



EDD 712: Applied Qualitative Research Methods, Fall 2024

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Phone: 805-437-8894

Class Location:

Office Hours:

School of Education Mission:

Our Mission: The School of Education at California State University Channel Islands serves students, families, and communities by effectively preparing culturally-competent teachers and leaders who work collaboratively to inspire learning and promote equity in and through education.

Nuestra misión: La Escuela de Educación de California State University Channel Islands sirve a estudiantes, familias y comunidades por medio de la preparación efectiva de maestros y líderes culturalmente competentes que trabajan en colaboración para inspirar el aprendizaje y promover la equidad en y a través de la educación.

Course Description:

In this course, students learn the characteristics of various qualitative research traditions, including case study, phenomenology, narrative inquiry, ethnography, grounded theory, and participatory action research. Students explore major paradigms that inform many qualitative research traditions and their implications for the conduct of qualitative inquiry, specifically addressing the various approaches and assumptions about reality, knowledge, and values.

They also gain an introductory understanding of theoretical frameworks and their use in research, and examine issues of positionality, reflexivity, and reciprocity.

Course Structure:

The course will be delivered through

Required Readings:

- Bingham, A.J., Mitchell, R., & Carter, D. (2024). *A Practical Guide to Theoretical Frameworks for Social Science Research*. Routledge.
- Creswell, J. & Poth, C. (2024). *Qualitative Inquiry and Research Design*. Sage.

Student Learning Outcomes:

By the successful completion of this course, students will be able to:

1. Identify and explain the range of opportunities and problems addressed by qualitative research.
2. Identify the major paradigms that inform many qualitative research traditions and their implications for the conduct of qualitative inquiry, specifically addressing the various approaches and assumptions about reality, knowledge, and values.
3. Develop an understanding of the role of theory and existing research literature as they relate to the qualitative research process.
4. Reflect on their own assumptions and subjectivities and understand and address ethical dilemmas in qualitative inquiry related to educational research processes generally, and to their own research interests and plans, in particular.
5. Reflect on and examine racial and cultural considerations in conducting research in practice.
6. Plan and execute a qualitative study that demonstrates a clear and compelling connection between research problems, questions, theoretical frameworks, methods for data gathering and analysis, and conclusions.
7. Develop and apply specific skills in qualitative data collection and analysis by conducting observations in the field.
8. Develop and apply skills in data collection and analysis by doing in-depth interviewing.
9. Explicitly build “trustworthiness” into research design.
10. Report and discuss qualitative findings.

Associated Program Learning Outcomes

1. Navigate political, legal, and historical contexts affecting local, state, and federal educational policy and decision-making by utilizing field-based opportunities to analyze problems of practice and using multiple frames to develop meaningful solutions.
2. Develop a professional knowledge base that integrates both practical and research, which links theory with systemic and systematic inquiry for achieving reform and improvement within California's P-12 or community college/post-secondary education institutions.
3. Generate, transform, and utilize professional knowledge and practice by demonstrating leadership based on a shared vision of learning grounded in moral principles and ethical decision-making.
4. Design internal and external accountability processes and use them in data-driven planning by conducting research in relevant field settings, including collection, analysis, and use of original data as well as institutional research and other existing data to improve educational outcomes.

[Carnegie Project on the Education Doctorate \(CPED\)](#)

How to Access our Course and Get Started:

- Log into MyCI: <http://myci.csuci.edu>
- Click on CI Learn
- Under “My Courses,” locate our course and click on it.
- This will take you to the course home page. View the announcement on the homepage and proceed to the “Start Here” area.

Technology Requirements and Support:

1. A computer with a webcam and access to the internet and a quiet place to record. A USB microphone like [Logitech](#) is strongly encouraged.
2. [Google Chrome](#) (web browser).
3. You will use a web-based tool called VoiceThread in this class. For an orientation to VoiceThread and support tutorials, [please click here](#).

What I Expect of You:

Online Etiquette:

All learners in this course will expect to abide to to our community guidelines (we will develop these together)

If You Have Technical Problems:

Follow these steps:

1. Clear your browser's cache
2. Try a different browser (Chrome, Firefox, Safari)
3. Shutdown and restart your computer
4. If your problems persist, contact the University Help desk helpdesk@csuci.edu or 805-437-8552

Course Policies:

Late Work

All assignments for this course will be submitted electronically through CILearn unless otherwise instructed. Assignments must be submitted by the due date unless a late submission is requested and approved by the instructor. With instructor approval, up to two assignments may be submitted late.

Any assignment originally submitted on time may be revised, resubmitted, and re-evaluated with eligibility for full credit.

Cheating and Plagiarism

This course will adhere to CSUCI's academic dishonesty policy.

Accommodations for Students with Disabilities

Disability Statement: If you are a student with a disability requesting reasonable accommodations in this course, please visit Disability Accommodations and Support Services ([DASS](#)) located on the second floor of Arroyo Hall, or call 805-437-3331. All requests for reasonable accommodations require registration with DASS in advance of need: [Apply for services](#). Faculty, students and DASS will work together regarding classroom

accommodations. You are encouraged to discuss approved accommodations with your faculty.

Viewing Grades in CILearn (optional)

Points you receive for graded activities will be posted to the CILearn Grade Book. Click on the My Grades link on the left navigation to view your points.

I will update the online grades each time a grading session has been complete—typically within the week following an assignment’s due date. You will see a visual indication of new grades posted on your CILearn home page under the link to this course.

Incomplete Policy

Under emergency/special circumstances, you may petition for an incomplete grade. An incomplete will only be assigned if a serious and compelling reason prohibits your ability to complete all course assignments during the expected timeframe of the semester. Incomplete course assignments must be completed within 1 year of the original beginning date of the course.

Letter Grade Assignment

Final grades assigned for this course will be based on the percentage of total points earned as follows:

A+ 98-100%	C+ 77-79%
A 93-97%	C 73-76%
A- 90-92%	C- 70-72%
B+ 87-89%	D+ 67-69%
B 83-86%	D 60-66%
B- 80-82%	F 0-59%

Attendance, Preparation, and Participation

Students are expected to...

Library Research Resources

[Library Instruction and Resources](#)

Direct Student Support for School of Education: Dr. Colleen Harris

Email: Colleen.harris@csuci.edu; Phone: (805) 437-3140

[The Library offers 24/7 chat assistance.](#)

Writing and Multi-literacy Center

John Spoor Broome Library, Room 2675

For appointment requests and questions, call the WMC front desk or email:

Phone: 805-437-8934
Email: wmc.tutors@csuci.edu

Assignments (subject to change with notice)

Assignment #1: Qualitative Research Questions, Problem Statement, Preliminary Methodology

Assignment Description

For this assignment, you will write your problem statement (1-2 paragraphs), identify your research questions, and briefly present the methodology (1 paragraph) you plan to use to answer those questions. Your description of your methodology will be brief at this point, but should be expanded for the final paper. See Canvas for an example and for the rubric.

Assignment #2: Team Theoretical Framework Presentation

Assignment Description

The team theoretical framework presentation is your opportunity to share a theoretical framework used in a research study. You will complete this assignment in groups. For this assignment, you must choose a particular theoretical framework from Bingham et al., find a study that utilizes that framework, and present the framework and its use in the study to your classmates. You will be graded on your team's explanation of the key components of the theoretical framework, how it was used in a study (i.e. how it informed the design, methods, and analysis of the study), lessons learned from the use of theory in qualitative research, and your critique of the study (with specific attention to the use of theory). Please offer a point of discussion or discussion questions for your classmates to aid in their understanding of the theoretical framework.

Presentation should be approximately 15 minutes. There will be time for discussion after.
Note: The presentation must include the use of visuals.

Assignment #3: Theoretical Framework Paragraph

Assignment Description:

This is a brief paragraph outlining the theoretical framework you plan to use in your study. You should define the framework, explain its tenets, and explain why you have chosen it. You will exchange this paragraph with a peer for feedback.

Assignment #4: CITI Human Subjects Training

Assignment Description:

The CITI (Human Subjects) Training Program is a subscription service providing research ethics education to all members of the research community. **You will not be able to conduct**

a study until you have completed human subjects training. See Canvas for specific directions.

Assignment #5: Description of Data Collection

Assignment Description

The Description of Methodology and Data Collection Strategies is an expanded description of your methodology and a write-up of your data collection plan. Use the following guiding questions to help: What data will you collect? How will you collect it? Where will you collect it? Why are you collecting the data you are collecting? How does your data collection plan connect to your research questions? How does your data collection plan connect to your theoretical framework? How does it connect to your methodology? **Make sure to include your protocols (an observation protocol, if applicable; a list of your interview questions).** This will become the basis for your data collection section in your IRB documents and in your final qualitative research proposal. **Please be sure to cite relevant qualitative scholars throughout.** 2-3 pages.

Assignment #6: Feet wet Field Notes: Observations and Interviews

Assignment Description:

For this assignment, you will need to go into the field and collect the required data for the research question(s) that you have developed for your qualitative project. You must submit and bring to class your raw observation data and your field notes/memos about those observations and/or your transcribed interview/focus group data and your field notes/memos about those interviews/focus groups.

Assignment #7: Data Analysis and Trustworthiness

Assignment Description

The Description of Data Analysis Strategies and Trustworthiness is essentially a write-up of your data analysis plan/process along with a discussion of trustworthiness and how you will address issues of trustworthiness in your study. Guiding questions: How will you analyze your data? Why is your analysis appropriate for your data and your methodology? What is your specific process? Why? What data will you analyze first? Why? How does your data analysis plan connect to your research questions? What is trustworthiness? What are some strategies for ensuring trustworthiness? How will you ensure trustworthiness in your study specifically? This will become the basis for your data analysis and trustworthiness sections in your final qualitative research report.

Assignment #8: Feet wet Themes

Assignment Description:

In this assignment, you will analyze your feet wet field notes, develop themes, and present findings.

Ongoing Assignment: Participation and Discussion Facilitation

Assignment Description:

This includes weekly discussion facilitation through VoiceThreads, Discussion Boards, etc.

Overview of Learning Modules (Subject to change with notice):

Please be sure to access this syllabus and Canvas prior to the start of the course and weekly throughout the session. This is a living document and will be updated weekly along with the Canvas modules.

Week/Module Topic	To complete this module:	Assignments
<p>Week 1</p> <p>Module 0: Course Introduction, Expectations, and Academic Writing</p> <p>Module 1: What is qualitative inquiry and what can it do? Qualitative research traditions</p>	<p>Review:</p> <p>Course Introduction Academic Qualitative Writing</p> <p>Read:</p> <p>Creswell, Chapters 1, 3, 4, 5 (with the associated articles in the appendices)</p>	
<p>Week 2</p> <p>Module 2: Basics of Qualitative Research Design: Problem Statements and Research Questions</p> <p>Module 3: Research Foundations: Ontology, Epistemology, Paradigms, and Conceptual and Theoretical Frameworks</p>	<p>Review:</p> <p>Read:</p> <p>Agee, Developing Qualitative Research Questions Bingham et al., Ch. 1-2</p>	<p>Problem Statement, Methodology, and Research Questions</p> <p>Team Theoretical Framework Presentations</p> <p>Theoretical Framework Paragraph</p>
<p>Week 3</p> <p>Module 4: Human Subjects Protections and CITI Training</p> <p>Module 5: Institutional Review Board (IRB) Procedures</p>	<p>Review:</p> <p>CITI Training Materials IRB documents</p>	CITI Training
Week 4	Read: Jones, Torres, & Arminio – On Sampling	

<p>Module 6: Sampling and Participant Recruitment</p> <p>Module 7: Issues of Positionality, Racial and Cultural Concerns in Research, and Reciprocity</p>	<p>Read: Guest, Bunce, & Johnson (2006) How Many Interviews are Enough: An Experiment with Data Saturation and Variability</p> <p>Read: Milner, Racial and Cultural Concerns in Research</p>	
<p>Week 5</p> <p>Module 8: Data Collection 1 – Data Management, Designing and Conducting Observations</p>	<p>Read: Creswell, Chapter 7</p> <p>Read: Hatch: Chapter 3, Collecting Qualitative Data</p> <p>Read: Strauss: Memos and Memo-writing</p> <p>Read: (Optional) Observations: Emerson & Fretz – Writing Ethnographic Fieldnotes</p>	<p>Feet Wet Observation Field Notes</p>
<p>Week 6</p> <p>Module 9: Data Collection 2 – Designing and Conducting Interviews and Focus Groups</p>	<p>Read: Jacob & Furgerson, Writing Interview Protocols and Conducting Interviews</p> <p>Read: Fontana & Frey, The Interview</p>	<p>Feet Wet Interviews/Focus Groups Field Notes</p> <p>Description of Data Collection</p>
<p>Week 7</p> <p>Module 10: Qualitative Data Analysis: Coding and Memoing and Theme Development</p> <p>Module 11: Trustworthiness and Validity in Qualitative Research</p>	<p>Read: Creswell, Ch. 8</p> <p>Read: Tierney & Clemens – Qualitative Research in Public Policy</p> <p>Read: Bingham, A Five-Phase Process of Qualitative Data Analysis</p>	<p>Description of Data Analysis and Trustworthiness</p>
<p>Week 8</p> <p>Module 12: Reporting and Discussing Qualitative Findings</p>	<p>Read: Creswell, Chapter 9: Writing A Qualitative Study</p> <p>Read: Choose and read an article using your chosen methodology. Be prepared to discuss in class how the author(s) reported their findings and how they structured their discussion</p>	<p>Feet Wet Themes</p> <p>Qualitative Proposal</p>

Course Policies

Note: Course policies are subject to change. It is the student's responsibility to check CILearn for corrections or updates to the syllabus. Any changes will be posted in CILearn.

Academic Dishonesty Policy

Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show possession of a level of knowledge or skill that he/she does not possess. Any form of academic dishonesty, including cheating and plagiarism, may be reported to the office of student affairs.

This course will adhere to CSUCI's academic dishonesty policy. **Important Note:** Any form of academic dishonesty, including cheating and plagiarism, may be reported to the office of student affairs.

Academic Writing

Students are encouraged to make appointments with a Graduate Writing Studio (GWS) instructor for one-on-one or small-group coaching on the graduate level academic writing skills you are working to develop. GWS instructors are prepared to support your development in the areas you identify—from basic writing skills (e.g., correct mechanics of sentence structure, grammar, spelling, punctuation) to correctly formatting APA citations and references, to identifying a relevant and appropriately bounded thesis topic, to developing a concise problem statement defending that thesis topic as relevant and appropriate, and more.

Please refer to our Academic Writing guidelines in Canvas.

Accommodations for Students with Disabilities

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Instructor Communication Policy

Please email me your concerns and questions, I will respond within 24 hours Monday-Friday. I may not be available to respond on a weekend, but please leave a message and I will respond on Monday. If you would like to set up an in-person or Zoom meeting, please email me and we will find a time.

Late Work

All assignments for this course will be submitted electronically through CILearn unless otherwise instructed. Assignments must be submitted by the due date unless a late submission is requested and approved by the instructor. With instructor approval, up to two assignments may be submitted late.

Any assignment originally submitted on time may be revised, resubmitted, and re-evaluated with eligibility for full credit.

Letter Grade Assignment

Final grades assigned for this course will be based on the percentage of total points earned as follows:

Online Etiquette

All learners in this course are expected to abide by our community ground rules and Netiquette. Also refer to the Civil Discourse policy of the CI campus (below).

Preferred Pronouns

I will gladly honor your request to address you by an alternate/preferred name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. You may also update your pronouns or preferred name in [myCI Student Center](#)

Viewing Grades in CILearn (optional)

Points you receive for graded activities will be posted to the CILearn Grade Book. Click on the My Grades link on the left navigation to view your points.

I will update the online grades each time a grading session has been complete—typically within the week following an assignment’s due date. You will see a visual indication of new grades posted on your CILearn home page under the link to this course.

University Policies

Civil Discourse

NOTE: I take this policy seriously and make no exceptions. I will have zero tolerance for deviations from a civil discourse.

Non-protected speech (meaning it is not protected under 1st Amendment) includes hate speech, obscenity, defamation, fraud, incitement, and threats. Symbolic speech--non-verbal speech such as symbols or gestures--is also not protected if it is hateful, threatening, obscene, or perceived as creating an unsafe/threatening learning environment by me or a student.

All Candidates, staff and faculty on our campus are expected to join in making our campus a safe space for communication and civil discourse. If you are experiencing discomfort related to the language you are hearing or seeing on campus (in or out of classes), please talk with a trusted faculty or staff member. Similarly, please consider whether the language that you are using (in person or on Canvas) respects the rights of others to “engage in informed discourse and express a diversity of opinions freely and in a civil manner” (language from Academic Senate [Resolution SR 16-01](#), Commitment to Equity, Inclusion, and Civil Discourse within our Diverse Campus Community).

In addition, Candidates whose conduct adversely affects the learning environment in this classroom may be subject to disciplinary action: Candidates that disrupt this course may receive a verbal and written warning from the instructor and/or they may be referred to the Dean of Candidates office for further review and possible disciplinary action.

Time Commitment

The CSU policy calculates a 3-unit class as 3 hours a week of in-class time (in-person or online) plus minimum of 6 hours weekly (9 recommended weekly), outside of the class session on reading, watching taped lectures which is a “flipped class” instructional model, completing assignments, and other preparation work completed by the students on their own for deep learning. In order to keep up with and pass this class, these hours are factored for this course.

The CSU credit hour definition is consistent with federal law (600.2 and 600.4 revised July 1, 2020) and the requirements of the WSCUC.” Memo from CSU Chancellor Office, December 21, 2020

Title IX and Inclusion

Title IX & Inclusion manages the University’s equal opportunity compliance, including the areas of affirmative action and Title IX. Title IX & Inclusion also oversees the campus’ response to the University’s nondiscrimination policies. CSU Channel Islands prohibits discrimination and harassment of any kind on the basis of a protected status (i.e., age, disability, gender, genetic information, gender identity, gender expression, marital status, medical condition, nationality, race or ethnicity, religion or religious creed, sexual orientation, and Veteran or Military Status). This prohibition on harassment includes sexual harassment, as well as sexual misconduct, dating and domestic violence, and stalking. For more information regarding CSU Channel Islands’ commitment to diversity and inclusion or to report a potential violation, please contact [Title IX & Inclusion](#) at 805.437.2077.

Student Services

Basic Needs @ CI

If you face challenges securing food, housing, or other basic needs, you are not alone, and CSUCI wants to help during this time of crisis. One helpful resource is the community of staff available through the Basic Needs Program (BNP) located on the first floor of Arroyo Hall, Room 114. Students can call 805-437-2067, email basicneeds@csuci.edu, or drop in during open hours and talk with a BNP student assistant or professional staff member for resources, ideas, and strategies connected to basic needs challenges. Students can complete a referral form to request services for themselves or others by going to www.csuci.edu/basicneeds. The BNP is known for the Dolphin Pantry located at Arroyo Hall 114, but there are other resources available and staff who can help you work through housing insecurity or displacement as well as financial insecurity. Undergraduate students living in California are especially encouraged to explore CalFresh (grocery money each month for eligible students) as a resource. Domestic undergraduate students living in California are likely to be eligible for CalFresh and BNP staff are skilled with helping students navigate this process.

Please also notify your instructor about your concerns if you are comfortable in doing so. This will enable them to provide any resources that they may possess.

The Black Cultural Center is located in Bell Tower 1506

Campus Tutoring Services

You are encouraged to make early and regular use of campus tutors and/or peer-led study groups. For campus tutoring locations, subjects and hours, check out [Campus Tutoring](#).

Counseling and Psychological Services (CAPS)

CAPS is pleased to provide a wide range of services to assist Candidates in achieving their academic and personal goals. Services include confidential short-term counseling, crisis intervention, psychiatric consultation, and 24/7 phone and text support.

CAPS can be reached at 805-437-2088 (select option 2 on voicemail for 24/7 crisis support; or text “Hello” to 741741); you can also email us at caps@csuci.edu or visit the [CAPS website](#).

Digitally Accessible Course Materials--ALLY

CSUCI is committed to providing you the best learning experience possible. With this goal, we have activated ALLY in your Canvas courses. ALLY is a product that focuses on making digital course content more accessible to all Candidates. You will now be able to [download most course files in the format that fits best with your learning needs](#); PDF, HTML, .EPUB, and Audio files are now available for most content items. To learn more about formats available as well as what each format offers visit [Ally Support](#).

Should you have any questions or experience issues while using ALLY, please contact Shared Services Solution Center at (805) 437-8552. Send a screen shot of the problem you have!

[Inclusive Student Services](#)

The Latin X Cultural Center is located in Bell Tower 1524

[Social Justice, Equity & Inclusion Center](#) (formerly Multicultural Dream Center) is located in Bell Tower 1538

[Veterans Affairs](#)

[Writing and Multi-literacy Center](#)