

EDL 7180
 Advanced Qualitative Research in Education
 Appalachian State University
 Doctoral Program in Educational Leadership
 Spring Semester 2016
 3:00 – 5:30 p.m.

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Office Hours: T/Th by appointment M/W, 4:00 – 5:00 p.m.	Skype ID: alecia1216

I don't feel that it is necessary to know exactly what I am. The main interest in life and work is to become someone else that you were not in the beginning. If you knew when you began a book what you would say at the end, do you think that you would have the courage to write it? What is true for writing and for love relationships is true also for life. The game is worthwhile insofar as we don't know where it will end.

[Michel Foucault](#)

Course Description

From the Graduate Bulletin: "The course provides students with advanced knowledge (i.e., the theoretical bases) and skills in qualitative research. Advanced-level analysis and interpretation, linked with the theoretical underpinnings of both general qualitative research and the doctoral student's particular preferred method, will be a central focus of this course. Individual attention will be given to the students, to the extent possible. Honing of the student's writing (i.e., presentation/representation of a qualitative study) will also be a prominent aspect of this course. [Students will use data from their small-scale qualitative study in EDL 7160] in order to concretize and apply the concepts and practice the skills learned."

More specifically, this course works within and against some of the positivist and interpretive assumptions of qualitative data analysis and representation (i.e., systematic coding and thematic categorizations). That is, we will engage the work of "post-qualitative inquiry" (St. Pierre, 2011) in order to produce different knowledge and to produce knowledge differently.

Course Format

This course will utilize two distinct meeting formats. During face-to-face meetings, we will meet as a class to discuss in-common readings for the week. During peer meetings, you will meet independently with small groups to engage with the self-selected texts. OpenQwaq, Skype, or Google Hangouts should be utilized for online

discussions. Regardless of the format, each student is expected to make a significant contribution to the meeting based on the guidelines provided below.

Class meetings will occur from 3:00 – 5:30 on campus. We will meet as a whole group.

Peer meetings are for your small-group synchronous discussions around the self-selected texts and your writing. You can meet face-to-face during this time. Or, you can use Skype or Google hangouts (with video) – Qwaq is also an option. You can even choose to meet on a different day and at a different time during the “peer/online” week with your small group, as long as there is unanimity in the decision (*note that the meetings must occur during the “peer/online” week to stay on schedule*). **Everyone must be present for each online meeting; if someone misses, you must reschedule.**

I will not be monitoring your small-group discussions, for I want you to have independence and form relational learning experiences in these small groups. However, if you find yourself struggling with the text and need my assistance, I can meet with your group on campus during the regularly scheduled time on Tuesdays at 3:00.

These are the basic requirements for the reading/writing group meetings:

- The meetings must be synchronous and live.
- Meetings should last for a minimum of 90 minutes (exclusive of breaks).
- At least 45 minutes should be a discussion of the chapters of the book.
- At least 45 minutes should be a sharing of drafts of your QE and dissertation proposal, as the writing is informed by the reading. You can send drafts a couple of days prior to the meeting; alternatively, you can ask for feedback on very short sections that don’t require prior reading. However, please do not send your drafts on email for feedback *in place of* talking through your drafts in person – unless you run out of time. See “Assignments” below for more details.
- Everyone must be present and, if online, have working sound. You must be able to speak and hear to make your contributions to the discussion. I encourage you to log on early to ensure that the technology is working on your end. If something goes wrong, be prepared to reschedule and make up the time. *“Just listening” if your microphone is not working does not count as participation.*
- Keep notes of things that come up in your group meetings that you want to bring to the large group in the subsequent class meetings (this can range from clarification questions about the readings to a brief presentation of the application of the readings to your work).

Groups

Theory

Methodology

Katie, Kate, & Nicole
Shannon & Cliff
Joanna, Brooke, Brandon, & Rachael

Katie, Kate, & Brandon
Shannon, Joanna, & Nicole
Brooke, Cliff, & Rachael

Facebook

We have a Facebook group page for our course, which includes members of another cohort. Feel free to share materials that are relevant to our course on this page. Post questions, conundrums, new learnings ... this is an additional space for us to learn from one another. <https://www.facebook.com/groups/615549235238920/>

Required Texts

Jackson, A. & Mazzei, L. (2012). [Thinking with Theory in Qualitative Research](#). New York: Routledge.

Van Maanen, J. (2011). [Tales of the Field: On Writing Ethnography](#) (2nd ed.). Chicago: University of Chicago Press.

Other required texts will be self-selected in the areas of theory and methodology.

Bookmark these pages:

- APA Style: <http://owl.english.purdue.edu/owl/resource/560/01/>
- ASULearn: <http://asulearn.appstate.edu/>

Course Requirements & Assignments

This doctoral course has specific expectations for participation and preparation. Please be prepared to engage critically and seriously with the subject matter and to interact respectfully with others in the class. Please arrive to class on time, fully prepared, and actively and appropriately participate in all class activities.

Be mindful about talking too much and having the grace to allow others to enter into the conversations equitably. To have a successful course, we will all need to strive to put thoughtful and thorough effort into the work that we prepare for class.

All assignments (readings, writings, etc.) are due at the beginning of class on the specified date. All written assignments should be prepared in Google Docs, using 12-point Times font, with a complete heading (name, date, course, and pagination). *Please double-space formal papers*. Final papers will be submitted by copying and pasting the Google Docs link into ASULearn (please follow the directions on the separate handout carefully).

Use the first person "I" in your writings – these are your ideas and it is completely appropriate to make the tone of your papers professionally personal.

NOTE: All assignments that involve citations, headings, and bibliographies should follow APA style. Because you are expected to use APA in your dissertation, I will be pushing you hard to learn this style and will ask you to make necessary corrections to

your work. Becoming fluent with APA now will save you much time later when you are writing longer and more robust documents.

Assignments

Data Analysis.

Using your data from last semester, you will create an interpretive/thematic analysis. Details provided in class. **Due on 2/1.**

Conceptual/Theoretical Framework Draft: QE prep.

For your reading group meetings, you should prepare drafts of your QE as it is becoming informed by your theoretical reading. There are 4 parts to the theory/concept question of the QE, and you have 3 theory group meetings. You can prepare small sections of each part for each meeting, or you can go more in-depth and work on 1-2 sections. It is up to you. A preliminary, draft version¹ of 1-2 sections of this part of the QE is **due on 3/1**. You should prepare a paper that is ~2000 words. **Do not exceed 2500 words.**

<http://edl.appstate.edu/current-students/qualifying-examinations>

Methodology Draft: Proposal prep.

For your reading group meetings, you should prepare drafts of the methodology section/chapter of your dissertation. Even if you haven't landed on a firm topic, you can still write about methodological design. This preparatory paper is intended for you to show the relationship among theory, methodology, and overall rationale and justification. There will be 4 parts to the paper, which will become the first few sections of the Methodology chapter for your dissertation:

- Methodological Approach: Narrative, action research, phenomenology, feminist research, case study, etc. – The history and traditions of the methodology, the purpose(s) of the methodology, relationship to theory, etc. Broad overview of how it works and what it does.
- Research Question
- Research Design: Elements of the methodology – its main features and characteristics, the types of methods used, the basic procedures, etc.
- Design Rationale: Why this approach, and not others? How does it help you to answer your research questions? How is it connected to your theoretical or conceptual framework?

A preliminary, draft version² this part of the dissertation proposal is **due on 4/1**. You should prepare a paper that is ~3000 words. **Do not exceed 3500 words.**

¹ Preliminary, draft version = polished for evaluation and meets course requirements, but obviously will not be a complete version for QE purposes.

² Preliminary, draft version = polished for evaluation and meets course requirements, but obviously will not be a complete version for the dissertation proposal.

<http://edl.appstate.edu/current-students/dissertation/methodology>

Data Representation.

Using one data set, create two distinct representations. One representation will be a “thinking with theory” representation, using a theoretical frame or concept of your choice; the other will be a more interpretive representation (e.g., a realist tale). An introduction and critique will accompany the representation. More details provided in class. **Due on 5/3.**

Evaluation and Grading

<i>Assignment</i>	<i>Points</i>	<i>Scale</i>		
Data Analysis:	25	94 – 100:	A	(exceptional)
Framework Draft:	25	90 – 93:	A-	(very good)
Methodology Draft:	25	88 – 89:	B+	(good)
Data Representation:	<u>25</u>	83 – 87:	B	(satisfactory)
	Total: 100	80 – 82:	B-	(acceptable)
		70 – 79:	C	(passable)
		Below 70:	F	(fail)

Course Policies

Class Schedule Changes. I will notify students via ASU email for any change in class schedule. You remain responsible for all assignments if class does not meet, and specific directions regarding postponed assignments will be provided via ASU email. In the event that classes are delayed or cancelled due to inclement weather, a message will be posted on ASU’s website and via ASU email.

Attendance and Participation. Note that tardiness and absenteeism will result in the quality of your learning. Excessive absences (**more than one**) may result in a grade reduction for the course. I take seriously the social construction of learning and if you are not with us, your learning suffers. All learning for the course is predicated on 1) attendance, 2) active participation, 3) sharing ideas with others, and 4) supporting your colleagues. To be present in the course means that you produce knowledge, that you take advantage of having access to a tremendous wealth of people and resources, and that you embrace the qualities of a researcher (e.g., inquisitive, flexible, analytical, etc.) for the duration of the course. To be present also means that you take seriously your responsibility as a learner and plan your weekly work/life schedule to accommodate the rigors of the course. If you must miss a class, then it is your responsibility to find out from a peer what you missed. Furthermore, there is very little lecture and passive consumption in this course, and no time for multi-tasking during class. As your teacher, I maintain my pedagogical commitment to adult learners by fostering an active,

participatory, and dialogic learning environment. I expect for each of you to take leadership of your learning in the form of contributing to class discussions each week, sharing homework, participating in small groups during in-class activities, presentations of major assignments, and so on. **Your active involvement is crucial to shaping the course dialogue that enriches the learning of everyone.** Everyone will have the opportunity to speak in class, and I look forward to lively discussions. However, you should be mindful of how much you may be dominating the talk. I will speak to individuals about the basics of being a good colleague. If you think you are talking too much or not contributing enough, talk to me and/or your cohort members.

Technology Policy. I ask you to be respectful of our learning environment and to realize that when you are distracted by things outside of our course during class (such as mobile technology and social media), your lack of attention affects the culture and climate of the group. *I request mindfulness around the use of technology during class.* I ask that all handheld devices be silenced and put away during class discussions and activities. If you absolutely must respond to an email or text message during class discussion or activities, please step outside of the room to do so.

Laptops and e-readers are fine to use for reference during class activities and discussions; however, please refrain from using social media and email on your computer. **Thank you.**

<http://www.washingtonpost.com/blogs/answer-sheet/wp/2014/09/25/why-a-leading-professor-of-new-media-just-banned-technology-use-in-class/>

<http://chronicle.com/blogs/linguafranca/2014/08/25/why-im-asking-you-not-to-use-laptops/>

Communication. The best way to reach me is via electronic mail, though I usually do not check mail after 6 PM. I will most likely respond within 12 hours via email. Please allow extra time for my response on the weekends. I prefer email communication to office phone voicemail messages.

REASONABLE ACCOMMODATION FOR STUDENTS WITH DISABILITIES

Our program is committed to all students achieving their potential. "Appalachian State University is committed to making reasonable accommodations for individuals with documented qualifying disabilities in accordance with the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973. Those seeking accommodations based on a substantially limiting disability must contact and register with The Office of Disability Services (ODS) at <http://www.ods.appstate.edu/> or 828-262-3056. Once registration is complete, individuals will meet with ODS staff to discuss eligibility and appropriate accommodations."

DISHONEST CONDUCT

Dishonest conduct is unacceptable. Academic dishonesty includes (but is not limited to) plagiarism and cheating. For more information refer to the ASU Code of Academic Integrity as described in the Code of Student Conduct and Code of Academic Integrity. A statement about and/or link to the university's academic integrity policy, can be found at the Office of Student Conduct web site: <http://studentconduct.appstate.edu/>.

SUMMARY OF NEW STUDENT RELIGIOUS OBSERVANCE POLICY REQUIREMENT (S.L. 2010-211)

The statutory powers and duties of the University of North Carolina Board of Governors were amended during the 2010 North Carolina Legislative short session by the enactment of G.S. 116--11(3a). The Legislature directed each member institution to adopt a student religious observance policy. Under the new law, colleges and universities:

- MUST authorize a minimum of two excused absences each academic year for religious observances required by the faith of a student,
- MUST include a provision that students be given the opportunity to make up tests and other work missed due to an excused absence for a religious observance, and
- MAY require students to provide written notice of their request for an excused absence for a religious observance in a reasonable time prior to the date of the observance.

NOTE:

The instructor reserves the right to change or modify this syllabus and class requirements as necessary to meet the needs of the class, and/or to address changes in university, state, or federal requirements.

<http://academicaffairs.appstate.edu/syllabi>

Course Calendar

(Tentative and subject to change based on the flow of the course and other factors, such as inclement weather.)

DATES	FORMAT	TOPIC	READINGS
Week 1 1/12	F2F campus	Course Overview	

Week 2 1/19	Peer/ Online	Theory book discussion #1	
Week 3 1/26	F2F campus	Interpretive/Thematic Analysis	<ul style="list-style-type: none"> ➤ Glesne, ch. 7 ➤ Esterberg, ch. 8 ➤ Esterberg, ch. 9
Week 4 2/2	Peer/ Online	Theory book discussion #2	
Week 5 2/9	F2F campus	Feminist/Critical Analysis	<ul style="list-style-type: none"> ➤ St. Pierre & Jackson: "Data Analysis after Coding" ➤ Visweswaran: "Betrayal: An Analysis in Three Acts" ➤ Tuck & Yang: "Unbecoming Claims"
Week 6 2/16	Peer/ Online	Theory book discussion #3	
Week 7 2/23	F2F	Conceptual Analysis	<i>Thinking with Theory in Qualitative Research:</i> ch. 1, Spivak, & Foucault
Week 8 3/1	Peer/ Online	Methodology book discussion #1	

3/8	No class "SPRING" BREAK		
Week 9			

3/15	F2F	Conceptual Analysis	<i>Thinking with Theory in Qualitative Research:</i> Butler & Barad
Week 10 3/22	Peer/ Online	Methodology book discussion #2	
3/29	No class meeting ASU Holiday		
Week 11 4/5	F2F	Writing & Representation	<i>Tales of the Field:</i> Prologue, Preface, & chs 1-3
Week 12 4/12	Peer/ Online	(I will be at AERA - topic TBA)	
Week 13 4/19	F2F	Writing & Representation	<i>Tales of the Field:</i> ch. 4-6 & Epilogue
Week 14 4/26	F2F campus	TBA	
Week 15 5/3	F2F campus	TBA	