



# EDUR 9232: Advanced Qualitative Research

Artist: Jenny Vyas

Untitled Mural in Westfield Old Orchard, Chicago, IL

## Instructor Info

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## Course Description

This course builds upon the previous course, EDUR 9231: Qualitative Research, by digging deeper into qualitative data analysis, writing qualitative findings, and presenting qualitative studies. Other topics covered in the course will be set based on students' interests and needs related to qualitative research knowledge and skills. *Qualitative research* is broadly conceived in this course to include traditional forms of qualitative empirical research and forms of inquiry that are more writing- and arts-based yet qualitatively oriented.

This course is also designed to better prepare students for future elements of the doctoral program: candidacy exams, designing a qualitative study, and presenting a qualitative study. Students will choose the direction and topic for assignments under my facilitation. There is also heavily reliance on peer review and feedback.

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## Course Objectives

1. Develop skills in providing constructive and evidence-based peer feedback;
2. Synthesize literature on a qualitative design or form of inquiry;
3. Complete an investigation into a topic of your choice using empirical, creative, and/or writing-based qualitative methods:
  - a. Craft a proposal for a qualitative study,
  - b. Select and implement appropriate qualitative data analysis techniques,
  - c. Write up findings based on qualitative data analyses, and
  - d. Present your qualitative study.

## Meeting Your Needs

If there is anything you might need to succeed in this course (e.g., related to: language ability; family commitments; visual, hearing, or physical needs; a communication disorder; specific learning needs or disabilities), let me know early. This will help me to ensure that I plan equitable opportunities for you to succeed. Please also coordinate (if applicable) with the Student Accessibility Resource Center ([link here](#); 912-478-1566).

Additionally, if you face challenges meeting your basic needs (e.g., securing food, housing, stable Internet), please contact me and/or the Dean of Students (Statesboro: [email here](#), 912-478-3326; Armstrong: [email here](#), 912-344-2514) if you feel comfortable doing so. This will help us provide you with any resources we may have access to.

## My Teaching

I teach this course based on my commitment to culturally sustaining practices (Alim & Paris, 2017). *Culturally sustaining pedagogy* (CSP) values cultural diversity across race, gender, sexual orientation, nationality, language, age, religious and military affiliation, and citizenship status. It also fosters individuals' own cultures and communities.

You can see CSP represented in this class in many ways. First, I designed the course to nurture the reading, writing, and research skills you need to succeed in the EdD program while studying topics of interest to you. Most assessment elements are open format to encourage your creativity and play to your strengths. Second, this syllabus and the major assignments will be/are based on your input. Prior to the class beginning, I collected data from you on your strengths in qualitative research and what you wanted to learn and practice more. I used this to curate the course schedule of topics and readings, videos, and in-person workshop sessions. We will also use these responses to set some class expectations. Third, I use various mediums to teach: video lectures, various reading source formats, guest speakers, and periodic news updates on Folio.



## Building on EDUR 9231

EDUR 9231 centered on learning the basics of qualitative research: characteristics and inherent assumptions, researcher skills and dispositions, general types of data, and creating data collection protocols. If you took EDUR 9231 with me, you also practiced creating a data collection plan, collecting data, analyzing data using traditional and creative methods, and presenting a comprehensive story. Whereas EDUR 9231 focused on building a foundation, EDUR 9232 extends and complicates this foundation by further investigating data analysis, representation, forms of qualitative inquiry, and other ethical issues faced by qualitative researchers.

## Course Format

This is a hybrid course with four class meetings: Saturdays 1-5m via Zoom (Jan. 21, Feb. 25, March 25, and April 29). Each synchronous class meeting will be set up like a series of mini workshops on topics based on your introduction form responses and our discussions during the first session.

Between synchronous meetings, our course will be hosted asynchronously online via Folio. You will need regular access to the Internet, your Georgia Southern University email, and our Folio course site. Some activities in the class may require you have access to fast Internet connections (i.e., DSL or cable for video streaming), a microphone, and/or webcam. If you need help with using these programs or getting access to the Internet, please send me an email. We can find ways to help you be successful in this course.

See the next page for details about my synchronous class meeting expectations.

## Designing This Course

This course draws heavily from the work of Swaminathan and Mulvihill (2018) and Abboud et al. (2017). I also consulted Chenail's (2018) *Compendium of Teaching and Learning Qualitative Research Resources*, as well as the following advanced qualitative research syllabi:

- EDRS 822: Advanced Applications of Qualitative Research Methods with Professor Maxwell at George Mason University (Spring 2005)
- EDUR 9232: Advanced Qualitative Research with Dr. Williams-Johnson at Georgia Southern (Spring 2017)
- HIED 698: Advanced Qualitative Research with Professor Travis at Texas A&M (Spring 2013)
- MMC6936: Advanced Qualitative Methods: Narrative Method and Analysis with Dr. Fisher at University of Florida (Spring 2017)
- SOC 8210: Advanced Research Design and Analysis: Qualitative Methods with Professor Gaardner at University of Minnesota (Spring 2007)

Asterisks\* in this syllabus and the course schedule indicate topics and/or skills you requested in the introduction form.

## Synchronous Classes

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Attending the synchronous class sessions will ensure you get the most from this class. It is dedicated time for us to build community, hear from guest speakers, share feedback, and nurture your knowledge and skills. However, I understand that things come up. Georgia Southern does not allow me to officially change the class format, but I can provide accommodations as needed. I will provide a Zoom “backup” link for synchronous classes. Use it if you are feeling unwell, tested positive for COVID/etc., or are otherwise unable to attend.

## Peer Review & Discussions

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Expectations for our class discussions and peer reviewing will be set based on your responses to the introduction form. We will analyze these responses together. However, I encourage you to have additional conversations with your partner(s) about your needs and establish what kinds of feedback you need and can give. This will ensure you both get the most from the peer review processes we will be using in class.

## Multiple Perspectives

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This course will involve reflections, group discussions, and synchronous and asynchronous interactions. We will be working to build trust and a community of practice together. I ask for your help in showing respect to your peers, myself, speakers, and authors. 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 your own feelings/ideas differ, connect, or are like others.

You do not need to change your own perspective to succeed in this course. However, I will ask you to adopt certain perspectives to expand your understandings. This includes reading outside your philosophical, theoretical, and methodological strengths. I fundamentally believe that going outside of our comfort zones makes us better practitioner-researchers.

### Qualitative Analysis

Traditional Coding Techniques

Analyzing Creative Data

### From EdD Students and Graduates

IRB Process

Creative Dissertating

What's After Coursework?

### Other

Connecting to Theory

Reading Research Video Series

Sharing Qual Findings

Course Topics Based on *Your* Intro Forms\*

## Chapter Sources

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- *Critical qualitative research reader*
- *Critical race theory: Key writings that formed the movement*
- *Humanizing research: Decolonizing qualitative inquiry with youth and communities*
- *Interpreting qualitative data*
- *Interviews in qualitative research*
- *Methodological choice and design*
- *Method meets art: Arts-based research practice*
- *Qualitative data analysis: An expanded sourcebook*
- *The coding manual for qualitative researchers*
- *Visual methodologies: An introduction to researching with visual materials*
- Plus, readings from recent EdD graduates!

## “Late Assignments”

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I value high quality work over just getting something in on time. If you need more time for any reason, please take it. It is important to note that the assessments build cumulatively on one another. If you need to adjust due dates, remember to do the elements in order to best support your learning.

There are two partial exceptions to this policy. For peer reviews, email me and your partner if you need to post your original draft or feedback late. The other partial exception is the AI Presentation. This is due during our last synchronous class meeting.

### 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”

## Article Sources

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- *British Educational Research Journal*
- *Canadian Journal of Education*
- *Caribbean Journal of Mixed Methods Research*
- *Changing English*
- *Disability & Society*
- *International Journal of Multiple Research Approaches*
- *International Journal of Qualitative Methods*
- *International Journal of Qualitative Studies in Education*
- *Journal of Black Psychology*
- *McGill Journal of Education*
- *Nursing Education Today*
- *Review of Research in Education*
- *Storytelling, Self, Society*
- *Teachers College Record*
- *Urban Education*
- *Qualitative Research*
- *The Journal of Negro Education*

## Assessments

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### The Reader

- Peer Feedback on Draft of Introduction (5pts)
- Final Version (40pts)

### Advanced Investigation (AI)

- AI Proposal (10pts)
- Peer Feedback on Draft of final AI Materials (10pts)
- AI Presentation (10pts)
- Final AI Materials (25pts)

**EDUR 9232: Advanced Qualitative Research  
Course Schedule**

Week	Topics	Readings	Activities and Graded Assignments (Due Dates)
Week 1 Jan 9-14	Setting the Foundation	Abboud et al. (2017) Kincheloe et al. (2012) RR: Nelson et al. (2020)	Introduction Post (1/14)
Week 2 Jan 15-21	Art as Data as Art <i>Synchronous Meeting: 1/21</i> <i>Guest Speakers: Courtney Toledo and Dr. Deanna Hunt</i>	King et al. (2019) EE: Manning-Lewis (2019) EE: Richards et al. (2019)	
Week 3 Jan 22-28	Dissertating Creatively <i>Notify Dr. SB of any planned issues with due dates.</i>	Dodd (2019) EE: Bagley & Castro-Salazar (2012)  EE: Thomas (2022), Ch. 4 EE: Martinez (2020), Ch. 4	<b>Advanced Investigation Proposal (1/28)</b>
Weeks 4-5 Jan 29-Feb 11	Theorizing Your Literature Review	Butler (2018) Shannon-Baker (2021)	Draft references list for Reader (2/4) AI Track 1: Submit materials to IRB by 2/11 AI Track 2: Draft theory descriptions (OP 2/4, feedback by 2/11)

All deadlines are 11:59pm ET. See Folio for any updates and syllabus for "late assignment" policy. **Purple**=needed for synchronous meeting discussions.

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Week	Topics	Readings	Activities and Graded Assignments (Due Dates)
Weeks 6-7 Feb 12-25	Reviewing Qualitative Analysis <i>Synchronous Meeting: 2/25</i> <i>Guest Speakers: Khristian Cooper and Dr. Claudia Martinez</i>	Miles et al. (2020) Liebenberg et al. (2020) RRs: 1. Kumi-Yeboah et al. (2020) 2. Kirmaci et al. (2023)	Reader Intro Draft for Peer Feedback (2/25) AI Track 1: Transcribe 1+ interviews (2/25) AI Track 2: Work on AI materials, theory revisions
Weeks 8-9 Feb 26-Mar 11	Analyzing Visuals and Creative Data <i>March 6 – Last day to drop w/o penalty</i>	Silverman (2020) Shannon-Baker (2021)  EE: Shannon-Baker (2015)  Optional EE: Allen (2020)	<b>Feedback for Reader Introduction Draft (3/4)</b> AI Track 1: Begin analyzing all data by (3/4)  AI Track 2: Theory visual(s) (OP 3/4, feedback by 3/11)
Week 10 Mar 12-18	Spring Break		
Week 11-12 Mar 19-Apr 1	Theorizing Your Findings <i>Synchronous Meeting: 3/25</i> <i>Guest Speakers: Janet Cooks and Dr. LaToya Stackhouse</i>	EE: Martinez (2020), Ch. 5 EE: Stackhouse (2022), Ch. 4 RR: Cook & Dixson (2013)	<b>The Reader (3/25)</b> AI Track 1: Transition from analysis to writing AI Track 2: Work on revising all elements

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Week	Topics	Readings	Activities and Graded Assignments (Due Dates)
Weeks 13-14 Apr 2-15	Writing in Qualitative Research	Cisneros (2018) Michell & Clark (2021) EE: Tanaka & Cruz (1998) EE: Brigham (2011)	AI Presentation Draft for Peer Feedback (4/15)
Weeks 15-16 Apr 16-29	Preparing Advanced Investigations <i>Synchronous Meeting: 4/29</i>		<b>Feedback for AI Presentation Draft (4/22)</b> <b>Advanced Investigation Presentations (4/29)</b> Final Course Evaluation
Week 17 May 1-6	Finals Week		<b>Final Advanced Investigation Materials (5/2)</b>

All deadlines are 11:59pm ET. See Folio for any updates and syllabus for "late assignment" policy. **Purple**=needed for synchronous meeting discussions.