

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

Korynne Taylor-Dunlop Ed.D. Associate Professor
235 Mill Creek Drive
Southold, New York 11971
631-765-8344-home
561-271-9846-cell

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*

Students will be given qualitative dissertations for 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.

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, April 8, 2011

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, April 9, 2011

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: Brett Truitt, Alesia Holowinski, Alice Kane (cohort 9)

Qualitative technology software: Nvivo, Qualrus

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:

Handout: Bloom's Taxonomy applied to portfolios:

Sunday, April 10, 2011

Discussion of Qualitative Dissertations

Handouts on Qualitative Methodology

Development of Interview Protocols

Assignment due May 6, 2011: 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.

Guest Speaker: Dr. Jenny Valentine

Friday, May 6, 2011

Present focus group and interview findings

Guest Speaker (s)- Dr. Peggy Staib

Dr. Camille Sullivan

Saturday, May 7, 2011

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, May 8, 2011

The portfolio as a qualitative artifact: Show and tell

Summary