

APPROVAL FORM FOR
COURSES
MISSISSIPPI STATE UNIVERSITY

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NOTE: This form is a cover sheet that must accompany the course change proposal. The actual proposal should be prepared in accordance with format requirements provided in the *Guide and Format for Curriculum Proposals* published by the UCCC. Both cover sheet and proposal should be submitted, along with all required copies, to UCCC, Butler-Williams Building, Suite B, 100 Walker Road, Mail Stop 9699 (325-0831).

College or School: Education

Department: Leadership and Foundations

Contact Person: Stephanie King

Phone: 5-7066 **E-mail:** SKing@colled.msstate.edu

Nature of Change: AOCE Approval

Date Initiated: 1/18/11 **Effective Date:** Upon Approval

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
EDF	9453	Introduction to Qualitative Research in Education	(3)

Current Catalog Description:

Introduction to qualitative research, including theoretical considerations and applied methods, techniques, and analysis of field based educational research.

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
			()

New or Modified Catalog Description:

No change

Approved: Grantie Williams

Department Head

Date: 5-4-11

Dana Frantz

Chair, College or School Curriculum Committee

5/4/11

[Signature]

Dean of College or School

5/4/11

[Signature]

Chair, University Committee on Courses and Curricula

9.27.11

Chair, Graduate Council (if applicable)

Peter L. Ryan

Chair, Deans Council

October 23rd, 2011

COURSE APPROVAL FOR DISTANCE EDUCATION (AOCE)
EDF 9453 – INTRODUCTION TO QUALITATIVE RESEARCH IN EDUCATION

CATALOG DESCRIPTION

EDF 9453. Introduction to Qualitative Research in Education. (3) Three hours lecture. Introduction to qualitative research, including theoretical considerations and applied methods, techniques, and analysis of field based educational research.

JUSTIFICATION FOR AOCE OFFERING

The proposed course is a course requirement in the Ph.D. program in Community College Leadership, which is offered through Campus 5 (AOCE). The benefit for the course to be offered through AOCE is that students, many of whom work full-time in their local community colleges, are able to work and further their education. The extra value students will receive from the Campus 5 course compared to a face-to-face Campus 1 course is primarily convenience in that they will be able to live and work in their local communities and attend class. The degree program has been approved and offered as a Campus 5 since its inception.

LEARNING OUTCOMES

To successfully complete the course, students are expected to achieve the following specific objectives.

1. Students will understand the historical, theoretical, and philosophical basis of scientific research, the changing paradigms of research, and assumptions of knowledge and understanding. CFPO 1,5,7,8,9
2. Students will learn various applied methods and techniques of field based educational research including, but not limited to, case study, participant observation, and unobtrusive measures. CFPO 1,2, 7,8,11
3. Students will conduct field based studies, including data gathering and recording, utilizing appropriate techniques. CFPO 7,8
4. Students will analyze their studies through use of acceptable analytic techniques and will present findings in appropriate forms. CFPO 1,7

DETAILED COURSE OUTLINE OF CAMPUS 1

A copy of the current Campus 1 course syllabus is included.

DETAILED COURSE OUTLINE OF CAMPUS 5

A copy of the proposed Campus 5 course syllabus is included. The course content has been adapted for distance learning in both the weekend format and the online format. For the weekend format, the content has been adapted to fit a Friday night and Saturday schedule. For the online format, content has been adapted by providing a number of instructional materials for students to explore, an online exam, structured discussion board activities, email feedback, and projects. The required period of time to be spent on each major topic in clock-hours is listed. These hours are based on the time students should spend reading and learning about a topic and the time spent on the related activities.

Content Area	Face-to-Face	Online, Internet, Web-based
<p>Understanding qualitative research</p> <p>a. Historical perspectives</p> <ol style="list-style-type: none"> 1. Development of positivism 2. Scientific method <p>b. Changing paradigms</p> <ol style="list-style-type: none"> 1. Logical positivism 2. Postpositivism, deconstructionism, reconstructionism <p>c. Assumptions of knowledge and understanding</p>	8 contact hours (lectures, feedback, discussion)	7 contact hours (PowerPoint lecture outlines to accompany suggested references, email feedback)
Structured Discussion Board Session	N/A	1 contact hour
<p>Methods and techniques of field based research</p> <p>a. Case study</p> <ol style="list-style-type: none"> 1. Descriptive, interpretative, evaluative 2. Testing theory, building theory <p>b. Participant observation</p> <ol style="list-style-type: none"> 1. Participant vs participant observer 2. Ethnographic record and descriptive observations 3. Analysis: Domain, taxonomic, component <p>c. Ethnographic interview</p> <ol style="list-style-type: none"> 1. Language and field work 2. Taxonomy of Ethnographic questions <p>d. Key informant</p> <ol style="list-style-type: none"> 1. Selection 2. Use 3. Protection <p>e. Unobtrusive measures</p> <ol style="list-style-type: none"> 1. Physical traces and archives 2. Observation 3. Approximations to knowledge 	18 contact hours (lectures, feedback, discussion)	16 contact hours (PowerPoint lecture outlines to accompany suggested references, email feedback)
Structured Discussion Board Session	N/A	1 contact hour
<p>Conducting studies using field based methods and techniques</p> <p>a. Initial questions</p> <ol style="list-style-type: none"> 1. Problems and understanding 2. Scope <p>b. Site selection</p> <ol style="list-style-type: none"> 1. Criteria 2. Entrance and availability 	8 contact hours (lectures, feedback, discussion)	7 contact hours (PowerPoint lecture outlines to accompany suggested references, email feedback)
Structured Discussion Board Session	N/A	1 contact hour
<p>Analysis and results</p> <p>a. Data analysis</p> <ol style="list-style-type: none"> 1. Matrix 2. Pattern coding 	8 contact hours (lectures, feedback, discussion)	7 contact hours (PowerPoint lecture outlines to accompany suggested references, email feedback)

3. Context chart 4. Cross-site analysis b. Presentation of results 1. Grounded theory 2. Ethnographer as storyteller		
Structured Discussion Board Session	N/A	1 contact hour
General discussion board session	N/A	1 contact hour (minimum, spread throughout the course)
Exam (1, 3 hour online exam)	3 contact hours	3 contact hours
Total	45 contact hours	45 contact hours

METHOD OF EVALUATION

The proposed methods for evaluating a student's performance are included on the enclosed syllabus. Methods include an exam, projects, and participation. Means of evaluation are listed separately with the respective weight assigned to each.

- Participation – 20%
- Portfolio of class assignments – 20%
- Research report – 20%
- Critique of peer's research report – 20%
- Final exam – 20%

ACADEMIC MISCONDUCT

For online delivery, measures that will be put in place to deter academic misconduct include random ordered questions and time sensitive exam.

TARGET AUDIENCE

The target audience is professionals in the field who are currently working in communities that may be some distance from the campuses of MSU. Only distance students will be allowed to enroll in the course or degree program.

METHOD OF INSTRUCTION

The method of instruction is lecture.

METHOD OF DELIVERY

The method of delivery for the AOCE course is web-based or through a weekend format. Detailed information on how the subject material is delivered through distance learning is documented in the table above and includes resources, exam, times for discussion, and projects. For online delivery, student participation and interaction is achieved through required participation in the Discussion Board.

DELIVERY STATEMENT

The submitted AOCE course will not violate the Provost's policies on Campus 5 offerings.

SUPPORT

A letter of support is included with the course proposal. The letter of support is written by the department curriculum committee chair. The names of all the committee members or department/program faculty are included. Committee/faculty members have indicated their approval by signing the letter. There are no anticipated changes in support including personnel and material requirements. In the Department of Leadership and Foundations, there are four faculty members qualified to teach the EDF courses. One support staff member in the Department of Leadership and Foundations is available to assist with the program. Library support is provided both online and on campus. No special laboratories or equipment are required.

B. SPECIAL NOTES

CROSS-LISTING

N/A

EFFECTIVE DATE

Upon Approval

EFFECT ON OTHER COURSES

The course will be included in the curriculum of the Ph.D. in Community College Leadership Program in the Department of Leadership and Foundations. It will complement existing courses in the program.

CONTACT PERSON

Stephanie King, 662.325.7066., SKing@colled.msstate.edu

COURSE SYLLABUS

Course prefix and number: EDF 9453

Course title: Introduction to Qualitative Research in Education

Credit hours: 3 Semester Hours

Type of course: Lecture (delivered online or weekend)

Catalog description:

Three hours lecture. Introduction to qualitative research, including theoretical considerations and applied methods, techniques, and analysis of field based educational research.

Learning Outcomes:

To successfully complete the course, students are expected to achieve the following specific objectives.

1. Students will understand the historical, theoretical, and philosophical basis of scientific research, the changing paradigms of research, and assumptions of knowledge and understanding. CFPO 1,5,7,8,9
2. Students will learn various applied methods and techniques of field based educational research including, but not limited to, case study, participant observation, and unobtrusive measures. CFPO 1,2, 7,8,11
3. Students will conduct field based studies, including data gathering and recording, utilizing appropriate techniques. CFPO 7,8
4. Students will analyze their studies through use of acceptable analytic techniques and will present findings in appropriate forms. CFPO 1,7

Topics covered in the course:

Content Area	Face-to-Face	Online, Internet, Web-based
Understanding qualitative research d. Historical perspectives 3. Development of positivism 4. Scientific method e. Changing paradigms 3. Logical positivism 4. Postpositivism, deconstructionism, reconstructionism f. Assumptions of knowledge and understanding	8 contact hours (lectures, feedback, discussion)	7 contact hours (PowerPoint lecture outlines to accompany suggested references, email feedback)
Structured Discussion Board Session	N/A	1 contact hour
Methods and techniques of field based research f. Case study 3. Descriptive, interpretative, evaluative 4. Testing theory, building theory g. Participant observation	18 contact hours (lectures, feedback, discussion)	16 contact hours (PowerPoint lecture outlines to accompany suggested references, email feedback)

<ul style="list-style-type: none"> 4. Participant vs participant observer 5. Ethnographic record and descriptive observations 6. Analysis: Domain, taxonomic, component <ul style="list-style-type: none"> h. Ethnographic interview <ul style="list-style-type: none"> 3. Language and field work 4. Taxonomy of Ethnographic questions i. Key informant <ul style="list-style-type: none"> 4. Selection 5. Use 6. Protection j. Unobtrusive measures <ul style="list-style-type: none"> 4. Physical traces and archives 5. Observation 6. Approximations to knowledge 		
Structured Discussion Board Session	N/A	1 contact hour
<ul style="list-style-type: none"> Conducting studies using field based methods and techniques <ul style="list-style-type: none"> c. Initial questions <ul style="list-style-type: none"> 3. Problems and understanding 4. Scope d. Site selection <ul style="list-style-type: none"> 3. Criteria 4. Entrance and availability 	8 contact hours (lectures, feedback, discussion)	7 contact hours (PowerPoint lecture outlines to accompany suggested references, email feedback)
Structured Discussion Board Session	N/A	1 contact hour
<ul style="list-style-type: none"> Analysis and results <ul style="list-style-type: none"> c. Data analysis <ul style="list-style-type: none"> 5. Matrix 6. Pattern coding 7. Context chart 8. Cross-site analysis d. Presentation of results <ul style="list-style-type: none"> 3. Grounded theory 4. Ethnographer as storyteller 	8 contact hours (lectures, feedback, discussion)	7 contact hours (PowerPoint lecture outlines to accompany suggested references, email feedback)
Structured Discussion Board Session	N/A	1 contact hour
General discussion board session	N/A	1 contact hour (minimum, spread throughout the course)
Exam (1, 3 hour online exam)	3 contact hours	3 contact hours
Total	45 contact hours	45 contact hours

Required texts:

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Merriam, S. B. (1997). *Qualitative research and case study applications in education*. San Francisco: Jossey-Bass.

Glesne, C. (2010). *Becoming qualitative researchers: An introduction* (4th ed.). New York: Longman.

Methods of instruction:

Methods of instruction include lecture, demonstration, practice, and discussion.

Suggested student activities:

1. Conduct field studies. (Objectives 2, 3, 4)
2. Compile portfolios of work. (Objectives 1, 2, 3, 4)
3. Participate in class discussion. (Objectives 1, 2, 3, 4)
4. Present research designs, methodologies, and findings in class. (Objectives 1, 2, 3, 4)
5. Demonstrate appropriate research techniques. (Objectives 2, 3, 4)

Mississippi State University Honor Code:

"As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do." Please see <http://students.msstate.edu/honorcode/> for more information.

Technology: Technology will be used extensively in the course delivered online. Students will retrieve information and presentations, link to reading materials, review the requirements for and submit assignments, take the exam, participate in discussions, and communicate with the instructor using myCourses. Technology will be used in the weekend format as the instructor and students present material.

Diversity: Diversity will be addressed in the projects.

Disability:

Reasonable accommodations will be provided to any student who demonstrates, through appropriate documentation, a qualified disability. Please contact the instructor for more information.

Field component: There will not be a field component.

Evaluation of student progress:

Evaluation will include the items listed below. Students' grades are based on the following:

- Participation – 20%
- Portfolio of class assignments – 20%
- Research report – 20%
- Critique of peer's research report – 20%
- Final exam – 20%

Grading is on a 10-point scale as follows:

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = Below 60

Bibliography:

Bernard, H. R. (1994). *Research methods in anthropology: Qualitative and quantitative approaches* (2nd ed.). Thousand Oaks, CA: Sage.

Bruner, D. D. (1994). *Inquiry and reflection: Framing narrative practice in education*. New York: SUNY Press.

Bullough, Jr., R. V. (1995). *Becoming a student of teaching: Methodologies for exploring self and school context*. New York: Garland.

Cooper, J. M. (Ed.). (1995). *Teachers problem solving: A casebook of award-winning teaching cases*. Boston: Allyn and Bacon.

Davidson, O.N. (1991). *Case studies in abnormal psychology* (3rd ed.). New York: John Wiley.

Douglas, J. D. (1985). *Creative interviewing*. Beverly Hills, CA: Sage.

Eisner, E. W. (1991). *The enlightened eye: Qualitative inquiry and the enhancement of educational practice*. New York: Macmillan.

Emihovich, C. (Ed.). (1989). *Locating learning: Ethnographic perspectives on classroom research*. Norwood, NJ: Ablex.

Fosnot, C. T. (Ed.). (1996). *Constructivism: Theory, perspectives, and practice*. New York: Teacher's College.

Geertz, G. (1988). *Works and lives: The anthropologist as author*. Stanford, CA: Stanford University.

Gladwin, C. H. (1989). *Ethnographic decision tree modeling. Qualitative Research Methods Series, Volume 19*. Beverly Hills, CA: Sage.

Glesne, C., & Peskin, A. (1992). *Becoming qualitative researchers: An introduction*. White Plains, NY: Longman.

Hinely, R., & Ford, K. (1994). *Education in Edge City: Cases for reflection and action*. New York: St. Martin's.

Lancy, D. F. (1993). *Qualitative research in education: An introduction to the major traditions*. New York: Longman.

Light, R. J., Singer, J. D., & Willett, J. B. (1990). *By design: Planning research on higher education*. Cambridge, MA: Harvard University.

- Martusewicz, R. A., & Reynolds, W. M. (1994). *Inside out: Contemporary critical perspectives in education*. New York: St. Martin's.
- Merriam, S. B. (2002). *Qualitative research in practice: Examples and analysis*. San Francisco: Jossey-Bass.
- Patton, M. Q. (2001). *Qualitative research and evaluation methods* (3rd ed.). Newbury Park, CA: Sage Publications.
- Schubert, W. H., & Ayers, W. C. (Eds.). (1992). *Teacher lore: Learning from our won experiences*. New York: Longman.
- Spindler, G. (Ed.). (1982). *Doing the ethnography of schooling: Educational anthropology in action*. New York: Holt, Rinehart & Winston.
- Spradley, J. P. (1979). *The ethnographic interview*. New York: Holt, Rinehart & Winston.
- Spradley, J. P. (1980). *Participant observation*. New York: Holt, Rinehart & Winston.
- Van Maanen, J. (1988). *Tales of the field: On writing ethnography*. Chicago: University of Chicago.
- Wolcott, H. F. (1995). *The art of fieldwork*. Walnut Creek, CA: Altamira Press.
- Wolcott, H. F. (1994) *Transforming qualitative data: Description, analysis, and interpretation*. Thousand Oaks, CA: Sage.
- Wolcott, H. F. (1990). *Writing up qualitative research. Sage University Paper Series on Qualitative Research Methods, Volume 20*. Beverly Hills, CA: Sage.
- Yin, R. K. (1990). *Case study research: Design and methods* (2nd ed.). *Applied Social Research Methods Series, Volume 5*. Newbury Park, CA: Sage.

COURSE SYLLABUS

EDF 9453

Introduction to Qualitative
Research in Education

Credit: 3 semester hours (Prerequisites: EPY 8214; EDF 9373)

Catalog Description:

Three hour lecture. Theoretical considerations and applied methods, techniques, and analysis of field based educational research.

Objectives:

1. Students will understand the historical, theoretical, and philosophical basis of scientific research, the changing paradigms of research, and assumptions of knowledge and understanding. CFPO 1,5,7,8,9
2. Students will learn various applied methods and techniques of field based educational research including, but not limited to, case study, participant observation, and unobtrusive measures. CFPO 1,2, 7,8,11
3. Students will conduct field based studies, including data gathering and recording, utilizing appropriate techniques. CFPO 7,8
4. Students will analyze their studies through use of acceptable analytic techniques and will present findings in appropriate forms. CFPO 1,7

Topics To Be Covered:

1. Understanding qualitative research (9 hrs.)
 - a. Historical perspectives
 - (1) Development of positivism
 - (2) Scientific method
 - b. Changing paradigms
 - (1) Logical positivism
 - (2) Postpositivism, deconstructionism, reconstructionism
 - c. Assumptions of knowledge and understanding
2. Methods and techniques of field based research (18 hrs.)
 - a. Case study
 - (1) Descriptive, interpretative, evaluative
 - (2) Testing theory, building theory
 - b. Participant observation
 - (1) Participant vs participant observer
 - (2) Ethnographic record and descriptive observations
 - (3) Analysis: Domain, taxonomic, component
 - c. Ethnographic interview
 - (1) Language and field work
 - (2) Taxonomy of Ethnographic questions
 - d. Key informant
 - (1) Selection
 - (2) Use
 - (3) Protection
 - e. Unobtrusive measures
 - (1) Physical traces and archives

- (2) Observation
- (3) Approximations to knowledge
- 3. Conducting studies using field based methods and techniques (9 hrs.)
 - a. Initial questions
 - (1) Problems and understanding
 - (2) Scope
 - b. Site selection
 - (1) Criteria
 - (2) Entrance and availability
- 4. Analysis and results (9 hrs.)
 - a. Data analysis
 - (1) Matrix
 - (2) Pattern coding
 - (3) Context chart
 - (4) Cross-site analysis
 - b. Presentation of results
 - (1) Grounded theory
 - (2) Ethnographer as storyteller

Suggested Student Activities:

1. Conduct field studies.
2. Compile portfolios of work.
3. Participate in class discussion.
4. Present research designs, methodologies, and findings in class.
5. Demonstrate appropriate research techniques.

Methods of Instruction:

Lecture, demonstration, practice, and discussion

Evaluation of Student Progress:

Course evaluation will be based on a portfolio of all class assignments, the research report, and a critique of a peer's research report. Class preparation and participation, of course, are requirements. The research report is a planned qualitative study including: questions, methods, procedures, techniques, analysis, and writing. The grading scale is:

- A = Honors; highest quality work
- B = Pass; demonstrated understanding of course requirements

Texts:

American Psychological Association (2001). *Publication manual of the American Psychological Association* (5th ed.) Washington, DC: Author.

Merriam, S. B. (1997). *Qualitative research and case study applications in education*. San Francisco: Jossey-Bass.

Glesne, C. (1999). *Becoming qualitative researchers: An introduction* (2nd ed.) New York: Longman.

Others:

College of Education: *Doctoral Student's Guide*.

College of Education: *Graduate Program Handbook*.

Office of Graduate Studies: *Guidelines for Preparing Dissertations and Theses*.

Bibliography:

Bernard, H.R. (1994). *Research methods in anthropology: Qualitative and quantitative approaches* (2nd ed.). Thousand Oaks, CA: Sage.

Bruner, D.D. (1994). *Inquiry and reflection: Framing narrative practice in education*. New York: SUNY Press.

Bullough, Jr., R.V. (1995). *Becoming a student of teaching: Methodologies for exploring self and school context*. New York: Garland.

Cooper, J.M. (Ed.) (1995). *Teachers problem solving: A casebook of award-winning teaching cases*. Boston: Allyn and Bacon.

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Geertz, G. (1988). *Works and lives: The anthropologist as author*. Stanford, CA: Stanford University.

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Schubert, W.H., & Ayers, W.C. (Eds.) (1992). *Teacher lore: Learning from our won experiences*. New York: Longman.

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Wolcott, H. F. (1990). *Writing up qualitative research*. Sage University Paper Series on Qualitative Research Methods, Volume 20. Beverly Hills, CA: Sage.

Yin, R. K. (1990). *Case study research: Design and methods* (2nd Ed.). Applied Social Research Methods Series, Volume 5. Newbury Park, CA: Sage.