



**HIED 689:01W ADVANCED RESEARCH METHODOLOGY: INTERPRETIVE INQUIRY
COURSE SYLLABUS SPRING 2018**

Instructor: Dr. Jon Travis, Regents Professor
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COURSE INFORMATION

Materials—Textbooks, Readings, Supplementary Readings:

Textbook Required:

Creswell, J. W., & Poth, C. N. (2017). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). Thousand Oaks, CA: Sage.

Optional:

Marshall, C., & Rossman, G. B. (2010). *Designing qualitative research* (5th ed.) [Note—6th ed. is currently in press]. Thousand Oaks, CA: Sage.

Supplementary Readings:

Denzin, N. K., & Lincoln, Y. S. (Eds.). (2017). *The SAGE handbook of qualitative research* (5th 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.

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 assessment.
- 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 online lectures and completion of assigned readings in the course text as well as additional outside reading. This reading is necessary to serve as a basis for discussion and understanding qualitative methodology. (Please note—many authors in the research literature have provided different interpretations that actually may be contradictory. If these contradictions prove to be obstacles, please use 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. The five studies in the text will be discussed (via Threaded Discussion) in conjunction with the applicable method. The reviews of the study outside the text are to be prepared in groups, should focus on the methods of the studies, and must be submitted to Doc Sharing.

A methodology exam.

Completion of an individual fieldwork assignment outside of class.

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 weighted criteria will be utilized for student evaluation:

Participation in weekly threaded 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.

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information, or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Texas Senate Bill 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to (<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

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 162, 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 Assessment

Hermeneutics

Critical Social Science

Exam

Fieldwork /Data Collection

Data Analysis

Interpretation/Conclusions

Writing qualitative reports