

ALS 883
ANALYSIS OF QUALITATIVE DATA
IN LEADERSHIP RESEARCH

138 Stouffer Hall
COURSE SYLLABUS FOR HIGHER ED COHORT 14
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COURSE DESCRIPTION

This course is designed to prepare doctoral students to interpret and to conduct qualitative research. It emphasizes identifying key issues associated with qualitative research, critiquing published qualitative research, organizing interpretative data using meaningful analytical frameworks, distinguishing among the types of qualitative inquiry and understanding data gathering strategies for each approach.

GOALS

Review published qualitative research relative to individual dissertation topics
Identify the philosophy, terminology, and types of qualitative research
Learn about gathering, analyzing, and reporting qualitative data
Examine protocols that exemplify successful Human Subject Review
Become familiar with analytical qualitative software
Reflect qualitative studies in the submitted Review of Literature

*Note: Even students who have selected a quantitative methodology as the appropriate fit for their dissertation research will need to provide qualitative examples of research relative to their topic in the Review of Literature submitted in the final class meeting for ALS 883.

COURSE STRUCTURE

The course is designed with the intent of building new skills for both consumers and producers of qualitative research studies. The first session focuses on the distinguishing elements of qualitative research and application of these elements in successfully completed qualitative dissertations. The second and third sessions focus on the various approaches to qualitative inquiry and understanding the structure and focus of each type. Familiarity with each category of qualitative work is constructed through samples from the Creswell texts and is further developed by looking at specific research examples of case study, phenomenology, ethnography, and historic narratives from this particular leadership program. Sessions two and three additionally provide opportunity to develop and revise elements of each student's literature review, a required component in this semester of the program.

The fourth session focuses on data presentation and analysis and on theoretical foundations in the selected ALS qualitative dissertations.

In the fifth session, students examine protocol models for Human Subjects Review, learn about available software for the analysis of qualitative data, and have opportunity to question former students regarding the dissertation 'journey.'

COURSE SCHEDULE

The meeting dates for this class are: September 13, October 4, October 18, November 1, and December 6.

REQUIRED TEXTS

Creswell, J. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. Boston, MA: Pearson. (chapters 14, 15, 8)
note You already own this text from ALS 820.

Creswell, J. (2007). *Qualitative inquiry and research design: Choosing among five approaches*. Thousand Oaks, CA: Sage.

ADDITIONAL REQUIRED READINGS

ALS **dissertations** of: John Buttermore, Donald Talbot, Susan Venatta, & Cathy Wierbowski

5 dissertation **abstracts** of qualitative dissertations relevant to your area of interest (discussed in session one and later incorporated into your literature review).

ADDITIONAL (nonrequired) TEXTS ON LOAN FROM YOUR PROFESSOR

Berg, B. (2007). *Qualitative Research Methods for the Social Sciences*. Boston, MA: Pearson *Students developing a qualitative design should purchase this text in addition to the two required texts.*

Bogdan R. and Biklen, S. (2007). *Qualitative research for education, An introduction to theories and methods*. Boston, MA: Allyn & Bacon.

Denzin, N. & Lincoln, Y. (1994). *Handbook of Qualitative Research*, Thousand Oaks, CA: Sage.

Merriam, S.B. (2002). *Qualitative research in Practice: Examples for discussion and analysis*. San Francisco, CA: Jossey-Bass.

Maxwell, J. (1996) *Qualitative research design, An interactive approach*. Thousand

Oaks, CA: Sage.

Yin, R. (1994). Case study research, Design and methods. Thousand Oaks, CA: Sage.

A variety of resources from the Sage Qualitative Series

EVALUATION

CRITERIA

TASK	A grade quality	B grade work	C grade work
(SESSION 1) Student identifies distinguishing elements of qualitative research using one ALS dissertation and 10 qualitative dissertation abstracts of choice.	Stated elements are well defined and relate to the principles of qualitative research	Elements show general understanding of research components and qualitative distinctions	Elements are minimally defined and show little relationship to qualitative work
(SESSIONS 2&3) Students work in teams to explain appropriate application of what Creswell calls the 'traditions' of or approaches to qualitative work (phenomenology, ethnography, historical narratives, and case work). Students provide empirical examples exemplifying the application of strategies for various approaches.	Student demonstrates clear grasp of the different types of qualitative work and is able to accurately present strategies for data collection to others	Student required more work in distinguishing between qualitative tradition	Student fails to distinguish between the types or 'traditions' of qualitative work
(SESSIONS 2&3) Students develop tables of contents reflecting areas of related literature to individual research focus.	Components of proposed literature review are comprehensive for the chosen topic	Components of proposed literature review require minor expansion	Components of proposed literature review require significant expansion
(SESSION 4) Students identify theoretical foundations and analytical processes and data	Student appropriately links presentation and interpretation of data within sample research works	Revisions are required in how student connects data with presented frameworks	Student is unable to make connections between particular data sets and representative frameworks

organization in an ALS dissertation that is qualitative in nature..			
(SESSION 5) Students review procedures for IRB protocol, examine software relative to qualitative inquiry and question past graduates regarding development of the comprehensive exam and formal proposal. Students incorporate qualitative research findings in their required submission of a Review of Literature.	Literature review enables student to move forward with development of the comprehensive exam	Student should continue to build into the review of literature additional examples of research related to chosen topic	Substantial changes are required in the review of literature

- Session 1 Submission of dissertation identified elements from ALS samples
1-10 POSSIBLE POINTS for identified elements
- Sessions 2&3 Team presentations or submission of category perception of an additional
ALS sample
1-10 POSSIBLE POINTS for team collaboration
1-10 POSSIBLE POINTS for 1 page rationale of qualitative category
- Session 4 Theoretical perspectives
1-10 POSSIBLE POINTS
- Session 5 Chapter 2/Literature review
60 POSSIBLE POINTS

90-100 points/A
80-90 points/B
70-80 points/C
Below 70/F (no D grades in graduate programs)

CLASS MEETINGS

Session 1
FOCUS/Qualitative Distinctions/ Fitting Methodology to Research Questions

PREPARATION

(1)

Read one of the following sample qualitative ALS dissertations from the IUP library site for electronic dissertations depending on which topic area is most interesting to you personally or is most relevant to your professional responsibilities. Read the abstract for all four in order to make this decision.

For your chosen dissertation, identify the following seven basic elements in a one page report. These components are the backbone of dissertation research, regardless of whether the work is quantitative or qualitative in design.

- Purpose of the study
- Relevant theories or conceptual frameworks
- Research questions
- Research design and population
- Data gathering strategies
- Data analysis strategies
- Major findings of the study

Bring a hard copy of your responses to class. We will use the information in our discussion. I will collect them at the end of class to better assist you in our one-on-one meetings in sessions 2 &3. Be sure to name the ALS dissertation author you used.

(2)

Read 5 additional dissertation abstracts that relate to your research area.

Identify at least four of the above seven elements from these abstracts and prepare to incorporate references to these works in your review of literature submitted in session 5.

This component will be evaluated as part of your Literature Review, and therefore does not need posted on d2l or submitted in class.

IN CLASS

Compare and contrast of qualitative and quantitative methodology

Overview of the types of qualitative inquiry and significance of theoretical frameworks

Question / Answer Session regarding Literature Reviews

Group work based on 5 dissertation abstracts

Individual work responding to the following prompts with one powerful sentence each:

- Problem // We (or policy makers, or school administrators, or social service agencies) have a need to better understand . . .
- Gap // Other studies have . . .but they have not . . .
- Rationale // For these reasons, this study will focus on . . .
- Participants and Site // The setting and population are appropriate for this study because . . .
- Methods and Procedures // The research method and particular strategies I plan to use in order to gather data for this inquiry are . . .

Prepare for sessions two and three team activity regarding categories or types of qualitative research

FIRST HALF OF Sessions 2 &3

FOCUS / Which Type of Qualitative Inquiry Best Fits my Research Needs?

PREPARATION IF YOUR TEAM IS NOT PRESENTING

Read one ADDITIONAL ALS dissertation. Choose one that you did NOT select for your assignment in Session One.

Using your knowledge from the Creswell text, describe in one page how the Wierbowski dissertation reflects phenomenology, how the Buttermore dissertation exemplifies a case study, how Talbot's work reflects an ethnographic tradition, OR how Venatta's work portrays an historic narrative. **Bring a hard copy to class and be sure to note the author of the work you are analyzing. Submit to your professor after class.**

PREPARATION IF YOUR TEAM IS PRESENTING

Read sections of Creswell that relate to the specific category assigned to your team in session one

Consult with your team in preparation in order to:

Present an overview of this tradition.

Address the following questions:

From what discipline did it emerge?

In what circumstances is it most often used?

What distinguishes the research populations and study sites?

How is data collected and analyzed?

IN CLASS

Team presentations---**with resources accompanying your presentation posted for your peers at the d2I site** (discussion section)

OCTOBER 4-SESSION 2 TEAMS

- PHENOMENOLOGICAL RESEARCH
- ETHNOGRAPHY

OCTOBER 18-SESSION 3 TEAMS

- HISTORIOGRAPHY / ARCHIVAL / NARRATIVE ANALYSIS
- CASE STUDY

**NOTE You will be randomly assigned to a team in session one

SECOND HALF OF Sessions 2 & 3

FOCUS/ Leading the Reader Through a Thorough and Relevant Review of Literature

PREPARATION

Prepare a draft of your Table of Contents for your Review of Literature. The various headings and subheadings provide the reader with a guide to the topical information needed to understand your study. Work on constructing well written and well organized sections for each subheading and bring a three page sample of your work to date to

class in both sessions 2&3.

IN CLASS

Your peers will provide feedback in terms of the headings and subheadings.

Your professor will suggest related dissertations and recognized qualitative authors for you to examine during individual consultations about your topic and literature review.

Session 4

FOCUS/ Theoretical Frameworks/ presentation and Analysis of Qualitative Data/
Avoiding 'Data Dumping'

PREPARATION

Revisit all four sample ALS dissertations and match each author with the particular theoretical framework (s) used in their work.

Choose YET ANOTHER of the four ALS dissertations exemplifying ethnographic, phenomenological case study and historic narrative traditions.

Read ONLY chapter 4 of the chosen dissertation and answer the following questions:

How did this individual give attention to the importance of 'story' in qualitative analysis?

How did this individual organize their data?

How did this individual make meaning from the presented data?

***** submit this assignment to the d2I drop box again noting the ALS author you are using. (You have now examined 3 of 4 of the available ALS models.)**

IN CLASS

Discussion of responses to the questions above

Session 5

FOCUS/ Human Subject Review Protocol, Useful Software for Qualitative Analysis,
& Panel of Past Graduates

PREPARATION

Cross check essential components below:

Researcher provides reader with a reminder of study purpose

Researcher provides reader with introduction to the associated topics or elements needed to understand this study

The majority of the sections listed in the table of contents are fully developed or are noted that MORE WILL BE ADDED TO THIS SECTION PRIOR TO COMPS

Researcher has incorporated literature from recognized experts in fields related to the study that relate to his/her own research

Chapter two flows well from one section to another and concludes with a summary of the information provided to the reader

Reference section is in APA format and the work is free of grammatical errors

Have another individual proof read your review of literature prior to submission.

Edit accordingly and prepare to **upload it from a flash drive to your professor's laptop in class. Do not submit via email or d2l. I will return your work with comments using the review feature of word with a summary at the END of your submitted work.**

Prepare informal notes that will enable you to raise questions for our visiting ALS graduates.

IN CLASS

Examination of sample Human Subject Protocols exemplifying qualitative research.

Demonstration of Nvivo Software application

Questioning past graduates regarding development of methodology and analysis

COURSE FOLLOW UP

ADDITIONAL RESOURCES FOR PRODUCERS OF QUALITATIVE WORK

Clandinin, D., & Murphy, M. (2009). Relational ontological commitments in narrative research. *Educational Researcher*, 38(8), 598-602.

Clandinin, D., Murphy, M., Huber, J., & Orr, A. (2009). Negotiating narrative inquiries: Living in a tension-filled midst. *Journal Of Educational Research*, 103(2), 81-90.

Clandinin, D., Pushor, D., & Orr, A. (2007). Navigating sites for narrative inquiry. *Journal Of Teacher Education*, 58(1), 21-35.

Czarniawska, B. (2011). Narrating organization studies. *Narrative Inquiry*, 21(2), 337-344.

Denzin, N. K. (2012). Triangulation 2.0. *Journal Of Mixed Methods Research*, 6(2), 80-88.

Denzin, N. K., & Lincoln, Y. (2007). *Collecting and Interpreting Qualitative Materials. Third Edition*. SAGE Publications (CA).

Denzin, N. K., & Lincoln, Y. S. (2007). *Strategies of Qualitative Inquiry. Third Edition*. SAGE Publications (CA).

Lightfoot-Lawrence, S. (2005). Reflections on portraiture: A dialogue between art and science. *Qualitative Inquiry*, 11(1), 3-15. doi:10.1177/1077800404270955

Lincoln, Y. S., & Denzin, N. K. (2003). *Turning points in qualitative research: Tying knots in a handkerchief. Crossroads in Qualitative Inquiry Series*.

Riessman, C., & Quinney, L. (2005). Narrative in social work. *Qualitative Social Work*, 4(4), 391-412.