



**HIED 696:01W ADVANCED RESEARCH METHODOLOGY: INTERPRETIVE INQUIRY
COURSE SYLLABUS FALL 2015**

Instructor: Dr. Jon Travis, Regents Professor
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COURSE INFORMATION

Materials—Textbooks, Readings, Supplementary Readings:

Textbook Required:

Creswell, J. W. (2013). *Qualitative inquiry and research design: Choosing among five approaches* (3rd ed.). Thousand Oaks, CA: Sage.
Plus two student-selected qualitative studies.

Optional:

Marshall, C., & Rossman, G. B. (2010). *Designing qualitative research* (5th ed.) [Note—6th ed. is currently in press]. Thousand Oaks, CA: Sage.

Supplementary Readings:

Denzin, N. K., & Lincoln, Y. S. (Eds.). (2005). *The SAGE handbook of qualitative research* (3rd ed.). Thousand Oaks, CA: Sage.
LeCompte, M. D., Millroy, W. L., & Preissle, J. (1992). *The handbook of qualitative research in education*. San Diego, CA: Academic Press.

Course Description: A doctoral research tools course that provides a background and analysis of the interpretive act in all educational research. Designed to provide an in-depth study of the process of conducting research in the naturalistic paradigm, the course focuses on an examination of the major methodological traditions of this approach to research. Also included are the terminology and a consideration of the distinctions between the naturalistic and the rationalistic, or quantitative, methods of inquiry.

Student Learning Outcomes:

Upon completion of this course, the student will be able to

1. Demonstrate an understanding of the systematic process of research. Specifically, the student will be able to:
 - 1.1 Describe educational research as a systematic process of constructive inquiry.
 - 1.2 Discuss the fundamental procedures of conducting systematic inquiry.
2. Demonstrate an understanding of the foundations of interpretive inquiry in education. Specifically, the student will be able to:
 - 2.1 Describe qualitative educational research.
 - 2.2 Identify, compare, and contrast naturalistic and rationalistic designs.
 - 2.3 Describe the value of qualitative methodology in educational research.
3. Develop in-depth skills for interpretive research design. Specifically, the student will be able to:

- 3.1 Identify and demonstrate ethnography.
- 3.2 Identify and demonstrate case study.
- 3.3 Identify and demonstrate phenomenology.
- 3.4 Identify and demonstrate grounded theory.
- 3.5 Identify and demonstrate biography.
- 3.6 Identify and demonstrate program evaluation.
- 3.7 Identify and demonstrate hermeneutics.
- 3.8 Identify and demonstrate critical theory.
4. Demonstrate an understanding of naturalistic fieldwork. Specifically, the student will be able to:
 - 4.1 Identify and briefly describe five data gathering techniques: observation, interviewing, document collection, participation, and artifact collection.
 - 4.2 Identify and briefly describe four data recording techniques: field notes, photographs and photocopying, sound recording, and videotaping.
5. Develop basic skills in qualitative data analysis and reporting. Specifically, the student will be able to identify and briefly describe the following techniques:
 - 5.1 Coding and sorting.
 - 5.2 Interpretation.
 - 5.3 Drawing and verifying conclusions.
 - 5.4 Qualitative data presentation.
6. Demonstrate an understanding of the applications of interpretive inquiry in education. Specifically, the student will be able to:
 - 6.1 Identify research problems suitable for interpretive inquiry.
 - 6.2 Apply a qualitative method to a specific research problem.

COURSE REQUIREMENTS

Instructional Methods/Activities/Assessments

Review of online lectures and completion of assigned readings in the course text as well as additional outside reading. This reading is necessary to serve as a basis for class discussion and understanding qualitative methodology. (Please note—many authors in the research literature have provided different interpretations that may actually be contradictory. If these contradictions prove to be obstacles, please use threaded discussion for clarification.)

Participation in weekly threaded discussion.

Critical review of five studies in the text and one additional qualitative study taken from a journal or a collection of studies. These reviews are to be prepared in groups and should focus on the methods of the studies. A brief presentation of the study outside the text must be submitted to Doc Sharing.

A methodology exam.

Completion of an individual fieldwork assignment outside of class.

A brief paper (**maximum** of six pages) that comprises the **research method** for a specific **qualitative** research proposal (i.e., this paper should resemble the Method of Procedure section of a dissertation proposal, preceded by a one-sentence purpose statement). **PLEASE NOTE**, Late submissions will not be accepted. Papers must be **THOROUGHLY EDITED BEFORE** submission and must conform to the *APA Style Manual* for writing style accuracy.

Grading

The following criteria will be utilized for student evaluation:

Participation in threaded discussion—150 pts. (10 pts. each week)

Presentation of qualitative study (outside text)—20 pts.

Methodology exam—100 pts.

Proposal paper—30 pts.

Total possible—300 pts.

The minimum number of points required for each grade is as follows:

A—270
B—240
C—200

(Please remember, no grade below a B may be applied to a doctoral degree.)

COMMUNICATION AND SUPPORT

All communication with the professor outside of class should be directed to the professor's university e-mail address.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment (Texas A&M University-Commerce Procedure A12.08—see Student Guidebook, Policies and Procedures, Conduct).

All graduate students are expected to maintain high standards of academic integrity and honesty. Academic dishonesty, as defined in the Graduate Catalog, will incur a penalty commensurate with the severity of the infraction, from failure on the applicable assignment to failure in the course. A more severe infraction may also lead to a recommendation for suspension or expulsion.

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information, or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Students with Disabilities:

The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact the **Office of Student Disability Resources and Services, Texas A&M University-Commerce, Gee Library, Room 132, Phone (903) 886-5150 or (903) 886-5835, Fax (903) 468-8148 (StudentDisabilityServices@tamuc.edu)**

COURSE OUTLINE:

(Note: *Subject to change*)

Topic

Overview of research as inquiry; Interpretive aspect of inquiry
Comparison of paradigms; Qualitative methodology; Data collection methods
Ethnography
Case Study
Phenomenology
Grounded Theory
Biographical Research
Program evaluation
Hermeneutics

Critical Social Science

Fieldwork /Data Collection

[Exam]

Data Analysis—Coding & sorting; Computer applications

Interpretation/Conclusions

Writing qualitative reports

[Proposal papers due]