The University of St. Thomas

Ethical Leadership Doctoral Program

EDUC 8362 Qualitative Research

Spring 2018 Semester

Babette Eikenberg, Instructor
School of Education and Human Services

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beikenberg@gmail.com
Phone: 936-697-9709
Science & Health 146
Blackboard Collaborate

In-Class Meeting
On-Line Meeting

Course Meeting Calendar

<table>
<thead>
<tr>
<th>Meeting Date</th>
<th>Meeting Platform</th>
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<tbody>
<tr>
<td>January 20</td>
<td>Science &amp; Health 146</td>
</tr>
<tr>
<td>February 3</td>
<td>Science &amp; Health 146</td>
</tr>
<tr>
<td>February 17</td>
<td>Fieldwork</td>
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<tr>
<td>March 3</td>
<td>Science &amp; Health 146</td>
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<tr>
<td>March 24</td>
<td>Virtual: Blackboard Collaborate</td>
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<tr>
<td>April 7</td>
<td>Science &amp; Health 146</td>
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<tr>
<td>April 21</td>
<td>Virtual: Blackboard Collaborate</td>
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<td>May 5</td>
<td>Science and Health 146</td>
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</tbody>
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MISSION

The mission is to prepare and influence bold, socially responsible leaders who will transform organizations. Our central role is to ignite the leadership capacity needed to create vital, democratic, and caring institutions and systems. In keeping with this role, the central focus of our Ed.D. in Ethical Leadership are social justice and equity.

COURSE DESCRIPTION

This course navigates the student through the qualitative research process. With a focus on describing the qualitative research methodology, critically exploring the multiple qualitative research approaches in the literature and presenting a discussion on selecting the appropriate qualitative research approach to
conduct inquiry. During this course, the student demonstrates a command of the varied approaches involved in conducting the research project. The student is guided, through lecture and practice, to bring together the knowledge, skills, and insights to develop a full Chapter III of a qualitative dissertation. This course is designed to ensure the research design includes scholarly references, demonstrates a thorough understanding of the chosen qualitative research design, methods of data collection, and approaches to data analysis.

SOCIAL JUSTICE PRINCIPLES

Subsidiarity - Educational institutions should be organized and governed as much as possible by the community being served; education should only be controlled at high levels of society when it cannot be done effectively locally.

Dignity and rights of children - Children possess full human dignity and are bearers of rights which should be recognized and upheld in the educational process.

People have a right to an education – All people have a responsibility, for the good of society, to contribute to and foster education.

PROGRAM GOALS

1. Ethical Leadership: Develop educational leaders who exhibit and promote trust, respect, integrity, honesty, fairness, equity, justice, and compassion as underpinnings in society, including within their professional relationships.
2. Social Justice: Develop educational leaders versed in providing equal opportunities for all individuals regardless of socio economic status as well as providing and developing skills to become successful academically and economically.
3. Interpersonal Collaboration: Develop greater self-awareness, intentionality of action, and stronger relationships with others that lead to constructive interpersonal collaboration.
4. Catholic Intellectual Tradition: To develop reflective, multifaceted, cultural catalysts who integrate faith and culture in their leadership, who internalize their role as one in service of the mind, heart, and spirit, who understand and live what it means to be Catholic in the modern world, and who intentionally lead with an ability to make connections between faith and reason in a technology-rich society—to lead in service of the gospel.
5. Research: Develop reflective scholar-practitioners who conduct research collaboratively and ethically, thereby contributing to the academic body of knowledge, improving professional practice, and promoting positive systemic change.
STUDENT LEARNING OBJECTIVES

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Addressed in This Course</th>
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<tbody>
<tr>
<td>1.1 Develop perceptions of the self and explore perspectives of trust, respect, integrity, honesty, fairness, equity, justice, and compassion in action using faith and reason, central to the University of St. Thomas.</td>
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<tr>
<td>2.1 Leaders will develop knowledge, skills, and dispositions on what ‘dignity of self and human person’ looks like in their respective writing.</td>
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<tr>
<td>3.3 Apply personal and intercultural communication styles to more effectively communicate digitally (virtually) and in person using collaborative facilitation and dialogic methods to construct shared meaning and not privilege any one voice.</td>
<td>B</td>
</tr>
<tr>
<td>4.2 Participate in rigorous, relevant contemporary scholarship to create environments that improve the academic performance of all students, in particular the marginalized, and that genuinely engage and nurture the spiritual development of the learning community--students, their parents, staff, and faculty.</td>
<td>C</td>
</tr>
<tr>
<td>5.3 Use collaborative research to create shared meaning at the individual, group/team, organization, and community levels, while not privileging any one voice.</td>
<td>D</td>
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<tr>
<td>5.4 Develop an ongoing reflective process that promotes self-awareness and mindfulness of personal values and assumptions, strengthens understanding of interpersonal relationships, and promotes collaboration and inclusion of multiple perspectives as part of ethical research and practice.</td>
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A-Acquisition; B- Application; C-Assimilation; D-Adaptation

THEMATIC QUESTIONS

1. What is the nature, niche, and value of qualitative inquiry (SLO 2.1, SLO 4.2 and SLO 5.4)?
2. What are the various approaches or frameworks of Qualitative Inquiry and how are each applied (SLO 4.2 and SLO 5.4)?
3. How does the researcher design a qualitative research study (SLO 4.2, SLO 5.3, and SLO 5.4)?
4. How does the researcher establish a strong foundation for qualitative analysis and interpretation of collected data (SLO 1.1, SLO 2.1, SLO 4.2, SLO 5.3, and SLO 5.4)?
5. How does the researcher establish credibility by addressing credibility and validity components of a qualitative research inquiry (SLO 1.1, SLO 2.1, SLO 4.2, SLO 5.3, and SLO 5.4)?

MAJOR ACTIVITIES

1. Development of the Research Methodology Section of a Dissertation Proposal or Dissertation
2. Development of a Reflective Defense and Rationale for the Chosen Qualitative Framework and Core Strategy
3. Understanding of the Philosophical Assumptions Related to Qualitative Inquiry
CONTENT ASSESSMENTS

1. Framing Qualitative Inquiry Questions, Developing the Guided Protocol, and Field Testing
2. Describing the Setting and Population to be Studied
3. Describing How Data Are Collected
4. Describing How Data Are Treated
5. Describing How a Study is Credible and Valid (Provisions of Trustworthiness) and the Development of an Epoche

ACADEMIC INTEGRITY

Taking credit for any thought, idea, or work that is not your own is plagiarism. Any instance of academic dishonesty will be documented and reported to the Dean of the School of Education. Students will be informed of this action and must submit a written response to the charge. The instructor has the right to fail the student for the specific project or the entire course. When writing any paper or project, reference your information, websites, books, etc. that is not your own.

STUDENT ACCOMMODATIONS

If you have a documented disability that may impact your performance in this class, please contact me to discuss your needs. Additionally, you will need to register with the Counseling and Disability Services Office in Crooker Center, 713.525.6953 or 3162.

USE OF UST EMAIL ACCOUNTS

All email correspondence will be through the my.stthom email system. Please check your email through our my.stthom account daily for correspondence and announcements.

Helpful numbers:
UST Technology Help Desk: 713-525-6900
Blackboard help: 713-525-3153

TEXTBOOK:
Helpful but not required:

Course Requirements

Participation in Class (5%): This course is purposively designed to include both online and a face-to-face meeting platforms. As such it is expected that you come to the class meetings; online and face-to-face, well informed and prepared to participate in or facilitate discussion, work in your Think Tank group, and/or work independently as each assignment requires.
**Online Participation (5%)**: The thematic questions serve to provide a core focus regarding content of this course. These questions are meant to stimulate dialogue and to facilitate constructive exchange among the cohort. It is expected that the online discussions are of quality and depth commensurate of doctoral students. All responses should be supported by research, course content, and other assigned readings.

**Course Assignments (60%)**:  
Framing Qualitative Inquiry Questions and Developing the Guided Protocol  
Describing the Setting and Population to be Studied  
Describing How Data Are Collected  
Describing How Data Are Treated  
Describing How a Study is Valid (Provisions of Trustworthiness)  
Development of an Epoche

**Chapter III of the Dissertation Proposal (30%)**: Using the Dissertation Template as a guideline all components of Chapter III are required to be addressed and supported with citations from the research literature.

### Grading Scale

<table>
<thead>
<tr>
<th>Assignment</th>
<th>% of Final Grade</th>
<th>Point Value</th>
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<tbody>
<tr>
<td>In-Class Participation</td>
<td>5%</td>
<td>50 Points</td>
</tr>
<tr>
<td>Online-Class Participation</td>
<td>5%</td>
<td>50 Points</td>
</tr>
<tr>
<td>Framing Qualitative Research Questions and Guided Protocol</td>
<td>10%</td>
<td>100 Points</td>
</tr>
<tr>
<td>Describing the Research Setting and the Study Population</td>
<td>10%</td>
<td>100 Points</td>
</tr>
<tr>
<td>Describing How Data Are Collected</td>
<td>10%</td>
<td>100 Points</td>
</tr>
<tr>
<td>Describing How Data Are Treated (Analyzed)</td>
<td>10%</td>
<td>100 Points</td>
</tr>
<tr>
<td>Describing How a Qualitative Study is Valid</td>
<td>10%</td>
<td>100 Points</td>
</tr>
<tr>
<td>Developing an Epoche</td>
<td>10%</td>
<td>100 Points</td>
</tr>
<tr>
<td>Chapter III of the Dissertation Proposal</td>
<td>30%</td>
<td>300 Points</td>
</tr>
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**Course Outline:**  
**Session 1 (Science & Health 146, January 20, 9:00 – 12:00)**  
How Qualitative Inquiry Contributes to Our Understanding of the World  
What Makes Qualitative Data Qualitative  
Strategic Design Principles for Qualitative Inquiry  
Most Common Qualitative Inquiry Frameworks  
Ethnography and Autoethnography  
Grounded Theory and Realism  
Phenomenology and Heuristic Inquiry  
Narrative Inquiry  
Systems Theory  
Pragmatism, Generic Qualitative Inquiry, and Utilization-Focused Evaluation  
Design Thinking: Questions Derive from Purpose, Design Answers Questions  
Distinguishing Interview Approaches and Types of Interviews  
Assignments
Read Patton Chapter 1: Modules 1, 2, and 3
Read Patton Chapter 2: Module 5
Read Patton Chapter 3: Modules 10, 11, 12, 13, 14, 15, 16, 17, and 18
Read Patton Chapter 5: Module 28
Read Patton Chapter 7: Module 58

In-Class Activity
Workshop: Completing the Human Subjects Committee IRB Application

Session 2 (Science & Health 146, February 3, 9:00 – 12:00)
Linking the Conceptual Framework to the Purpose Statement, Linking the Purpose Statement to the Central Question, Linking the Central Question to the Research Questions, and Linking the Research Questions to the Protocols
Designing the Protocols: Question Options and Skilled Question Formation
Strategic Principles Guiding Data Collection and Fieldwork
Doing Fieldwork: The Data Gathering Process
Purposeful Sampling: Strategies and Options
Single-Significant Case Sampling
Comparison-Focused Sampling
Group Characteristics Sampling
Concept and Theoretical Sampling
Instrumental Use-Multiple Case Sampling
Sequential and Emergence-Driven Sampling
Analytically Focused Sampling
Information-Rich Cases
Sample Size for Qualitative Designs

Assignments
Read Patton Chapter 7: Module 59
Read Patton Chapter 2: Module 6
Read Patton Chapter 6: Module 51
Read Patton Chapter 5: Modules 30, 31, 32, 33, 34, 35, 36, 39, 40

In-Class Activity
Protocol Development Workshop
Chapter III Workshop: Description and Discussion of the Research Design, Setting, and Study Participants/Study Population and an Update to Chapter I; Assumptions, Limitations, and Delimitations

Session 3 (February 17, 9:00 – 12:00): No Meeting: Fieldwork
Expert Panel Review of Guided Protocol (Expert Panel = Committee +1)
Pilot Test Guided Protocol

Assignments
Read Patton Chapter 2: Exhibit 2.4 “Contextual Sensitivity and Assessment” page 71
Send your Guided Protocol to your committee and +1 for comments and feedback, make revisions as suggested and approved by your chair
Conduct an Interview with one person who would qualify for your study but will not be a part of your study sample, remember context matters!
Transcribe your Interview and Print a Hardcopy for March 3 Class
Session 4 (Science & Health 146, March 3, 9:00 – 12:00)
Establishing a Strong Foundation for Qualitative Analysis
Approaches to Data Analysis
The Analysis Spiral
Logical and Matrix Analyses
Assignments
Read Creswell: “The Data Analysis Spiral” Posted in Blackboard
Read Creswell: “Analysis Within Approaches to Inquiry” Posted in Blackboard
Read Patton Chapter 8: Modules 65, 66, 67, and 69
Data Analysis Workshop: Bring a hardcopy of your transcribed interview for analysis
In-Class Activity
Describing How Data Are Collected: Chapter III Workshop
Describing How Data Are Analyzed: Chapter III Workshop

Session 5 (Virtual via Blackboard Collaborate, March 24, 9:00 – 11:00):
Ethical Issues and Challenges in Qualitative Interviewing
Rapport, Neutrality, and Interviewee Relationship
The Power of Direct Observation
Variation in Observational Methods
What to Observe
Assignments
Read Patton Chapter 7: Module 60 and 63
Read Patton Chapter 6: Modules 43, 44, and 47

Session 6 (Science & Health 146, April 7, 9:00 – 12:00):
Thick Rich Description
Interpreting Findings
Causal Explanation
New Analysis Directions (Part I)
Assignments
Read Patton Chapter 8: Module 66 (Again)
Read Patton Chapter 8: Modules 70, 71, and 72
In-Class Activity
Chapter III Workshop: General Revision of Chapter III Contents

Session 7 (Virtual via Blackboard Collaborate, April 21, 9:00 – 12:00):
New Analysis Directions (Part II)
Writing Up the Analysis/Analyses
Enhancing Credibility
Triangulation and Epoche
Assignments
Read Patton Chapter 8: Module 72 (Again)
Read Patton Chapter 8: Module 73
Read Patton Chapter 9: Modules 76, 77
Read Article: “Epoche and Bracketing within the Phenomenological Paradigm by John Bednall
Posted in Blackboard

**Virtual In-Class Activity**

Epoche Writing Workshop

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**Session 8 (Science & Health 146, May 5, 9:00 – 12:00)**

Credibility of the Inquirer
Generalizations and Transferability
Enhancing Credibility

**Assignments**

Read Patton Chapter 9: Modules 80, 81, 82

**In-Class Activity**

Workshop to Complete Chapter III
Submit Chapter III by the End of Class