *Journal of College Student Development, 48*, 619-636.
- Auerbach, S. (2002). "Why do they give the good classes to some and not to others?" Latino parent narratives of struggle in a college access program. *Teachers College Record, 104*, 1369-1392.
- Jones, S. R., Segar, T. C., & Gasiorski, A. (2008). "It's like a double-edged sword": Understanding college student perceptions of their required high school "service-learning" experiences. *Michigan Journal of Community Service Learning, 15*, 5-17.
- Linder, C., & Rodriguez, K. L. (2012). Learning from the experiences of self-identified women of color activists. *Journal of College Student Development, 53*, 383-398. doi: 10.1353/csd.2012.0048
- Patton, L. D., & Catching, C. (2009). "Teaching while Black": Narratives of African American student affairs faculty. *International Journal of Qualitative Studies in Education, 22*, 713-728.

d. **Ethnography:**

- Holt, N. L., & Sparkes, A. C. (2001). An ethnographic study of cohesiveness in a college soccer team over a season. *The Sport Psychologist, 15*, 237-259.
- Magolda, P., & Ebben, K. (2007). Students serving Christ: Understanding the role of student subcultures on a college campus. *Anthropology and Education Quarterly, 38*, 138-158.
- Nicolazzo, Z (2016). "Just go in looking good": The resilience, resistance, and kingship-building of trans* college students. *Journal of College Student Development, 57*(5), 538-556.

- Vaccaro, A. (2009). Intergenerational perceptions, similarities and differences: A comparative analysis of lesbian, gay, and bisexual millennial youth with Generation X and Baby Boomers. *Journal of LGBT Youth*, 6, 113-134.
- Winkle-Wagner, R. (2009). The perpetual homelessness of college experiences: Tensions between home and campus for African American women. *Review of Higher Education*, 33, 1-36. doi: 10.1353/rhe.0.0116
- e. **Case Study:**
- Jones, S. R., & Abes, E. S. (2003). Developing student understanding of HIV/AIDS through community service-learning: A case study analysis. *Journal of College Student Development*, 44, 470-488.
- Jones, S. R., Rowan-Kenyon, H. T., Ireland, S. M., & Niehaus, E. (2012). The meaning students make as participants in short-term immersion programs. *Journal of College Student Development*, 53, 201-220. doi: 10.1353/csd.2012.0026
- Kezar, A. (2006). Redesigning for collaboration in learning initiatives: An examination of four highly collaborative campuses. *Journal of Higher Education*, 77, 804-838.
- Park, J. J. (2012). “Man, this is hard”: A case study of how race and religion affect cross-racial interaction for Black students. *Review of Higher Education*, 35, 567-593.
- Quaye, S. J. (2012a). Think before you teach: Preparing for dialogues about racial realities. *Journal of College Student Development*, 53, 542-562.
- Quaye, S. J. (2012b). White educators facilitating discussions about racial realities. *Equity & Excellence in Education*, 45, 100-119. doi: 10.1080/10665684.2012.643684
- Rhoads, R. A. (1995). Whales tales, dog piles, and beer goggles: An ethnographic case study of fraternity life. *Anthropology & Education Quarterly*, 26, 306-323.
- f. **Mixed methods:** [This list of readings also includes selections about the philosophical orientation and practice of mixed methods research. I recommend you begin with these (noted with an asterisk *), as well as Jones, Torres, and Arminio (2014, pp. 149-155) if you intend to focus your review on mixed methods as a methodology. If you think you will pursue a mixed methods dissertation, I encourage you to enroll in the course on mixed methods offered by EDFI.]
- Chesbrough, R. D. (2011). College students and service: A mixed methods exploration of motivations, choices, and learning outcomes. *Journal of College Student Development*, 52, 687-705.
- *Creswell, J. W. (2011). Controversies in mixed methods research. In N. K. Denzin & Y. S. Lincoln (Eds.), *The Sage handbook of qualitative research* (4th ed., pp. 269-283). Thousand Oaks, CA: Sage.
- Ivankova, N. V., & Stick, S. L. (2006). Students’ persistence in a distributed doctoral program in educational leadership in higher education: A mixed methods study. *Research in Higher Education*, 48, 93-135. doi: 10.1007/s11162-006-9025-4
- Parmelee, J. H., Perkins, S. C., & Sayre, J. J. (2007). “What about people our age?”: Applying qualitative and quantitative methods to uncover how

political ads alienate college students. *Journal of Mixed Methods Research, 1*, 183-199.

Sirin, S. R., & Fine. M. (2007). Hyphenated selves: Muslim American youth negotiating identities on the fault lines of global conflict. *Applied Development Science, 11*, 151-163.

*Tashakkori, A., & Teddlie, C. (1998). Introduction to mixed method and mixed model studies in the social and behavioral sciences. In *Mixed methodology: Combining qualitative and quantitative approaches* (pp. 20-39). Thousand Oaks, CA: Sage.

*Teddlie, C., & Tashakkori, A. (2011). Mixed methods research: Contemporary issues in an emerging field. In N. K. Denzin & Y. S. Lincoln (Eds.), *The Sage handbook of qualitative research* (4th ed., pp. 285-299). Thousand Oaks, CA: Sage.

Torres, V. (2006). A mixed method study testing data-model fit of a retention model for Latino/a students at urban universities. *Journal of College Student Development, 47*, 299-318.

g. **“Naturalistic inquiries” and other methodological approaches:** [The following articles represent qualitative approaches which do not neatly align with the above categories, or which introduce other methodologies. I provide them here as a starter list, in case you may be inclined to navigate without a rudder. ☺]

i. **Critical discourse analysis:**

Patton, L. D. (2014). Preserving respectability or blatant disrespect? A critical discourse analysis of the Morehouse Appropriate Attire Policy and implications for intersectional approaches to examining campus policies. *International Journal of Qualitative Studies in Education, 27*, 724-746.

ii. **Naturalistic inquiry:**

Stewart, D.-L. (2015). Know your role: Black college students, racial identity, and performance. *International Journal of Qualitative Studies in Education, 28*(2), 238-258. doi: 10.1080/09518398.2014.916000

Strayhorn, T. L. (2011). Singing in a foreign land: An exploratory study of gospel choir participation among African American undergraduates at a predominantly White institution. *Journal of College Student Development, 52*, 137-153. doi: 10.1353/csd.2011.0030

4. **Qualitative Research Design Paper (40% of course grade).** Thoroughly conceiving your own research design follows from considering the research design choices made by others. This will also be a required aspect of your dissertation proposal (i.e., Chapter 3) regardless of what research paradigm(s) and methodology(ies) you choose. In light of that reality, this assignment asks you to produce a complete research design for a qualitative research project. This can be related to your intended dissertation topic or instead allow you to explore a topic of interest to you (but to which you have not yet committed as a dissertation topic) using qualitative methods. Given the constraints of the semester, you are **not** expected to implement this design. This project will also enable you to make connections between different methodological approaches and research design. Every step of the research process involves decisions that the

researcher must make and justify. Your project will provide you with experience in thinking through these decisions and developing justifications. The following questions and points should be addressed in your paper, which should be approximately **20-25 pages** (*excluding cover page and reference list*):

- a. Develop a researchable question that emerges from and is consonant with an identified research paradigm and, if appropriate and desired, a theoretical perspective.
- b. Identify a methodological tradition or strategy of inquiry that fits your research questions (e.g., narrative, phenomenology, grounded theory, ethnography, case study, mixed methods*). What guides your decision to select one strategy over another? **If you elect to design a mixed methods study, focus this assignment on the design related to the qualitative portion of it.*
- c. Select specific methods of data collection. Why have you selected these methods? What are the benefits and limitations?
- d. Determine appropriate analytic strategies for analyzing data and developing themes and warrants for those themes. What guides your decisions regarding analysis? How are your analytic strategies connected to your methodological approach?
- e. Consider the ethical dilemmas faced when engaged in such a project. What ethical issues may emerge? How might you anticipate these in your research design? Why does thinking through ethical issues matter?
- f. Comment on the significance of this project and implications for future research. Is there a larger purpose your research serves?
- g. Appendices. There should be an appendix (preferably the first one) that contains an annotated bibliography of at least five articles that address the focus of your project. You need to know something about your topic and existing research in order to develop feasible and relevant research questions, as well as good, responsible, and responsive interview questions or observation strategies. You should also include appendices that contain your recruitment scripts, interview and/or observational protocols.

In the course of completing this project, you will engage in peer review of another student's work in progress. This will provide each of you with the opportunity to both demonstrate your understanding of the material, as well as to provide and receive constructive feedback. This feedback should help you produce a stronger final paper. Please note that timeliness on this assignment is imperative as the feedback you provide (and receive) will enable each of you to improve on your final report. Remember, the key to a strong cohort/learning community is to "use each other as resources, not as benchmarks" (C. Borges, personal communication, date unknown).

Due dates: First draft to peer reviewer – November 10, 2016; Peer reviewer feedback – December 1, 2016; Final paper – December 15, 2016

Evaluation and Grading

Class Participation	10 pts
Self as Research Instrument	25 pts
Methodology Review	25 pts
<u>Qualitative Research Design</u>	<u>40 pts</u>

100 pts

Late Assignments

I recognize your right to make decisions in your best interest and to prioritize other concerns above your coursework. However, I also maintain my right to schedule my work effectively to allow me to address my myriad concerns. Therefore, out of respect to both those possibly competing liberties and, most importantly, to maintain some level of equity within the course, the following policy pertaining to late assignments will be upheld:

1. All assignments are due by the beginning of the class period of the day listed in the Course Schedule through Canvas as noted above. Since assignments are due at the beginning of the class period, there is no need to miss class to finish an assignment. If you do not have your assignment ready by the beginning of class, **it will be noted as late**. Nevertheless, you are expected to join your colleagues in class and contribute to the discussion.
2. Assignments submitted within three weeks of the original due date and time will be accepted and graded. However, the assigned grade will be reduced according to the following schedule:
 - a. Assignments submitted up to one week late receive a one grade level reduction. In other words, if your late assignment earns a grade of “A”, your grade will be reduced to a “B.”
 - b. Assignments submitted between one and two weeks after the due date will receive a two grade level reduction. An “A” assignment submitted two weeks late will be reduced to a “C”; a “B+” grade will be reduced to a “D+.”
 - c. Assignments submitted between two and three weeks after the due date will receive a three grade level reduction. An “A” assignment submitted three weeks late will be reduced to a “D”; a “B” grade will be reduced to a “F.”
 - d. No assignment will be accepted later than three weeks after the original submission date. Failure to submit an assignment within the three-week time period will result in *zero* points for the assignment.
3. Extenuating circumstances: I am aware that it is impossible to consider all the possible circumstances that may prevent you from the timely submission of your assignments. I am sensitive to some of those circumstances. Illness and family emergencies are valid reasons for submitting work after a posted deadline. However, assignments for other classes or a particularly busy work schedule are not. If you will miss a class and/or be unable to submit an assignment on time, please contact me, in advance if possible, so that arrangements to cover class material and/or to submit an assignment late can be made. I will also gladly accept assignments prior to their scheduled due dates.
Assignments submitted late as a result of unforeseen, emergency circumstances and by the new deadline negotiated between me and you will not be graded down per the policy noted here.

Advanced Review Opportunity

I understand that some students may wish to seek additional feedback on an assignment before final submission. I also want to balance that need with maintaining a manageable workload and providing equitable opportunities for everyone to receive additional support and assistance. This

latter need takes into account people's differential awareness of the availability of such support and anxieties which may attend doing so without invitation. In light of this, I have created the following policy to guide my advanced review of assignments.

If you want me to review an assignment in advance of final submission by its due date as noted in your syllabus, you must abide by the following procedures:

1. Your draft must be submitted **no later than 2 weeks before** the assignment's due date as noted on the course syllabus. For example, if the assignment is due by class time on September 29, then your draft must be submitted to me by class time on September 15. I will commit to returning feedback to you no later than one week before the assigned due date.
2. Your draft must be **proofread and mostly free of typos and APA errors**. I will not function as your copyeditor. Please see the APA materials distributed to you at the workshop during Graduate Student Orientation for assistance with technical writing issues. You may also find it beneficial to seek the assistance of a writing tutor in the Learning Commons. Perfect grammar and APA does not ensure an "A" paper, but sloppy grammar and APA will certainly jeopardize an "A" grade.
3. In light of #2, my review will be **limited to the quality of the content** of your paper and will address only the following questions:
 - a. Have you adhered to the parameters of the assignment?
 - b. Is your argument coherent and logical?
 - c. Have you supported any and all interpretations, analyses, and conclusions with adequate and appropriate evidence?
 - d. I will **not** include a preliminary grade for your assignment with my comments. This is not a tool for you figure out how to get an "A" by thinking you can simply "fix" whatever issues I point out.
4. You may only submit **one draft** to me for advanced review per semester, per class. This has two implications:
 - a. I will not review more than one draft of the same assignment.
 - b. You may not submit more than one assignment for advanced review.
5. You must submit your draft to me **electronically via email** (NOT on Canvas) as a Microsoft Word document, unlocked for comments and editing.
6. When you submit the final assignment, you must **include the PDF copy of my feedback** as it was returned to you on your advanced review draft as an appendix to your paper.

Re-Writes

After you have received your grades for your Self as Research Instrument and Methodology Review Papers, you may elect to rewrite one of those papers, *if* your grade is below a "B". **All re-writes will be due no later than November 17, 2016**. I will only record the best grade you receive on the assignment you rewrite. Only students who submit these papers on time (see the Late Assignment Policy above) will be allowed the option to re-write.

Course Outline

Key: JTA = Jones, Torres, & Arminio (2014)

Introduction	
Week 1 Aug 25	What is Qualitative Research? Creswell, Chapter 1 (pp. 1-14) JTA, Preface (pp. xi-xv)
Unit 1	
Research Paradigms and Theoretical Perspectives in Qualitative Research	
Week 2 Sept 1	It Matters How You See It: Research Paradigms Creswell, Chapter 2, pp. 15-27 Burbules & Rice (1991) JTA, Chapter 1 Lincoln, Lynham, & Guba (2011) Talbut (2004)
Sept 8	D-L presenting at Trans* Studies Conference, Tucson AZ – No Class
Week 3 Sept 15	Using Theoretical Perspectives in Qualitative Research Creswell, Chapter 2, pp. 28-41 Ladson-Billings (1995) JTA, Chapter 3 Olesen (2011) Broido & Manning (2002) Watts (2006)
Week 4 Sept 22	Considerations in Qualitative Inquiry I Creswell, Chapter 3 Fine (1994) Nicolazzo (2014) JTA, Chapter 2 Lather (1986a) Scheurich & Young (1997) Harding (1995) Dickson-Swift, James, Kippen, & Liamputtong (2009)
Unit 2	
Qualitative Research Methodologies	
Week 5 Sept 29	Surveying the Field: An Overview Creswell, Chapter 4, skim Chapter 5 (exemplars) JTA, Chapter 4 Self as Research Instrument Paper Due
Week 6 Oct 6	A Closer Look: Phenomenology & Grounded Theory Halldorsdottir (2000) Racher & Robinson (2012) Wertz (2005) Charmaz (2003)
Week 7 Oct 13	A Closer Look: Ethnography, Narrative, & Case Study Atkinson & Hammersley (1994) Baxter & Jack (2008) Josselson & Lieblich (2003) Ollerenshaw & Creswell (2002)
Unit 3	
Research Questions, Sampling, & Data Collection Procedures in Qualitative Research	
Week 8 Oct 20	Setting Up the Study: Initial Decisions Creswell, Chapter 6 Baxter Magolda & King (2007) JTA, Chapter 5 Guest, Bunce, & Johnson (2006) Scott (1991) Methodology Review Paper Due
Week 9 Oct 27	The Art & Science of Data Collection Strategies Creswell, Chapter 7 Document analysis: Whitt (1992) JTA: Chapter 6 Emerging methods: Harper (2002) Observations: Dickie (1997), Glesne (2006) Interviews (<i>Choose 2 + skim Josselson, 1996</i>): Fontana & Frey (2000), Kvale & Brinkman (2009), Patton (2002), Seidman (2006)

Unit 4	Data Analysis in Qualitative Research
Week 10 Nov 3	Doing Data Analysis Creswell, Chapter 8 JTA, Chapter 7 Wolcott (2001) Glesne & Peshkin (1992) Saldaña (2013) Drisko (2013) St. Pierre & Jackson (2014)
Nov 10	D-L traveling to ASHE – No Class 1st Draft of Qualitative Research Design Due to Peer Reviewer
Week 11 Nov 17	Doing “Good” Qualitative Research Creswell, Chapter 10 JTA, Chapter 8 Morrow (2005) Shenton (2004) Lather (1986b) Weis, Fine, Weseen, & Wong (2001) Magolda & Weems (2002) Schwandt (2007)
Nov 24	Thanksgiving Recess – No Class
Unit 5	Writing Findings in Qualitative Research
Week 12 Dec 1	Interpretations and Representations Creswell, Chapters 9 & 11 Nicolazzo (2016) Richardson & St. Pierre (2005) Qualitative Research Design – Peer Reviewer Feedback Due
Unit 6	Challenges and Future Directions in Qualitative Research
Week 13 Dec 8	“This is Messy Work” JTA: Chapter 9 Hammersley (2008) Stewart (2010) Merchant (2001) Zurita (2001) Weinberg (2002)
Week 14 Dec 15	Student Learnings and Reflections Qualitative Research Design Paper Due