EDUR 8231

Applied Qualitative Research

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Instructor

Dr. Peggy Shannon-Baker
[they/she] ([About pronouns](#), [tips](#))
Associate Professor
Curriculum, Foundations & Reading
College of Education
Georgia Southern University

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Course Description

This course provides a broad and applied introduction to qualitative research, a research approach that emphasizes perspective-taking, rich and detailed data that is often text-based, first-hand engagement with participants, the researcher's reflexivity, and inductive analysis procedures. Educational researchers, including teachers, counselors, administrators, and school staff, use qualitative approaches to gain an in-depth and contextualized picture of a phenomenon or experience.

This course focuses on the basics of qualitative research: writing a qualitative research purpose and questions, planning a qualitative study, getting informed consent, creating and implementing open-ended data collection protocols/ tools, analyzing text-based data, and writing a summary report of a study. Students will read introductory qualitative texts, investigate a topic of their choice involving adults, create and implement data collection protocols, and analyze and write about their own data.

Syllabus Contents

Course Details

Student Outcomes

By the end of this course, you will:

1. practice responsible, ethical decision making when planning investigations using traditional qualitative approaches;
2. specify, describe and critically review major works in qualitative research;
3. identify and discuss the forms of qualitative data;
4. analyze qualitative data using systematic coding procedures and thematic analysis;
5. explore key technologies used in the collection and analysis of qualitative data; and
6. create a report detailing research findings.

All sections of this course use these outcomes.

Meeting Your Needs

If there is anything related to your participation in this course (e.g., language ability; family commitments; visual, hearing, or physical needs; a communication disorder; specific learning needs or disabilities), communicate this with me as early as possible. This will help me to ensure that I plan equitable opportunities for you to succeed in our class. Please also coordinate (if applicable) with the Student Accessibility Resource Center (http://students.georgiasouthern.edu/sarc/; 912-478-1566).

Additionally, if you face challenges meeting your basic needs (e.g., securing food, housing) or accessing materials for this course (e.g., purchasing the book, finding stable Internet), please contact me and/or the GSU Dean of Students (Statesboro: deanofstudents@georgiasouthern.edu, 912-478-3326; Armstrong: armdeanofstudents@georgiasouthern.edu, 912-344-2514) if you feel comfortable doing so. This will help us provide you with any resources that we may have access to.

Images in this syllabus are from public profiles or from Pexels with the photographer's account name listed.

Darina Belongova

Course Readings

Robert K. Yin
Qualitative Research From Start to Finish (2nd ed.)

Headings and page numbers are different in the 1st edition.

Georgia Southern offers this book free online here (sign in after clicking the link). This option allows you to either read it completely online or download up to 42 pages as a PDF.

This book is on reserve at Henderson Library for check out for three days at a time.

Some chapters are visible from Google Books and chapter two is available from the publisher here.

Felice D. Billups
Qualitative Data Collection Tools

This book is on reserve at Henderson Library for check out for three days at a time.

Some chapters are visible from Google Books. PDFs of chapters one, two, and six are available from the publisher here.

Recommended Textbook:

7th edition APA style manual. Online resources for APA formatting and style are available here.

Additional PDF Readings From:

Chilisa's (2020) *Indigenous research methodologies*
DeCuir-Gunby et al.'s (2018) *Understanding critical race research methods and methodologies*
Saldaña's (2016) *The coding manual for qualitative researchers*

Journals:
International Journal of Qualitative Methods
Teachers College Record
The Teacher Educator
Urban Education

Prior Knowledge and Coursework

This course builds on your foundational understanding in research methodology, design, and methods from EDUR 7130: Educational Research or a similar course if you transferred credit into your program. This course should have covered qualitative research generally and how it differs from other methodologies. Recognizing that not everyone's foundation will be the same, I will share some materials I use when I teach EDUR 7130 to support your learning. Additionally, you do not need to have experience in using qualitative methods to succeed in this course. In fact, you will find that you already have skills that apply to qualitative methods that you can use in this course.

Setting Expectations

My Teaching

Culturally Sustaining Pedagogy (CSP)

CSP not only values cultural diversity across race, gender, sexual orientation, nationality, language, age, religious and military affiliation, and citizenship status, but seeks to foster individuals' own cultures and communities. Specific to research methods, CSP asks: How can research be used to foster cultural sustainability? What research practices embrace cultural sustainability? How can our current research practices address the historical injustices based on race, gender, nationality, and other identities perpetrated through harmful research?

You can see CSP represented in this class in many ways. I designed several open format assignments that relate back to action-oriented student outcomes. This class does not have assignments every week and has a flexible "late assignment" policy to give you space to work through the content at your own speed. I also curated readings to represent the disciplinary and global diversity in the class and qualitative research (though with a strong education focus). Course content is also delivered through multiple mediums such as methodological and empirical readings, Reading Qualitative Research videos, Folio news updates, class-generated content, etc. I also rely heavily on your responses to the Attendance Verification form to shape my interactions with you and facilitate our discussions.

Historically Responsive Literacy (HRL)

HRL cultivates students' empowerment and confidence by focusing on literacy as identity development, skill development, intellectual development, and criticality. Literacy as identity development entails helping students make sense of their lives, see themselves in their learning, and support their positive sense of self and community. Literacy as skills emphasizes developing proficiency in the doing or actions of a specific subject. Literacy as an intellectual endeavor demonstrates how a subject is historically situated. It also develops students' intellectualism in the subject. Literacy as criticality is about critiquing texts and curricula, humanizing students, and supporting their authority in the classroom.
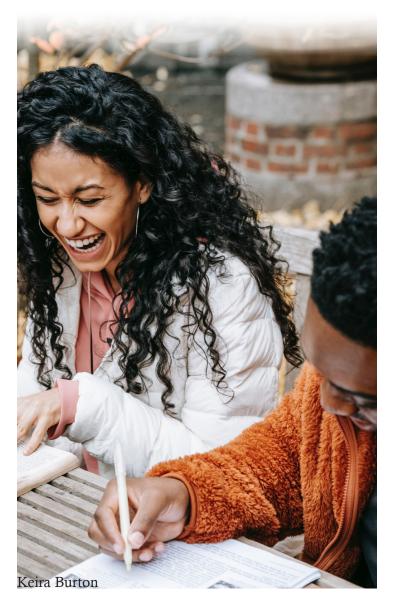
You can see HRL represented in this class in how I organized the content, selected readings, created activities/assessments, and will grade your work. Each module is connected to a specific form of HRL. Specific to qualitative methods, HRL asks: How is literacy defined and demonstrated in qualitative research? What activities can develop the four literacies in qualitative research? zHow can a combination of individual, small-group, and whole class work develop the four literacies in qualitative research?

Applied Learning Online

As an "applied" course, I rely less on direct instruction (e.g., lecture videos) and much more on learning through activities. Whereas your previous course(s) on qualitative research should have covered the basics about qualitative research, my teaching in this course centers on you learning how to *do* qualitative research by *doing it*. I also provide optional additional resources for you to guide your own learning. These include video lectures and discussions, handouts, further readings, etc. Keep the resources you collect in this class in case you conduct small or large scale qualitative studies in the future (e.g., evaluating a program, implementing an intervention, doing community-based research).

Since this is an online and asynchronous class, I rely heavily on you to ask questions (to me or your small group) if you need additional support. Even if you're not sure what to ask, please reach out. I am here to help.

Small Group Work

This course entails conducting a small qualitative research project (called a "Research Experience") on a topic of your choice. You will choose your own groups of 2-4 people. Working in a larger group will help you manage the workload of the project though it may carry more challenges for working synchronously. Also, learning in community with others will further develop your qualitative research knowledge and skills. The project includes proposing a qualitative study, creating qualitative data collection instruments, collecting that data, analyzing it, and creating a final presentation.

You should set expectations as a group early. You may choose to meet regularly or work asynchronously. You may divide up the project based on your schedules or skills. You may collaboratively work through all components. Set loose expectations together, but remember that things happen, so communication is key to supporting each other.

I will grade your group project holistically where the grade will apply to all members in the group except for components clearly labeled "individual." For these elements, each person will receive their own grade for their individual work.

Keira Burton

"Beloved community is formed not by the eradication of difference but by its affirmation, by each of us claiming the identities and cultural legacies that shape who we are and how we live in the world."
- bell hooks in *Killing Rage: Ending Racism*

Respect for Others

Demonstrating respect is a core tenet of qualitative research. I ask for your help in showing respect to your peer classmates, me, and to the authors we read. You can "show respect" of their multiple perspectives by listening/reading what they have to say, asking questions, considering their feelings and ideas from their perspective, and reflecting on how our own feelings and ideas might differ, connect, or be similar to others. Showing respect also means honoring each other's decisions to not share. Trust that they know themselves and their needs.

You do not need to change your own perspective to succeed in this course. However, I may ask that you adopt particular perspectives in order to expand our understandings. This will include reading outside of your disciplinary background and methodological strengths. I fundamentally believe that reading outside of our comfort zones like this makes us better practitioner-researchers.

Assessments

This course uses a range of ungraded/graded, individual/group, set/open-format assessments. I provide instructions that outline the purpose and goal, any specific requirements, format details, where to submit, and details for how I will grade your work while recognizing your emergent qualitative skills.

Activity or Assessment

	Points Toward Final Grade
Introduction Form	0
Self-Introduction	7
Infographic	8
Research Experience (RE) Elements	
RE: Proposal	10
CITI Training Certificate	0
RE: Data Collection Tools	10
RE: Data	10
RE: Individual Analysis	10
RE: Themes	10
RE: Draft of Presentation	0
RE: Individual Feedback on Drafts	5
RE: Presentation	30

Grading Scale and University Descriptions:

A = 90-100 points indicates "exceptional mastery"

B = 80-89 points indicates significantly more effective command of material

C = 70-79 points indicates required mastery level

F = 69 points or below: "no grade below a C may apply toward any graduate degree"

Choose When to Share or Not

This course will involve both personal reflections as well as group discussions. We will be working throughout the semester to build trust and a community of practice amongst ourselves. Ongoing reflections and seeing our personal experiences, values, beliefs, and practices as important and positive influences in research is a core tenet of qualitative research. In addition to these personal reflections, your small research group may collect data from you. You have agency in this course and in research to choose what you want to share during activities and what you do not want to share. **Not everything you have seen, experienced, said, written, or created needs to be shared.** Choosing when to share or not recognizes that our online class "space" is meant to be a "brave space" rather than a "safe space."

"Late Assignment" Policy: Quality Over Timeliness

I value high quality work over just getting something in on time. This means the due dates I listed in the course schedule are recommended. If you or your group needs more time for any reason, please take it; you do not need to "ask" for extensions. However, a heads up email is helpful so that I can adjust my grading schedule. To ensure I have enough time to get in grades before they are due, I ask that any remaining assignments from the semester be turned in by the start of Finals Week (see the course schedule for the date). If this is not possible, we can work out a new set of deadlines together.

It is important to note that the assignments in this course build cumulatively on one another. If you or your group needs to adjust the due date schedule, remember to do elements in order to best support your learning.

EDUR 8231: Applied Qualitative Research
Course Schedule with Dr. Shannon-Baker

Dates	Topics	Readings	Activities and **Graded Assignments (Due Dates)**
Jan. 9-14	Introductions *Late Registration Fee Begins: Jan. 13*	Syllabus Reading Qualitative Research (RQR): Chapman et al. (2018)	Introduction Form for Dr. SB (1/11) **Self Introduction (1/14)**
Jan. 15-21	Review of Qualitative Research Basics *Martin Luther King Jr. Observance - Jan. 16*	Yin Ch. 1 (24pp) Yin Ch. 2 pp. 27-33	**Infographic (1/21)** Choose group members for Research Experience (1/21)
Jan. 22-28	Starting a Qualitative Study	Yin Ch. 3 pp. 53-56, 76-80 Yin Ch. 4 (33pp) RQR: Gutierrez et al. (2022)	**Research Experience (RE): Proposal (1/28)** Meet with co-researchers
Jan. 29-Feb. 4	Qualitative Research Integrity and Ethics	Yin Ch. 2 pp. 40-52 PDF: Kinloch & San Pedro (2014)	CITI Training Certificate (2/4) Meet with co-researchers
Feb. 5-18	Preparing for Qualitative Data Collection	*(Based on your data collection; see Folio)*	**RE: Data Collection Tools (2/18)** Meet with co-researchers
Feb. 19-Mar. 11	Collecting Qualitative Data *Last Day to Withdraw w/o Penalty: Mar. 6*	Yin Ch. 7 (21pp) RQR: Coulter et al. (2022)	**RE: Data (3/11)** Meet with co-researchers
	Spring Break: March 13-18		

All deadlines are 11:59pm ET but may change. See Folio for the most current information and the syllabus for the "late assignment" policy.

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March 19-25	Qualitative Data Analysis: Compile and Disassemble	Yin Ch. 8, pp. 184-201 PDF: Saldaña (2016), pp. 67-80 RQR: Kumi-Yeboah et al. (2020)	**RE: Individual Analysis (3/25)**
March 26-Apr. 8	Qualitative Data Analysis: Reassemble	Yin Ch. 8, pp. 202-217 PDF: Saldaña (2016), pp. 218-232 RQR: Kirmaci et al. (2019)	**RE: Themes (4/8)** Meet with co-researchers
Apr. 9-22	Sharing Qualitative Research *Final Course Evaluation*	Yin Ch. 10 (22pp) Optional: Yin Ch. 11 (24pp)	RE: Draft of Presentation (4/22) Meet with co-researchers
Apr. 23-May 6	Sharing Qualitative Research (continued) *Finals Week: May 2-6*		**Individual Feedback on Drafts (4/29)** **RE: Presentation (5/4)**

All deadlines are 11:59pm ET but may change. See Folio for the most current information and the syllabus for the "late assignment" policy.