EDF6475: Qualitative foundations of educational research

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Office Hours: Wednesday 2-3pm

Class times: Monday, Wednesday 11:45-1:30

1. Required texts and materials:


Choose one of the following for literature circles:


And a selection of additional readings.

2. Course description:

This course concentrates on postpositivist educational research with a focus on the design of such studies and on the issues faced by researchers who use qualitative research. Additionally, this course reviews the epistemological and theoretical foundations often utilized in qualitative designs. Examples of different types of qualitative research designs and approaches will be discussed. Central objectives include gaining understanding of qualitative research process that is methodological, personal, political, and theoretical. In addition, we will focus on validity and ethics and we will design a qualitative research study.

A great deal of reading (re-reading, mis-reading, and co-reading), some of which deal with complex topics and unfamiliar theories, will be required in this course in order to become acquainted with very broad range of approaches and theories commonly used by qualitative researchers. I will expect students to be open to differences (e.g., different experiences, theories, research approaches, methods, and ways to construct validity) but I am also sensitive to the fact that students may experience discomfort when their personal views and opinions might be challenged. Finally, I strongly believe that students carry the ultimate responsibility for their own learning.
3. Policies and procedures

Absences. Students are expected to attend each class and to be on time. If this is impossible, it is students’ responsibility to contact me to arrange make-up work. Excessive absences (more than 8 hours of a 4-credit course) will account in the final grade.

Participation. I expect students to come to class on time, prepared, and willing to contribute to class discussions.

Late work. No late work accepted without a reasonable excuse.

For University’s honesty policy regarding cheating and use of copyrighted materials see http://www.dso.ufl.edu/judicial/procedures/honestybrochure.php

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation.

Assignments. All students are required to complete the following written assignments on time. Final grade will be based on the distribution indicated below:

- Attendance, preparation, discussions 10 points
- I. Article review 20 points
- II. Literature circle 10 points
- III. Research project 50 points
- IV. Research presentation 10 points

Grading policy:

- 100-96% = A
- 84-79% = B
- 67-62% = C
- 95-90% = A-
- 78-74% = B-
- 61-56% = C-
- 89-85% = B+
- 73-68% = C+
- 55-50% = D+
- 61-56% = C-
- 61-56% = C-

Letter Grade | A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | E | WF | I | NG | S-U
---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---
Grade Points | 4.0 | 3.67 | 3.33 | 3.0 | 2.67 | 2.33 | 2.0 | 1.67 | 1.33 | 1.0 | .67 | 0 | 0 | 0 | 0 | 0
I. Article review
Review 3-5 articles/book chapters that focus on any of the following areas: 1) qualitative methods 2) qualitative research studies, 3) subjectivity, and 4) the politics of qualitative research. Include references and rationales for why you read each article/book chapter. Synthesize rather than summarize.
Use Endnote and APA style.
Address at least the following elements:
- Research purpose/questions/central argument
- Theoretical/conceptual perspective
- Data collection methods and sampling
- Data analysis process and techniques
- Findings/conclusion
- Personal reactions/critique
This project will be peer reviewed.
Due: October 5th

II. Literature circles
You will review one of the books listed above. Begin reading early! Be prepared to discuss during the class the following aspects of your book:
- Research purposes/Questions
- Theoretical orientation/framework
- Methodology: Sampling, data collection and data analysis methods
- Findings/Conclusion
- Personal reactions/critique
Due: November 16th

III. Research project
Conduct an interview mini-study as a part of larger classroom project.
Interview 2 persons. Record and transcribe interviews. Write reflective notes after each interview to describe interview events, your feelings, participants’ reactions, and document any thoughts or impressions you had afterwards.
Analyze and interpret your data. Reflect on your research process. Provide a written document of your research. (8-10 pages, double spaced, excluding APA references)
The final research project report can contain the following components:
1. Purpose statement and research questions
2. Subjectivity (in the context of this project and topic)
3. Theoretical perspective and literature review (~2 pages)
4. Description of participants
5. Explanation of data collection process
6. Explanation of data analysis
7. Preliminary findings and sufficient use of interview data to support the findings
8. Implications and limitations
9. Response to the research process (e.g., What did you learn methodologically? How did you grow as a qualitative researcher?) Include in the appendix examples of your analysis and a brief excerpt of your reflective notes.

**Due for peer review: November 28th**
**Due for grade: December 9th at 4pm**

IV. Research presentation
Prepare a five-minute presentation about your research project. Focus on the individual aspects of your research process (e.g., your data, analysis, findings, implications, and reflections)

**Due: December 1st**

**Course outline**

**Aug. 22nd**  
**Introduction to qualitative research**
- Flick: Chapter 3

**Aug. 24th**  
**Politics and qualitative research**
- Flick: Chapter 2

**Aug. 29th**  
**Politics of theory and epistemology**
- Crotty: Chapter 1
- Flick: Chapter 6

**Aug. 31st**  
**Theories of positivism**
- Crotty: Chapter 2

**Sept. 5th**  
**No class: Labor Day**

**Sept. 7th**  
**Theories of Constructivism/social constructionism**
- Crotty: Chapter 3

Sept. 12th  Theories of Interpretivism
• Crotty: Chapters 4-5

Sept. 14th  Theories of Critical inquiries
• Crotty: Chapters 6-7

Sept. 19th  Theories of Feminisms
• Crotty: Chapter 8

Sept. 21st  Theories of Posts
• Crotty: Chapter 9

Sept. 26th  Reflections on different theoretical perspectives

Sept. 28th  Qualitative research design
• Flick: Chapter 8, 12

Oct. 3rd  IRB (guest speaker)
• Flick: Chapter 4

Oct. 5th  Methodology: The formulation of research questions, participant selection
• Flick: Chapter 9,10,11

*Article reviews due.*

**Oct. 10**

**Support/discussion group**

**Oct. 12**

**Methodology: Interviews and interview guide**
- Flick: 13,14,15,16

**Oct. 17**

**Methodology: Documentation and transcription**
- Flick: Chapter 22

**Oct. 19**

**Methodology: Observations, archives, and visuals**
- Flick: Chapters 17,18,19,20,21

**Oct. 24**

**Methodology: Data analysis**
- Flick: Chapters 23,24,25,27

**Oct. 26**

**Methodology: Data analysis**
- Flick: Chapter 31

**Oct. 31**

**Methodology: Computer assisted data analysis (Nvivo)**
- Flick: Chapter 26

**Nov. 2**

**Support/discussion group**

**Nov. 7**

**Subjectivity and the personal in qualitative research**

Nov. 9th **Politics of writing and representation**
- Flick: Chapter 30

Nov. 14th **Politics of writing and representation**

Nov. 16th **Literature circles**

Nov. 21st **Validity**
- Flick: Chapters 28, 29

Nov. 23rd **Support/discussion group**

Nov. 28th **Ethics**
- Flick: Chapter 4

Nov. 30th **Research presentations**

Dec. 5th **Research presentations**

Dec. 7th **Additional/review topics**

*Research projects due December 9th 4pm*