

Advanced Qualitative Research DPLS 726-Spring 2013

Table of Contents

Course Information	2
Description & Format	2
Objectives	3
Reading Materials	3
Assignments and Grading	5
Schedule of Class Topics and Reading Assignments	6
Other Readings and References	7

Course Information

Course Name: Advanced Qualitative Research

Course Number: DPLS 726sp13

Credits: 3

Day of the Week/Time: Friday, 6:00 to 10:00 pm

Dates: 18 Jan, 25 Jan, 08 Feb, 22 Feb, 08 March, 22 March **NO CLASS** Society for Applied Anthropology, 05 April, 12 April

Location: Tilford 405

Instructor: James Beebe

Email: beebe@gonzaga.edu

Phone: (o) 313-3484, (h) 456-2571, (c) 768-8312

Office Hours: Fridays when there is class, 3:00-4:00 pm. Other times by appointment.

Syllabus as of Jan 19, 2013. Changes in dates for assignments. Blackboard discussion should be working by COB Jan 19. Look for additional information on assignments, additional course documents on Blackboard, and information on Blackboard assignments by January 24.

Prior to the First Session, students must have on file the Certification of completion of the IRB training and the Certification of Receipt of the DPLS Respect for Others document.

Description & Format

Building upon the knowledge and experience acquired in DPLS 723 and DPLS 720 (both prerequisites), this course provides students with structured opportunities to think critically about qualitative research, review approaches while going in-depth on **one** approach, analyze, interpret, and report qualitative research. The course will be most useful to students who have decided to use one of the five research approaches identified by Creswell: narrative, phenomenology, grounded theory, ethnography, case study, or some combination of these approaches. Students will have an opportunity to analyze their own data set or can use data from the NVIVO tutorial. To use their own data, students will need typed transcripts of two interviews, each at least 30 minutes long, ready for use during the first session. Most students will probably use the NVIVO data and copies of the transcripts of selected interviews can be found as Blackboard documents (if you are using the 30 day free demo, do not download it until later in the term). This is a very ambitious course designed to prepare a student to successfully use qualitative research for a dissertation or to contribute to addressing a range of complex problems.

Objectives

By the end of the course the student should be able to:

- Articulate a nuanced understanding of some of the major critiques of qualitative research.
- Demonstrate a sophisticated and in-depth understanding of one of the approaches most relevant to future research with extensive reference to primary sources.
- Articulate implications of interpretive and critical approaches for the use of the chosen primary approach.
- Demonstrate skills in coding, data display, and data analysis.
- Demonstrate skills in interpreting qualitative data.
- Use Nvivo 10, qualitative analysis software, for preliminary analysis.
- Demonstrate skills in writing up qualitative research in clear, easy to understand prose.

Reading Materials

NOTE: I am aware that some of these texts have been assigned in other courses. This course assumes that you are familiar with the contents of Richards and Morse (2013) and Creswell (2013). If this assumption is not correct, you should begin by reading Richards and Morse and then Creswell focusing on the specific methodology that is of most interest to you.

NOTE WELL. You need the third edition of Creswell. Creswell is generally used as background and is considered a secondary source. The required books tend to be expensive (publisher's suggested prices are provided) and you are encouraged to compare prices. I usually start with <http://bookfinder.com> where new copies of the books including shipping can be as much as 40% cheaper.

Required Background Texts:

- Beebe, J (in press) Rapid qualitative inquiry: Team-based rapid assessment process (2nd ed.). AltaMira. You will be given access to an electronic copy of the DRAFT of the second edition. You will be asked to sign an agreement not to make the electronic copy available to others. Your comments on the draft will be appreciated. Three things to pay attention to: (a) use of technology for speeding up data collection, (b) importance and techniques for triangulation, and (c) ethics including issues of bogus empowerment. Blackboard document. Also see Blackboard Documents for Power Point for introduction to new features in the second edition.
- Creswell, John W. (2013). *Qualitative inquiry and research design: Choosing among five approaches* (3rd ed.). Los Angeles, CA: Sage ISBN 97814129953061 (\$75)
- Richards, Lyn & Morse, Janice M. (2013). *Readme first for a user's guide to qualitative methods* (3rd ed.) Los Angles, CA: Sage ISBN 9781412998062 (\$55)

Required Texts

- Denzin, Norman K. (2009). *Qualitative inquiry under fire: Toward a new paradigm dialogue*. Walnut Creek, CA: Left Coast Press. ISBN 9781598744163 (\$35)

- Richards, Lyn. (2010). *Handling qualitative data: A practical guide* (2nd ed.). Sage ISBN 9781848602182 (\$55)
- VanMaanen, John. (2011). *Tales of the field: On writing ethnography* (2nd ed.). Chicago, IL: University of Chicago Press. ISBN 978-0226849645 (\$14)
- Willis, Jerry W. (2007). *Foundations of qualitative research: Interpretive and critical approaches*. Thousand Oaks, CA: Sage. 9781412927413 (\$64)
- Wolcott, Harry. (2001). *Writing up qualitative research* (2nd ed.). Thousand Oaks, CA: Sage ISBN 978-1412970112 (\$55)

Other Required Reading

Blackboard Course Documents, consistent with Fair Use regulations.

Other Readings. At least the two books listed below associated with your chosen methodology.

- References as identified by Creswell.
- Check out Richards' list and state of the art articles on selected methods in Norman K. Denzin and Yvonnas S. Lincoln (Eds). *The Sage Handbook of Qualitative Research*, 2nd, 3rd, and 4th editions.

Note different methods are covered in different editions. Students are strongly encouraged to ensure access to the key texts for their chosen approach as early as possible.

Narrative:

- Clandinin, D. J., & Connelly, F. M. (2000). *Narrative inquiry: Experience and story in qualitative research*. San Francisco: Jossey Bass. 978-0787972769 (\$30)
- Riessman, C. K. (2008). *Narrative methods for the human sciences*. Thousand Oaks, CA: Sage. 978-0761929987 (\$40)

Phenomenology:

- Moustakas, C. (1994). *Phenomenological research methods*. Thousand Oaks, CA: Sage. 978-0803957992 (\$64)
- Van Manen, M. (1990). *Researching lived experience: Human science for an action sensitive pedagogy*. Albany, NY: Albany State University of New York Press. 978-0791404263 (\$24)

Grounded theory:

- Charmaz, K. (2006) *Constructing grounded theory: A practical guide through qualitative analysis*. London: Sage. 978-0761973539 (\$56)
- Corbin, J., & Strauss, A. (2008). *Basics of qualitative research* (3rd ed.). Thousand Oaks, CA: Sage 978-1412906449 (\$69)

Ethnography:

- Fetterman, D. M (2010) *Ethnography: Step-by-step* (3rd ed.). Los Angles: Sage 978-1412950459 (\$40)
- Wolcott, H. F. (2008). *Ethnography: A way of seeing* (2ne ed.). Lanham, MD: AltaMira. 978-0759111691 (\$35)

Case study:

- Sake, R. (1995). *The art of case study research*. Thousand Oaks, CA: Sage. 978-0803957671 (\$72)
- Yin, R. K. (2009) *Case study research. Design and methods* (4th ed.). Thousand Oaks, CA: Sage. 978-0761925538 (\$42)

Recommended:

- Miles, M. & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook*. (2nd ed.). Thousands Oaks, CA: Sage. 978-0803955400 (\$80) Selections Blackboard Documents.
- Anfara, Vincent A., & Mertz, Norma T. (Eds.). (2006). *Theoretical frameworks in qualitative research*. Thousand Oaks, CA: Sage. 978-1412914161 (\$60) Introduction Blackboard document.
- Becker, H. S. (1986) *Writing for social scientists: How to start and finish your thesis, book, or article*. Chicago: University of Chicago Press. 978-0226041322 (\$12)
- NVIVO 10 software, 30 day free demo version. You will want to wait to download the software until you are ready to use it.

Assignments and Grading

Major Written Assignments: All assignments should use the DPLS Paper template and should follow the White Book.

1. Research Design (part of Chapter III of the dissertation) 7 to 10 pages, about 1,900 to 2,700 words Feb 8
2. Conceptual Framework for specific research design in Assignment 1 (Likely part of Chapter III) 3 to 6 pages, about 825 to 1,600 words Feb 22
3. Results of analysis of the data you chose to work on, either your data or from NVIVO (Similar to Chapter IV of the dissertation 7 to 10 pages, about 1,900 to 2,700 words April 5
4. Findings based on the results of your analysis (Similar to part of Chapter V of the dissertation) 3 to 6 pages, about 825 to 1,600 words April 12

Grading:

Timely completion of written assignments is critical, both for the individual and the other members of the class. Both reading and written assignments should be completed on time. Students who complete the work in the course can expect an A. Late submission of written assignments will reduce your grade by a half letter (for example A to A-). Any work not completed by the end of the term will need the permission of the instructor to be turned in late and must be completed by June 15 in order to get credit for the course. A grade of I will be turned in and will remain on your transcript even after the grade is changes, for example from I to IB.

Schedule of Class Topics and Reading Assignments

All reading assignments and Blackboard assignments should be done prior to the class session.

Pre-assignment. As appropriate to your needs, review Richards and Morse and Beebe.

- Learn about using voice recognition software to do interview transcriptions. <http://www.nuance.com/for-individuals/by-industry/education-solutions/transcribing-interview/index.htm>
- Learn about the new version of RefWorks Write-N-Site. Significant improvement on earlier version. <http://refworks.libguides.com/content.php?pid=189730&sid=2793302>

Session 1, 18 Jan, Role of literature review, consideration of critiques. Reading: Entire book. Denzin 2009 Under fire with focus on Parts 1 and 4. Kamler and Thomson 2011 Working with literatures. Blackboard document. Introduction to course and expectations. Consideration of data to be used for course. Volunteer for presentations on approaches.

Session 2, 25 Jan, Five Approaches, focus on design, and data collection. Reading Creswell and Richards and Morse on the five approaches. Student presentations on one or two of the approaches. At a minimum the two books identified with your chosen approach.

Session 3, 08 Feb, Implications of Interpretive and Critical approaches. If needed, presentation on remaining two. Use of technology for transcribing interviews. Reading: Willis 2007 Foundations Entire book with focus on chapters, 1, 2, 3, 4, 5, 6, and 9. OPTIONAL Anfara and Mertz 2006 Theoretical frameworks, Introduction and examples most relevant to your chosen topic and Creswell 2013, chapter 2.

Session 4, 22 Feb, Analysis. Readings: Richards 2010 Handling qualitative data, Entire book. OPTIONAL Miles & Huberman 1994 Qualitative data analysis, Chapters 4, 5, 6, and 10. Selections can be found as Blackboard documents.

Session 5, 08 March, NVIVO Analysis continued Writing-up results. Reading: Start with a quick read of VanMaanen 2011 Tales of the field Entire book followed by Wolcott 2001. Writing Up. Entire book with focus on chapters 1, 2, 3, and 5. Download NVIVO to laptop and bring to class. NVivo Tutorials on You Tubes. Some of the You Tubes are based on NVivo9 but apply to NVivo10 (about half of You Tubes available from NVivo with many more produced by others). NVivo10 Getting Started Users Guide pdf Blackboard document NVivo 10 Tutorial: What's New in NVivo 10 <http://www.youtube.com/watch?v=D8YT6150fLA> Get up and running with NVivo 10 <http://www.youtube.com/watch?v=oeIXFnJ-7Ms> Work with interviews, articles and other documents <http://www.youtube.com/watch?v=oeIXFnJ-7Ms>

Organize material into themes with coding

<http://www.youtube.com/watch?v=O9eTvP3E5TE>

Explore your coding

<http://www.youtube.com/watch?v=O9eTvP3E5TE>

Find themes and analyze text

<http://www.youtube.com/watch?v=ypo6lrpwDZ8>

Visualize your project

http://www.youtube.com/watch?v=3UFgzDdKXbw&feature=channel_video_title

22 March NO CLASS Society for Applied Anthropology, Opportunity to work on Results and Findings assignments.

Session 6, 05 April, Writing-up continued, Class presentations and discussions on 2 or 3 pages of your assignment. Identification of findings

Session 7, 12 April, Presentations on results. OPTIONAL but strongly recommended a Poster Presentation on results. See doctoral web site for information on doing a poster presentation.

Other Readings and References

QUALRS-L

Students interested in qualitative research are encouraged to experiment with a subscription to the listserver QUALRS-L. QUALRS-L is an electronic discussion group for those interested in using qualitative research

To subscribe to QUALRS-L, to to their web site <http://www.listserv.uga.edu/cgi-bin/wa?SUBED1=qualrs-l&A=1>

Students may also want to subscribe to the QSR Forum. The QSR Forum brings together users of QSR's software such as Nvivo with commentators, developers, distributors and teachers from around the world.

To subscribe to QSR Forum, send a plain text message to:

mailing-list-request@qsr.com.au

Ensure the following is included in the *body* of the message: SUBSCRIBE qsr-forum your-first-name your-last-name