

EDF 9463 – Qualitative Data Collection in Education
Mississippi State University, Fall 2014
(Syllabus subject to change with notification)

Instructor: Nicole Leach	Email: nl430@msstate.edu
Office: Allen Hall 540	Time: W 6:00 – 8:50pm
Office hours: T/Th 2-4pm; W 4-6pm	

Required Text

Creswell, J. (2013). *Qualitative inquiry and research design: Choosing among five approaches*. Los Angeles, CA: SAGE Publications.

Nagar, R. (2006). *Playing with fire feminist thought and activism through seven lives in India*. Minneapolis, MN: University of Minnesota Press.

Rubin, H. & Rubin, I. (2012). *Qualitative interviewing: The art of hearing data*. Thousand Oaks, CA: SAGE Publications.

Course Description

This course examines interviewing, observation, and document analysis in educational research. The focus is on designing and conducting a research project utilizing multiple interviews, observations, and documents in an educational setting. Topics include types of interviewing/observation/documents; relationships between interviewers/observers and respondents/participants; types of respondents/participants and their selection; interview/observation contexts, content, and structures; and ethical issues.

Code of Conduct:

An environment conducive to learning is one in which the opinions of others are respected, distractions are minimal, and all feel free to actively participate and take ownership of their learning.

- Everyone is expected to be actively engaged. My classroom is designed around active learning - which requires students to be active.
- Comments should be relevant to content and supported with evidence – this includes relevant personal experiences.
- Inappropriate comments about other students will not be tolerated. We are all learners on this journey and differing perspectives help to make a rich learning environment.
- Don't come to me with just a problem, come with possible solutions.
- My role as instructor is to provide you with resources and facilitate you meeting the course objectives. In this course, you are expected to take ownership of your education.
- Regarding phones and food, please exercise good judgment and respect the classroom environment.

Statement of Student Rights:

Any student with a documented disability who may require special accommodations should notify the instructor the first week of class to receive effective and timely accommodations. Special accommodations cannot be made for students who do not inform the instructor in a timely fashion or who do not involve Disability Support Services. Accommodations cannot be made retroactively. The Student Support Services office is located in Montgomery Hall.

<http://www.sss.msstate.edu/>

Method of Evaluation

Muddy Points	30pts	A	90-100%	C	70-79%
IRB Protocol	20pts	B	80-89%	D	60-69%
Interesting Method	20pts			F	≤ 59
Research Project Presentation	30pts				

Muddy Points (30pts)

For each week of readings, you are to post in Blackboard a “muddy point” – that is, an unanswered question you have after completing the readings, an issue that you don’t fully understand, something in the reading that you disagree with (these are always fun on the boards!), or something that you just need clarification on.

The first part of your assignment is to post a brief couple paragraphs describing your “muddy point” **in Blackboard**. Your response should be (1) thought-provoking, (2) incite discussion, and (3) demonstrate that you are attempting to work through the reading. The second part of your assignment is to respond to at least 2 of your classmates’ posts with a brief couple of paragraphs.

IRB Protocol (20pts)

Submit a description of your research project. You should include a 2-3 page literature review, your research objectives, purpose of the study, description of the study setting, description of target population, recruitment procedures, detailed data collection procedures, detailed consenting process, general interview questions, proposed data analysis procedures, and references. **Your advisor should be your Principal Investigator if you intend on this project being your dissertation.** Submit an electronic copy to Blackboard for grading and bring a hardcopy to class for a peer to provide feedback.

Interesting Method (20pts)

Find a data collection method that is interesting to you. We all know about interviews and observations, but there is a world of ways to collect data from people! Find a method that interests you (for example, textual analysis, historiography, visual analysis, photovoice, etc).

You will have 30 minutes (or so) to present your interesting method. In that time, you should give an overview of the method, describe the types of research questions this method is best suited to investigate, and discuss the strengths and weaknesses of the method.

Make your presentation interactive. If possible, give us a chance to try the method in class. Have fun! You can present anytime after the first week of class and before the last two weeks of class, just inform me at least one class before you intend to present. Only one presentation per class period – first come, first serve rule applies.

Research Project Presentation (30 pts)

Present your research to the class using powerpoint. Your presentation should be of the quality of a research conference presentation. The focus (and the majority of time spent in your presentation) should be on your methods section. You will have 20 minutes to present with an additional 5 minutes for questions afterward. At least 10 minutes should be on methods. The remaining time should be spent on describing the background/literature for your topic, research questions, anticipated results (you don't need to analyze your data, just describe what you think your data will say) and the importance of your study.

Academic Integrity:

Don't cheat. Cheating results in a loss of credit for the assignment and reporting of cheating activities to the University's Student Honor Code Council. All aspects of the University Code of Conduct applies to this course and you are responsible for understanding this code of conduct: <http://www.honorcode.msstate.edu>

Grading Rubric:

All assignments have a common grading rubric that encompasses three components (in order of importance): demonstration of critical thinking, addressing all components of the assignment description, and using basic writing skills. Critical thinking is the deep processing of material by asking/answering those "how" and "why" questions in relation to theory. Critical thinking can be demonstrated by using processes of critiquing, rationalizing, reasoning, providing arguments and counter-arguments, challenging assumptions, and drawing creative conclusions. Basic writing skills include professional language, use of evidence to support claims, adherence to grammatical norms, and adherence to APA or MLA format. If you need help with APA formatting, check the APA website or the Owl at Purdue website. www.apa.org
<http://owl.english.purdue.edu/owl/resource/560/01/>

Also, for any help with research you may contact Rachel Cannady in the MSU library (email: rcannady@library.msstate.edu).

	"A" or 3pts for Muddy Points: Exemplary	"B": Good	"C" or 1pt for Muddy Points: Competent	"D": Marginal	"E" or 0pts Muddy Points: Unacceptable
Critical Thinking	Addresses multiple perspectives, alternatives to claims are explained, extensively questions assumptions		Questions a perspective, alternatives to claims are provided, some consideration of assumptions		Adopts a single perspective with little question, no alternative to claims are provided, does not question assumptions
Components of Assignment	Addresses all components of assignment, demonstrates understanding of all concepts/theories		Missing a small portion of components of the assignment, minor misunderstandings of concept/theory		Missing a significant portion of components of the assignment, major misunderstandings of concept/theory
Basic Writing Skills	Consistent professional language and proper grammar, use of evidence to support every claim, consistent formatting		Few professional language and proper grammar errors, use of evidence to support most claims, few formatting errors		Severely lacks professional language and proper grammar, no use of evidence to support claims, lack of proper formatting

Late Assignments:

No late assignments will be accepted without documentation of an excused absence. A list of University approved excused absences can be found here: <http://www.students.msstate.edu/faqs/#absent>. All papers and discussion posts are due to **Blackboard** at **Noon** on the due date. Makeup exams will not be given unless documentation of an excused absence is provided.

Grievance Procedure:

If you believe there has been a mistake in scoring your work, respond to me in writing by email within 48 hours of receiving your work. The correspondence should note the nature of the mistake and provide a rationale for why you believe the grade should be changed.

Weekly Assignments **subject to change** (optional readings and resources will be given in class or posted to Blackboard)

Date	Topics/Activities	Readings
8/19 (W)	<u>Class Orientation</u> ; Syllabus; Select research project	
8/26 (W)	<u>Qualitative Theoretical Frameworks</u> ; Literature Review	Creswell: Chs 2 & 4
9/2 (W)	<u>Design and Data Collection</u> ; Identification, recruitment, and consenting process of participants	Creswell: Chs 3&7
9/9 (W) *IRB protocol due	<u>Ethics</u> ; How does your study protect participants?; Peer feedback on IRB protocol	Rubin: Ch14
9/16 (W)	<u>Interviewing</u> ; Peer feedback on first draft of interview questions; Mock interviews	Rubin: Chs 9&10
9/23 (W)	<u>Focusing the Study</u> : Introduction	Creswell: Ch6
9/30 (W)	<u>Ethnographic Field Strategies</u> ; Memo writing and journaling; Discussion of Playing with Fire	Nagar
10/7 (W)	<u>Unobtrusive Measures in Research</u> ; Document analysis plan; Peer feedback on first draft of observational protocol	
10/14 (W)	<u>CAQDAS</u> : Transcription	Rubin: pg. 239-242
10/21 (W)	<u>Data Analysis</u> : Data analysis plan	Creswell: Ch 8 Rubin: Ch12
10/28 (W)	<u>Validation</u> : validation plan	Creswell: Ch 10
11/4 (W)	<u>Writing</u>	Creswell: Ch9
11/11 (W)	PRESENTATIONS	
11/18 (W)*last day of class	PRESENTATIONS	