



HIED 696:01W ADVANCED RESEARCH METHODOLOGY: INTERPRETIVE INQUIRY COURSE SYLLABUS: SPRING 2013

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COURSE INFORMATION

Materials—Textbooks, Readings, Supplementary Readings:

Textbook Required:

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

Optional:

Marshall, C., & Rossman, G. B. (2010). *Designing qualitative research* (5th ed.). Thousand Oaks, CA: Sage.

Supplementary Readings:

Denzin, N. K., & Lincoln, Y. S. (Eds.). (2005). *The SAGE handbook of qualitative research* (3rd ed.). Thousand Oaks, CA: Sage.

LeCompte, M. D., Millroy, W. L., & Preissle, J. (1992). *The handbook of qualitative research in education*. San Diego, CA: Academic Press.

Plus one student-selected qualitative study taken from a journal or a collection of studies.

Course Description: A doctoral research tools course that provides a background and analysis of the interpretive act in all educational research. Designed to provide an in-depth study of the process of conducting research in the naturalistic paradigm, the course focuses on an examination of the major methodological traditions of this approach to research. Also included are the terminology and a consideration of the distinctions between the naturalistic and the rationalistic, or quantitative, methods of inquiry.

Student Learning Outcomes:

Upon completion of this course, the student will be able to

1. Demonstrate an understanding of the systematic process of research. Specifically, the student will be able to:
 - 1.1 Describe educational research as a systematic process of constructive inquiry.
 - 1.2 Discuss the fundamental procedures of conducting systematic inquiry.
2. Demonstrate an understanding of the foundations of interpretive inquiry in education. Specifically, the student will be able to:
 - 2.1 Describe qualitative educational research.
 - 2.2 Identify, compare, and contrast naturalistic and rationalistic designs.
 - 2.3 Describe the value of qualitative methodology in educational research.

3. Develop in-depth skills for interpretive research design. Specifically, the student will be able to:
 - 3.1 Identify and demonstrate ethnography.
 - 3.2 Identify and demonstrate case study.
 - 3.3 Identify and demonstrate phenomenology.
 - 3.4 Identify and demonstrate grounded theory.
 - 3.5 Identify and demonstrate biographical research.
 - 3.6 Identify and demonstrate program evaluation.
 - 3.7 Identify and demonstrate hermeneutics.
 - 3.8 Identify and demonstrate critical social science.
4. Demonstrate an understanding of naturalistic fieldwork. Specifically, the student will be able to:
 - 4.1 Identify and briefly describe five data gathering techniques: observation, interviewing, document collection, participation, and artifact collection.
 - 4.2 Identify and briefly describe four data recording techniques: field notes, photographs and photocopying, sound recording, and videotaping.
5. Develop basic skills in qualitative data analysis and reporting. Specifically, the student will be able to identify and briefly describe the following techniques:
 - 5.1 Coding and sorting.
 - 5.2 Interpretation.
 - 5.3 Drawing and verifying conclusions.
 - 5.4 Qualitative data presentation.
6. Demonstrate an understanding of the applications of interpretive inquiry in education. Specifically, the student will be able to:
 - 6.1 Identify research problems suitable for interpretive inquiry.
 - 6.2 Apply a qualitative method to a specific research problem.

COURSE REQUIREMENTS

Instructional Methods/Activities/Assessments

Review of lectures and readings in the course text as well as additional outside reading. This reading is necessary to serve as a basis for class discussion and understanding qualitative methodology. (Please note—many authors in the research literature have provided different interpretations that may actually be contradictory. If these contradictions prove to be obstacles, please use threaded discussion for clarification.)

Participation in weekly threaded discussion.

Critical review of five studies in text and one additional qualitative study taken from a journal or a collection of studies. These reviews are to be prepared in groups and should focus on the methods of the studies. A brief presentation of the study outside the text must be submitted to Doc Sharing.

A methodology exam.

Completion of an individual fieldwork assignment.

A brief paper (**maximum** of six pages) that comprises the **research method** for a specific **qualitative** research proposal—i.e., this paper should resemble the Method of Procedure section of a dissertation proposal, preceded by a one-sentence purpose statement. **PLEASE NOTE:** Late submissions will not be accepted. Papers must be **THOROUGHLY EDITED BEFORE** submission and **MUST** conform to the *APA Style Manual* for writing accuracy.

Grading

The following criteria will be utilized for student evaluation:

Participation in class discussion—150 pts. (10 pts. each week)

Presentation of qualitative study (outside text)—20 pts.

Methodology exam—100 pts.

Proposal paper—30 pts.

Total possible—300 pts.

The minimum number of points required for each grade is as follows:

A—270

B—240

C—200

(Please remember, no grade below a B may be applied to a doctoral degree.)

TECHNOLOGY REQUIREMENTS

This course will be using the eCollege platform for course delivery and for all student submissions and discussion. All direct communication with the class and the professor will be conducted in the appropriate week's discussion session.

Access to the library's available databases via the student's MyLeo account will be required, unless the student prefers to use the library's holdings in person.

ACCESS AND NAVIGATION

To access the eCollege platform, students should type the following address into their internet browser: <https://leo.tamuc.edu/login.aspx>.

Students will need their CWID and password to log in to the course. Students who do not know their CWID or have forgotten their password should contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment (Texas A&M University-Commerce Procedure A12.08—see Student Guidebook, Policies and Procedures, Conduct).

All graduate students are expected to maintain high standards of academic integrity and honesty. Academic dishonesty, as defined in the Graduate Catalog, will incur a penalty commensurate with the severity of the infraction, from failure on the applicable assignment to failure in the course. A more severe infraction may also lead to a recommendation for suspension or expulsion.

Students with Disabilities:

The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact the **Office of Student Disability Resources and Services, Texas A&M University-Commerce, Gee Library, Room 132, Phone (903) 886-5150 or (903) 886-5835, Fax (903) 468-8148** (StudentDisabilityServices@tamuc.edu)

COURSE OUTLINE:

(Note: *Subject to change*)

Topic

Overview of research as inquiry; Interpretive aspect of inquiry
Comparison of paradigms; Qualitative methodology; Data collection methods

Ethnography
Case Study
Phenomenology
Grounded Theory
Biographical Research
Program evaluation
Hermeneutics
Critical Theory
Fieldwork /Data Collection
Data Analysis—Coding & sorting; Computer applications
Exam
Interpretation/Conclusions
Writing qualitative reports