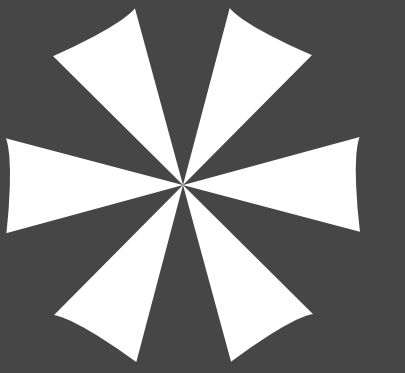


EDUR 9231

Qualitative Research
in Education



01.

Your Instructor

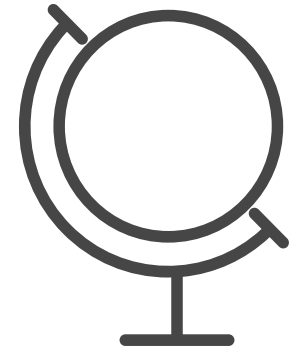


Dr. E. Anthony Muhammad

Associate Professor, Educational Research

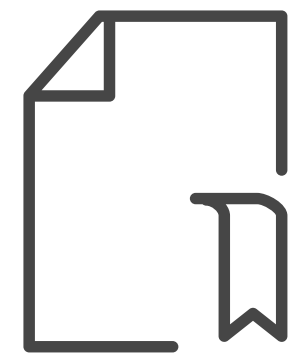
Dr. Muhammad is an Associate Professor of Educational Research at Georgia Southern University. His research agenda combines qualitative methodologies and critical frameworks in an effort to educate, emancipate, and transform. His research interests include black existential philosophy, the phenomenology of black embodiment, philosophical hermeneutics, and the intersection of racial and religious alterity.

Dr. Muhammad earned his B.S. in Psychology from Southern University (an HBCU), his M.S. in I/O Psychology from the University of Baltimore, and his doctorate in Qualitative Research Methodologies from the University of Georgia.



Email

Emuhammad@georgiasouthern.edu



Contact

College of Education
Dept. of Curriculum, Foundations & Reading
Room 3134
(912) 478-1547 (office)
@DocMuhad (Twitter)



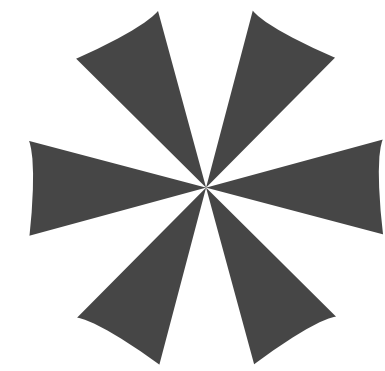
Office Hours

Virtual (By Appointment):
<https://tinyurl.com/4zwwbuvd>

02.

COURSE OVERVIEW

This course is designed for graduate students who are approaching the completion of their course work or working on qualitative research projects. This course examines qualitative methods used in social science research, focusing primarily on observation, data collection, data analysis and alternative data representations. Course readings on specific research methods will contribute to the formulation of research analysis projects carried out during the semester. Recent literature on the theoretical and ethical aspects of qualitative methods will also be considered in this course.



Instructional Strategies

Discussion Board Activities, Video Lectures, Reflective & Analytic Writing, Graphic Creation Activities, Social Media Posts, WebEx Review Sessions, & Video Walkthroughs



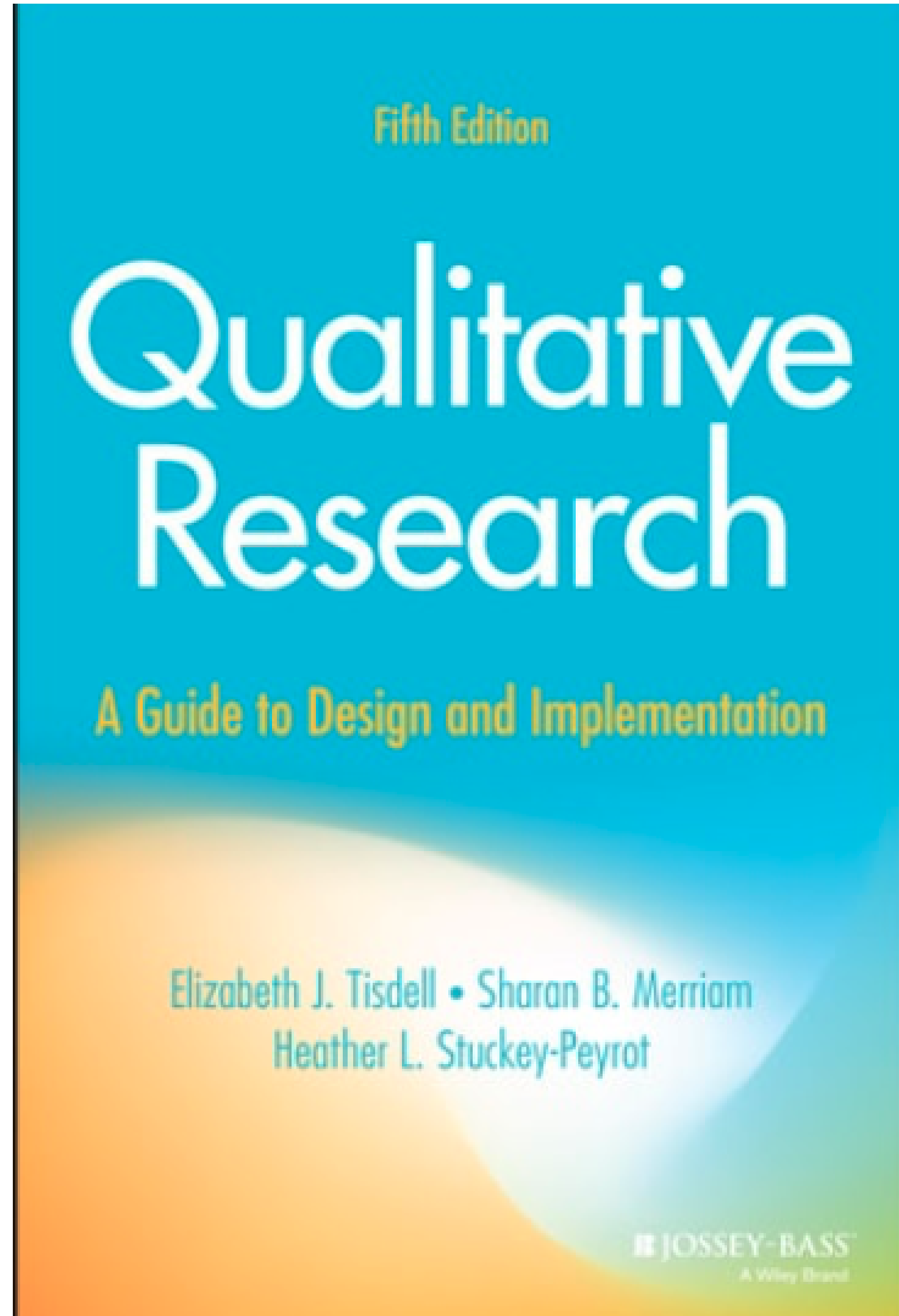
03.

Course Objectives

Student Learning Outcomes

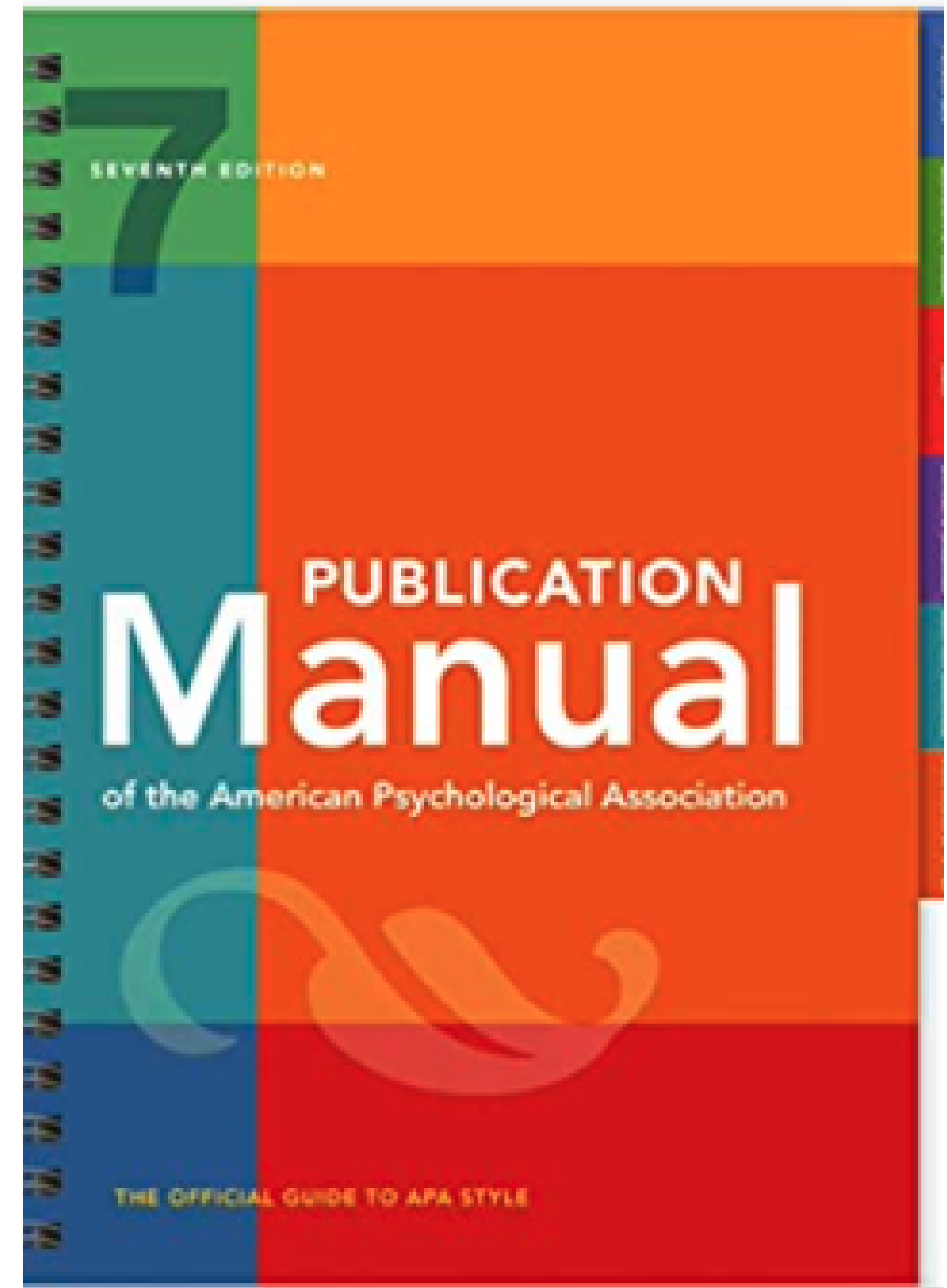
By the end of the semester, students will have an understanding of the following:

1. Research paradigms and philosophies of qualitative research
2. Various approaches to qualitative research (e.g., ethnography, narrative, phenomenology, grounded theory, case study, etc.)
3. Qualitative research data collection (e.g., observations, interviews, focus groups, etc.)
4. Analysis and interpretation of qualitative research data (e.g., qualitative coding and thematic analysis)
5. Elements and strategies for writing a qualitative study
6. Ethical concerns involving qualitative research



REQUIRED TEXT

TEXTBOOKS



Recommended Text

04.

ASSESSMENTS

1

PARTICIPATION (DBs & F2F Classes)- 40pts

Graded participation includes discussion board activities (5 pts), group work and class participation (5 pts). More details can be found below and will be provided during the course.

2

INTERVIEW PROJECT- 30 pts

You will be conducting one interview in this course. You will be choosing from one of three topics and your submission will include the audio and a transcription of the interview.

3

DATA ANALYSIS PROJECT - 30pts

Your final project will be the actual findings from the data analysis of your interview. You will submit your codebook, your list of categories derived from your codes, and a breakdown of your theme.

GRADING SCALE

Grade

Percent

A

100-90

(Excellent)

B

89-80

(Good)

C

79-70

(Satisfactory)

D

69-60

(Passing)

F

59 or below

(Failure)

PARTICIPATION EXPECTATIONS



Participation includes, but is not limited to, active posts and responses on discussion boards, timely completion of assignments, and regular class attendance during our live sessions. This is a graduate level course that is reading and fieldwork intensive. You are expected to complete all readings in order to participate in online discussion boards as well as in-class discussions and activities



If you have a conflict with a live zoom session, please contact me before your absence. As adults, it is your choice whether or not to attend class and how to participate in class. I am not in the position to give or withhold permission for you to miss class. Participation is a large part of your final grade and earning full points for participation requires being present and meeting the expectations outlined in this syllabus.

PARTICIPATION EXPECTATIONS

Discussion Boards



Discussion boards (not the general discussion boards) will be available for posts on Mondays of selected weeks (see course schedule for details). You should try to complete your initial discussion board post no later than Friday of the week we meet. Posts should be substantive (at least 250 words for initial post) and make a thoughtful, relevant, and appropriate contribution to the discussion. Please note you will not be able to read what your classmates have posted until you make your initial post. This will ensure you have read the material and are synthesizing the material on your own and posting your own ideas. Though a set number of responses are not required, you are expected to comment on several of your classmates' posts by week's end (Sunday) to generate discussion in this graduate-level class.

PARTICIPATION EXPECTATIONS

Discussion Boards (cont.)



Discussion boards will be an integral part of our hybrid classroom format. Be considerate and appropriate when using the discussion board. I, as the instructor, have the right to remove any message for the purposes of saving space, focusing the attention of students on relevant materials, and avoiding material inappropriate for a classroom. On this last note, with freedom comes responsibility. Please keep in mind as you contribute to the discussion board that not everyone comes from the same background or shares the same values and ideas. If you have any questions on this matter, contact me for clarification.

PARTICIPATION EXPECTATIONS

Article Discussions & Reading Groups



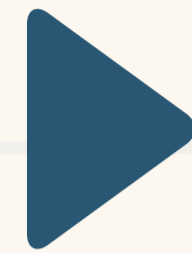
As part of the participation grade, each student must contribute to group presentation of articles. The articles will be presented to the class during the class meetings. For the article discussions during our in class meetings, reading groups (learning teams) will be organized to present a particular article to the larger group. Questions must be composed and delivered by group members to open discussion for the rest of the class.

INTERVIEW PROJECT

- ▶ Students will be required to conduct one audio-taped interview in this course. I understand that some of you may have IRB approval for your research projects and you can use this course to help collect and analyze data. Others will use this activity as a teaching tool in understanding interviewing skills.
- ▶ You will interview with a participant/stakeholder (i.e. parent, teacher, school administrator, school board member, community leader etc... **BUT NOT ONE OF YOUR STUDENTS**) for a minimum of 45 minutes to a maximum of one and a half hours. (A consent statement is mandatory at the very beginning of the interview. Your interview will be returned ungraded if you do not complete a taped, verbal agreement from the participant). For your consent statement, I will provide a script for you to read.

INTERVIEW PROJECT

Self Critique



As part of your interview project, you must also complete a self-critique for your skills as an interviewer. This should also be attached to the transcript but as the final page of the document. The critique must include your initial reactions while in the interview with the participant, your role during the interview process and what would you do differently if having this opportunity again. Prompts for the self-critique are below:

1

A summary of the content of the interview and interactions; and

2

A self-critique of your skills as an interviewer. Issues to address include:

INTERVIEW PROJECT

What kind of interactions were generated?
(E.g. did participants express their opinions?
were exchanges conversational?)

- what challenges did you face? (E.g. did you have individuals who were dominant speakers/non-participants?)
- what were your responses as a moderator?
- what did you do well?
- what would you change in future focus groups?

DATA ANALYSIS PROJECT

- ▶ In this project you will conduct and submit the results of a thematic analysis. The analysis itself will be done on the data collected in the interview project.
- ▶ Your thematic analysis project will be evaluated on the degree to which it includes the established steps (and products) of a qualitative, thematic analysis. You will also be assessed on the degree of detailed analysis given for your derived theme.
- ▶ Components of a complete thematic analysis will include a codebook, category/code listing, and a detailed breakdown of one theme.

ACADEMIC & ETHICAL EXPECTATIONS

Academic Integrity

- It is your responsibility to protect your work from inappropriate use by others. This is essential to ensure grading validity and maintain academic excellence.

Academic Dishonesty

- Presenting the work/ideas of others as if they were your own, i.e., without explicit acknowledgment of the original source.

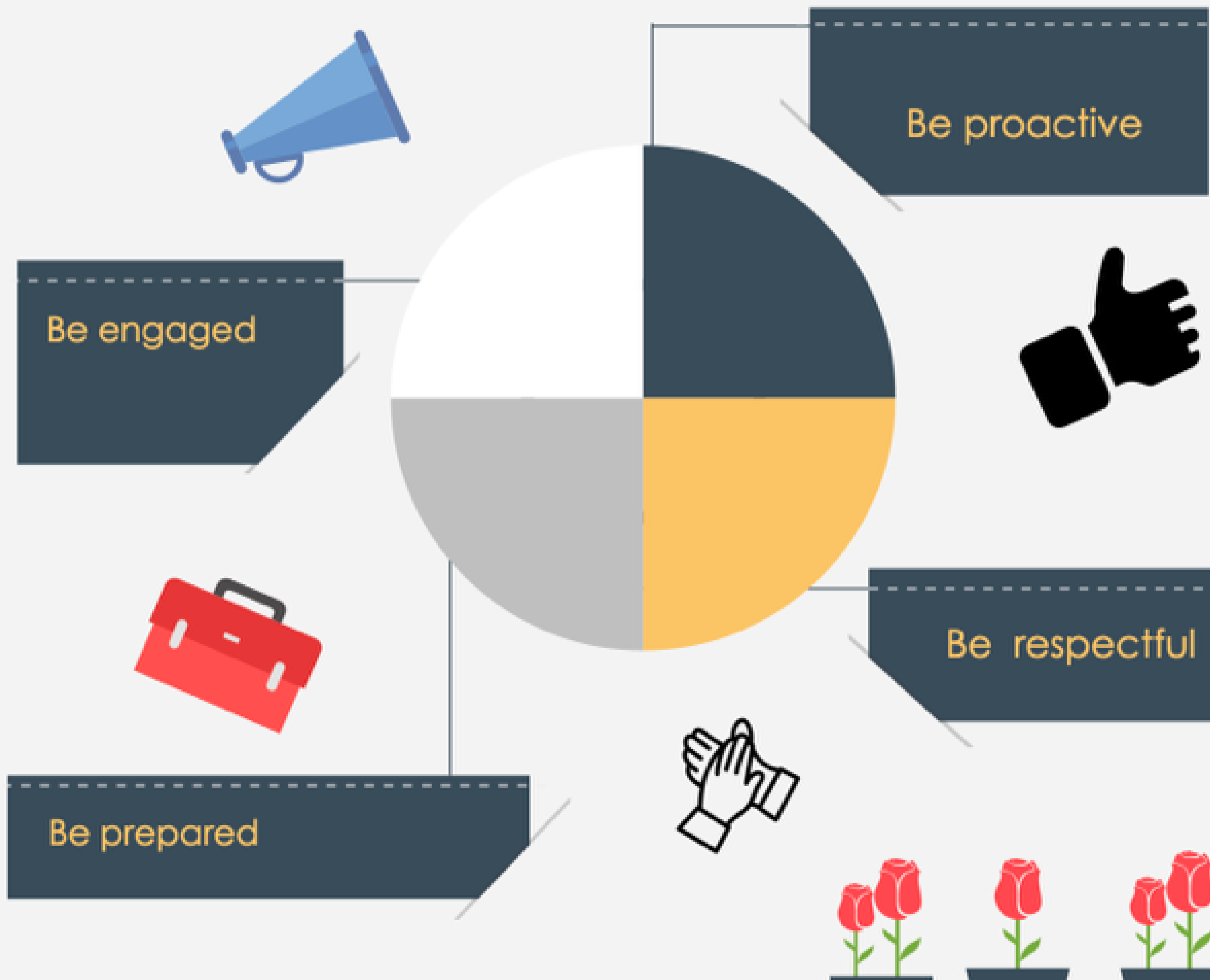
Responding to Academic Dishonesty

- If it is evident that you have purchased or otherwise dishonestly acquired any work, I reserve the right to require a revision, or some other arrangement.

My response may also include a report to the Office of Judicial Affairs, and a reduced course and/or assignment grade. Please refer to the Student Code of Conduct:
<http://students.georgiasouthern.edu/conduct/student-code-of-conduct/>

05.

COURSE EXPECTATIONS





INVITATION

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 envisioning your research topic from multiple methodological approaches.



POLICIES & PROCEDURES

1

Attendance

Student attendance is mandatory for successful completion of the course. Students are required to attend all ZOOM meetings. Students are allowed to miss one class without penalty. After one missed class, each additional missed class will result in a 10% deduction in your final point total. Participation is weighted in the final grade. Attendance will be recorded. Attendance at class meetings may be taken at any time during the class and may be taken more than once per session.

2

Notifications

If you know you will be unable to attend our virtual meetings, please contact me for further information concerning the material for the class date. You are expected to submit any work before or on the due date of the assignment. **Late work or make up work will not be accepted.** In case of emergency please contact the instructor via email or phone immediately. Students who can NOT meet during the regularly scheduled classes will be dropped one letter grade for each class date missed after the first one.

3

Academic Conduct

Students are expected to abide by the GSU Student Conduct Code and Regulations regarding academic integrity. Academic misconduct such as cheating and plagiarism will be reported to the Office of Judicial Affairs and appropriate penalties imposed that could affect course grade. See Student Conduct Code, Section III

06.

CITI Requirement

As you may already know, prior to beginning any study with human subjects (participants), faculty and student researchers alike must get approval from the university's Institutional Review Board (IRB). Individual IRB approval is not required when data are being collected and analyzed for class purposes (like you are doing for this course).

However, this means that you cannot use these data for conference presentations or publications. Please do not select an observation site or interviewee that puts you or your participants at risk in any way. For the purposes of this project you may not work with minors. Participants that you interview must be over the age of 18 and not considered part of a vulnerable population (e.g., pregnant women, prisoners, psychiatric patients, etc.).

****You are required to complete the CITI Human Subjects Training (Human Subjects Social & Behavioral Research -Basic/Refresher Training) prior to conducting any interviews. You must submit an electronic copy of your Certificate of Completion to the respective Dropbox by the date/time listed in the schedule.**

“

Additionally, if you face challenges meeting your basic needs (e.g., food, housing) or accessing materials for this course (e.g., the book, 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. We will use whatever resources we can to help you.

”

- Dr. Muhammad,
Course Instructor

07.

ATTENDANCE REQUIREMENT

This is a course that requires four live, virtual meetings on Saturday mornings/afternoons (see course schedule for dates/times). The EDLD Program and Faculty require students to attend all four of these in-person meetings with the exception of when extenuating circumstances would prevent a student from traveling to campus for one of these class sessions. For an extenuating circumstance, students will be permitted to miss one in-person meeting with no penalty.

Beyond one excused missed in-person Saturday class meeting, students will receive a 10% course grade reduction for each additional Saturday class meeting not attended (i.e., letter grade for the course will go down by one full grade for missing a second class, will go down by two later grades for missing a third class, and will go down by three letter grades for missing the fourth class). When a student misses a live session, it will be their responsibility to communicate with a classmate to learn what was covered in class that day.

Students should let their faculty member know in advance when they'll need to miss an in-person meeting date so the faculty member can plan ahead for that day's class activities and coordinate with the student to complete the alternate assignment. Having this conversation as far in advance as possible will best allow the faculty member to plan for your absence on that day(s) and to see if there are any additional ways to incorporate you into the classroom learning/activities.

DISABILITY ACCOMMODATIONS

If a student has a documented and declared disability, reasonable accommodations will be provided if requested by the student according to the recommendations of the Georgia Southern University Student Accessibility Resource Center (<http://studentsupport.georgiasouthern.edu/sarc/>).

Georgia Southern University is committed to providing reasonable accommodations to students with documented disabilities as required under federal law. Disabilities may include ADD or AD/HD, autism spectrum disorder, brain injury, chronic medical conditions, communication disorders, hearing loss, learning disabilities, mobility impairment, psychological disorders, visual impairment or temporary injuries. The purpose of disability accommodation is to provide equal access to the academic material and equal access to demonstrate mastery of the material. If you have a disability and need accommodations, please contact the Student Accessibility Resource Center (SARC). You will need to meet with a SARC staff member who can help you gather documentation of your disability or refer you to an appropriate resource for assessment. Once documentation of the disability is approved, SARC staff will provide you with an accommodation letter detailing the approved accommodations which you should present to me so we can discuss and implement your accommodations. Disability accommodations work best starting at the beginning of the semester but can be approved and started at any point in the semester. Accommodations start at the time the accommodation letter is presented to faculty within reasonable timelines; accommodations are not given retroactively.

STATEMENT REGARDING TITLE IX

Reporting

Georgia Southern University is committed to supporting its students and responding promptly to complaints made regarding discrimination through the Equal Opportunity and Title IX Office. Title IX prohibits discrimination on the basis of sex in education programs or activities operated by recipients of Federal financial assistance. Georgia Southern University does not discriminate on the basis of sex, race, color, sexual orientation, gender identity or expression, national origin, religion, age, veteran status, political affiliation, or disability.

While students are encouraged to share with faculty any issues or concerns they may be having, please be aware there are reporting requirements which are a part of the job requirements at Georgia Southern University. For example, if you disclose an issue of sexual misconduct, the information will be kept as private as possible, but faculty and staff are required to bring it to the attention of the institution's Title IX Coordinator/Director of Equal Opportunity and Title IX.

STATEMENT REGARDING TITLE IX

Pregnant and Parenting Students

Georgia Southern University does not discriminate against students who are pregnant, give birth, experience a false pregnancy, termination of pregnancy, or recovery therefrom. Students should work with their faculty as soon as possible to arrange appropriate accommodations based on this status; delays in reporting may impact available accommodations. Both students and faculty are able to consult with the Title IX Coordinator regarding any questions or issues which arise.

Students who are pregnant, give birth, experience a false pregnancy, termination of pregnancy, or recovery therefrom will be treated similarly to other similarly situated students. Absences from class may be excused due to pregnancy or childbirth for as long as medically necessary. At the conclusion of medical leave, the student will be allowed to return to the same academic status. Medical certification may be requested from the student.

COVID-19 RELATED INFORMATION

Please take appropriate precautions for your health. If you become ill during the term, please contact me immediately. We will work through what you will need to do, to either continue working in class or make up work that might have been missed during your absence.

If you have an illness that would result in an extended absence, you will need to contact the Dean of Students (DOS) office (<https://students.georgiasouthern.edu/dean/>).

In the event of serious illness, injury, or extenuating circumstances, the DOS office will notify professors at your request.

IMPORTANT POINT!

Free and Open Exchange of Ideas

As a graduate student at Georgia Southern University, the free discourse of ideas should be expected. I believe that the open exchange of ideas is necessary for learning. You may find that some of the class readings and discussions challenge your views and theoretical frameworks. I expect openness to difference and a willingness to interpret issues from frameworks that may not be quite so comfortable for you.

I have opinions and will express those. You are free to express either agreement or disagreement without fear of consequences. This does not mean that I may not challenge your views or disagree with them.

But it does mean that you will experience no consequences for disagreeing with me. If you feel that I am violating this commitment, please arrange to discuss the issue with me in the synchronous meeting room, via telephone, or face-to-face.

Please be respectful to others in both zoom meetings and online class discussions. My goal is to create a psychologically safe space in which everyone feels that they can participate in discussions. This does not mean people cannot disagree. This does not mean people cannot have emotions connected to their words. What it does mean is that we all need to be sensitive, appreciative, and respectful, no matter how strongly we might disagree.

