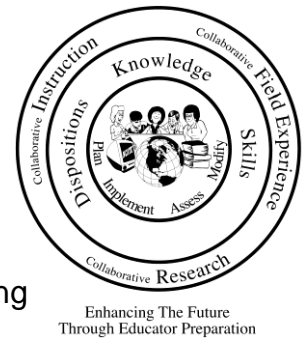


**EDLD 7372**  
**QUALITATIVE METHODOLOGY**  
**FALL 2017**  
**TUESDAY (4:40 PM TO 7:10 PM)**  
**THE WOODLANDS CENTER (ROOM 335)**



**Instructor:** Dr. Anthony J. Onwuegbuzie  
 Department of Educational Leadership & Counseling  
 Box 2119  
 Huntsville, TX. 77341  
 Office: 936-294-4509  
 Cell: 813-404-6665 (10:00 am - 10:00 pm only)  
 Fax: 936-294-3886  
[tonyonwuegbuzie@aol.com](mailto:tonyonwuegbuzie@aol.com)

**Required Materials:**

- American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
- Gee, J. P. (2014). *An introduction to discourse analysis: Theory and method* (4th ed.). New York, NY: Routledge.
- Gerber, H. R., Abrams, S. S., Curwood, J. S., & Magnifico, A. (2016). *Conducting qualitative research of learning in online spaces*. Thousand Oaks, CA: Sage.
- Miles, M., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). Thousand Oaks, CA: Sage.
- Onwuegbuzie, A. J., & Frels, R. K. (2016). *Seven steps to a comprehensive literature review: A multimodal and cultural approach*. London, England: Sage.
- Spradley, J. P. (1979). *The ethnographic interview*. Cambridge, MA: International Thomson Publishing.

Additional readings of research articles will be assigned.

**Required tools for this course include:**

1. Students should have access to a reliable Internet connection and be proficient with basic skills in Microsoft software programs including Word, PowerPoint, and Excel. In addition, students will need to establish a SHSU student email account to utilize the reference collections in the library.
2. Blackboard: Students will be expected to utilize Blackboard. Training guides and on-line tutorials are available.
3. Please become familiar with the resources managed by the Newton Gresham Library by visiting the website: <http://library.shsu.edu/>

**Prerequisite Learning:** APA style, conducting and writing literature reviews.

**Course Goal:** This course is designed to prepare graduate students to analyze and to interpret qualitative data using qualitative software (i.e., QDA Miner). Attention will be focused on developing students' computer skills and the knowledge needed to undertake in-depth qualitative analyses of complex data that arise from diverse educational settings. The general goals of the course are to enable students to:

1. Understand the role of computer software in qualitative data analysis.
2. Conceptualize and develop a qualitative research study for a problem in the field of education or counseling.
3. Critique the data analysis and results sections of qualitative research reports.

**Course Objectives:** This course is designed to introduce the student to the meaning and use of qualitative research in diverse educational settings. The curricula for this course include (1) knowledge of the literature of the discipline and (2) ongoing student engagement in research related to professional practice. Attention will be focused upon developing the skills and knowledge needed to conduct critical evaluations and use the findings of published research in educational and counseling settings. Attention also will be given to the use of microcomputers for qualitative data analysis. All course objectives are designed to enhance the student's ability to become a consumer of qualitative research. By the end of the semester, the student will be able to:

1. Describe the philosophical underpinnings and logic of justification underlying the quantitative and qualitative data analyses
2. Identify the differences between the quantitative and qualitative data analyses
3. Define terms and concepts commonly utilized in qualitative data analyses
4. Understand and describe the steps involved in the qualitative data analysis process
5. Understand and use a variety of qualitative data analysis techniques
6. Align qualitative data analysis techniques to research purposes and research questions
7. Identify and describe the major threats to validity/trustworthiness/legitimation/truth value of qualitative research findings
8. Demonstrate knowledge of how to evaluate qualitative data analysis and results sections of research reports
9. Understand how to use QDA Miner to undertake a variety of qualitative data analysis techniques
10. Present and discuss the data analysis process and results
11. Write up the results section pertaining to an array of qualitative data analysis techniques
12. Demonstrate skill in writing in the format of the American Psychological Association
13. Demonstrate basic skills with electronic information-retrieval systems
14. Demonstrate how to utilize effectively the library and its resources as part of the qualitative research process
15. Identify ethical and legal considerations involved in conducting and reporting qualitative data analyses

16. Apply guidelines for presenting qualitative research studies professionally
17. Understand the role of qualitative data analyses in mixed methods data analyses

### **Format for class:**

- Mini lectures and demonstrations based on your reading assignments.
- Application of topics discussed using QDA Miner on the computer.
- Interpretation of qualitative data.
- Class discussions
- Hand-on data collection techniques (e.g., interviewing, transcribing, focus group interviewing, observing, member-checking)

### **ATTENDANCE**

Students are to attend and participate in **all** classes. This behavior is expected of all students enrolled in graduate-level classes. The instructor reserves the right to deduct two points for each hour a student is late to class, 10 points for each class missed, and 2 points for each calendar day an assignment is late. Students who miss 20% or more of the classes are subject to dismissal from the course. If you miss additional classes, you must schedule an appointment with the instructor to discuss your continuation in the course. If you have to miss class, come to class late, or leave class early, it is your responsibility to find out what was covered and assigned. Remember, for every lesson that you fail to attend, you will miss coverage of *several course objectives*. Attendance on examination days (including any presentations) is **compulsory**. Non-attendance on examination days without an acceptable reason will result in a score of zero for that examination.

### **OFF-TASK BEHAVIOR**

It is imperative that students **turn off their cell phones** prior to the start of class. Also, students should **refrain from reading or writing email messages, text messages, Tweets, Facebook messages**, or engaging in any other off-task behaviors at any point during class. Also, please **refrain from engaging in side conversations** during class unless directed to do so by the instructor.

### **ASSIGNMENTS**

All assignments will be given deadlines. Contact me in advance if you are unable to turn in an assignment on time. Students are reminded that plagiarism (including copying work from another student, present or former) is strictly prohibited. Any student against whom evidence of plagiarism is found automatically will fail the course and may have further action taken against them. **THERE WILL BE NO EXCEPTION TO THIS RULE.**

## **GRADING CRITERIA**

### **ADDITIONAL COMMENTS ABOUT PLAGIARISM AND HONESTY**

Using the words, ideas, or conclusions of another person without giving proper credit is a form of intellectual dishonesty known as **PLAGIARISM**. This behavior always has been, and still is, unacceptable and dishonest. Exact quotes must be cited according to the APA style manual (5th Ed.). Paraphrasing means to restate, therefore, the working must be completely changed. Altering a few words or phrases is not sufficient...the entire passage must be restated in **YOUR OWN** words (Tomberlin, 1995). (More about plagiarism in this syllabus).

You are in an elite group having arrived at this place in your educational career through diligent work and your ability to persevere. Do not jeopardize your place in this program by succumbing to the dishonest production of required work--it will be dealt with swiftly.

### **GENERAL ADVICE**

- (i) READ the sections to be covered *before* class. READ *all* handouts *carefully*.
- (ii) ASK questions if you do not understand the material presented or in the readings. If there is not enough time for questions during the class, please see me after the class, arrange to see me during our office hours, or contact me via telephone or e-mail.
- (iii) READ and be accountable for all class assignments. **Each assignment covers a specified amount of information that may not be covered in class lectures;** however, the lectures and texts supplement and complement each other. **You are responsible for assigned readings, whether covered in class or not.** Attempt to complete fully *all* the assignments. If you have difficulties in any areas, please let me know.

**Please note:** I care very much about your future development. I will do EVERYTHING that I can to prepare you to be an effective researcher and practitioner.

## **TENTATIVE SCHEDULE**

### **Week 1: August 29<sup>th</sup>**

#### **THEME 1: OVERVIEW OF COURSE AND SET UP OF RESEARCH TEAMS AND ASSIGNMENTS**

Individual introductions

Overview of syllabus, course, and textbooks

Description of term assignments

Develop on-site pairs (and trios if there is an even number of students) for interview data collection

Develop interview questions

Develop research teams

Assigned Exercise: Group Observations

Byers, V. T., Smith, R. N., Hwang, E., Angrove, K. E., Chandler, J. I., Christian, K. M., Dickerson, S. H., McAlister-Shields, L., Thompson, S. P., Onwuegbuzie, A. J., & Denham, M. A. (2014). Survival strategies: Doctoral students' perceptions of challenges and coping methods. *International Journal of Doctoral Studies*, 9, 109-136. Retrieved from <http://ijds.org/Volume9/IJDSv9p109-136Byers0384.pdf>

Byers, V. T., Smith, R. N., Angrove, K. E., McAlister-Shields, L., & Onwuegbuzie, A. J. (2015). Experiences of select women doctoral students: A feminist standpoint theory perspective. *International Journal of Education*, 7, 266-304. Retrieved from <http://www.macrothink.org/journal/index.php/ije/article/view/6982/6070>

Onwuegbuzie, A. J., Rosli, R., Ingram, J. M., & Frels, R. K. (2014). A critical dialectical pluralistic examination of the lived experience of women doctoral students. *The Qualitative Report*, 19(5), 1-35. Retrieved from <http://www.nova.edu/ssss/QR/QR19/onwuegbuzie5.pdf>

Gonzales, V., Valle, R., Venzant, M., & Onwuegbuzie, A. J. (2015). The doctoral challenge: Select women students' experiences in a higher educational leadership doctoral program. *International Journal of Education*, 7, 121-148. doi:10.5296/ije.v7i3.7697

Jordan, J., Wilcox, R., Paitson, D., Parker, M., Li, X., & Onwuegbuzie, A. J. (in press). The role of doctoral studies on the relationships between select doctoral students and their partners: A collective case study. *The Qualitative Report*.

### **Relevant PowerPoints:**

SHSU\_QualitativeResearchQuestions.Handout.pdf  
 SHSU\_QualitativeResearchProcess.Overview  
 SHSU\_WhatIsQualitativeResearch

### **Assignment for Week 2:**

\*Type up observations using Word and email it to Tony ([tonyonwuegbuzie@aol.com](mailto:tonyonwuegbuzie@aol.com)) by Sunday midnight, September 3

\*Develop a qualitative-based research question(s) for groups

\*Read

Onwuegbuzie, A. J., Leech, N. L., Slate, J. R., Stark, M., Sharma, B., Frels, R. K., Harris, K., & Combs, J. P. (2012). An exemplar for teaching and learning qualitative research. *The Qualitative Report*, 17(1), 16-77. Retrieved from <http://www.nova.edu/ssss/QR/QR17-1/onwuegbuzie.pdf>

Onwuegbuzie and Frels (2016):  
 Chapter 1: Foundations of the Literature Review  
 Chapter 2: The Literature Review  
 Chapter 3: Methodology of the Literature Review

Gerber, Abrams, Curwood, and Magnifico (2016):  
 Chapter 1: How can learning in online spaces be informed by qualitative research

## **THEME 2: OVERVIEW OF QUALITATIVE RESEARCH PROCESS**

In-Class Exercise: Qualitative analysis of observations of all group members

Develop research question(s) for each research team

Begin planning research design for each research team

**Relevant PowerPoint:**

ConceptionsofQualitativeInterviews.pptx

SHSU\_QualitativeResearchProcess\_Overview.ppt

SHSU\_QualitativeResearch\_13StepsModel.pdf

SHSU\_Chapter1\_Denzin&Lincoln(2005)

SHSU\_Chapter2\_Creswell(2007)

SHSU\_Chapter6\_Creswell(2007)

SHSU\_Chapter7\_Denzin&Lincoln(2000)

SHSU\_Chapter6\_Denzin&Lincoln(2005)

**\*Read**

Roulston, K. (2010). Considering quality in quantitative research.  
*Qualitative Research*, 10, 199-228.  
 doi:10.1177/1468794109356739

SHSU\_QualitativeResearch\_13StepsModel.pdf ..

TemplateforQualitativeDissertationResearchProposals.  
 revised5\_SuggestedArticles.pdf

TemplateforQualitativeResearchProposals\_  
 revised4\_SuggestedArticles.pdf

**THEME 3: OVERVIEW OF QUALITATIVE RESEARCH DESIGNS****Relevant PowerPoint:**

SHSU.QualitativeResearchDesigns

SHSU.Denzin&Lincoln(2005).CaseStudies

SHSU.Denzin&Lincoln(2000).GroundedTheory

SHSU.Denzin&Lincoln(2005).CriticalEthnography

SHSU.Denzin&Lincoln(2000).Autoethnography

TypesofQualitativeResearchDesigns.pptx

Philosophies\_Table.ppt

**THEME 4: INTRODUCTION TO ETHNOGRAPHIC AND DISCOURSE ANALYSIS**

Miles, Huberman, and Saldaña (2014):  
 Chapter 1: Introduction  
 Chapter 2: Research Design and Management  
 Chapter 3: Ethical Issues in Analysis  
 Chapter 4: Fundamentals of Qualitative Data Analysis

Spradley (1997):

- Chapter 1: Locating an Informant
- Chapter 2: Interviewing an Informant
- Chapter 3: Making an Ethnographic Record
- Chapter 4: Asking Descriptive Questions

Gee, J. P. (2010). *An introduction to discourse analysis: Theory and method* (2nd ed.). New York, NY: Routledge.

- Chapter 1: Introduction
- Chapter 2: Building Tasks
- Chapter 3: Tools of Inquiry and Discourses
- Chapter 4: Social Languages, Conversations, and Intertextuality

\*Read ahead as much as possible

## **Week 2: September 5<sup>th</sup>**

Onwuegbuzie, A. J., Leech, N. L., Slate, J. R., Stark, M., Sharma, B., Frels, R. K., Harris, K., & Combs, J. P. (2012). An exemplar for teaching and learning qualitative research. *The Qualitative Report*, 17(1), 16-77. Retrieved from <http://www.nova.edu/ssss/QR/QR17-1/onwuegbuzie.pdf>

Onwuegbuzie and Frels (2016):

- Chapter 1: Foundations of the Literature Review
- Chapter 2: The Literature Review
- Chapter 3: Methodology of the Literature Review

Gerber, Abrams, Curwood, and Magnifico (2016):

- Chapter 1: How can learning in online spaces be informed by qualitative research

## **THEME 2: OVERVIEW OF QUALITATIVE RESEARCH PROCESS**

In-Class Exercise: Qualitative analysis of observations of all group members

Develop research question(s) for each research team

Begin planning research design for each research team



**Relevant PowerPoint:**

ConceptionsofQualitativeInterviews.pptx  
 SHSU\_QualitativeResearchProcess\_Overview.ppt  
 SHSU\_QualitativeResearch\_13StepsModel.pdf  
 SHSU\_Chapter1\_Denzin&Lincoln(2005)  
 SHSU\_Chapter2\_Creswell(2007)  
 SHSU\_Chapter6\_Creswell(2007)  
 SHSU\_Chapter7\_Denzin&Lincoln(2000)  
 SHSU\_Chapter6\_Denzin&Lincoln(2005)

**\*Read**

Roulston, K. (2010). Considering quality in quantitative research.  
*Qualitative Research*, 10, 199-228.

doi:10.1177/1468794109356739

SHSU\_QualitativeResearch\_13StepsModel.pdf ..

TemplateforQualitativeDissertationResearchProposals.  
 revised5\_SuggestedArticles.pdf

TemplateforQualitativeResearchProposals\_  
 revised4\_SuggestedArticles.pdf

**THEME 3: OVERVIEW OF QUALITATIVE RESEARCH DESIGNS****Relevant PowerPoint:**

SHSU.QualitativeResearchDesigns  
 SHSU.Denzin&Lincoln(2005).CaseStudies  
 SHSU.Denzin&Lincoln(2000).GroundedTheory  
 SHSU.Denzin&Lincoln(2005).CriticalEthnography  
 SHSU.Denzin&Lincoln(2000).Autoethnography

TypesofQualitativeResearchDesigns.pptx

Philosophies\_Table.ppt

**THEME 4: INTRODUCTION TO ETHNOGRAPHIC AND DISCOURSE ANALYSIS**

Miles, Huberman, and Saldaña (2014):

Chapter 1: Introduction

Chapter 2: Research Design and Management

Chapter 3: Ethical Issues in Analysis

Chapter 4: Fundamentals of Qualitative Data Analysis

Spradley (1997):

- Chapter 1: Locating an Informant
- Chapter 2: Interviewing an Informant
- Chapter 3: Making an Ethnographic Record
- Chapter 4: Asking Descriptive Questions

Gee, J. P. (2010). *An introduction to discourse analysis: Theory and method* (2nd ed.). New York, NY: Routledge.

- Chapter 1: Introduction
- Chapter 2: Building Tasks
- Chapter 3: Tools of Inquiry and Discourses
- Chapter 4: Social Languages, Conversations, and Intertextuality

### **Assignment for Week 3:**

\*Read

## **THEME 5: SAMPLING AND COLLECTING DATA IN QUALITATIVE RESEARCH**

### *Collecting Data*

LexicalMovements.pdf

McNeill's 1992)ClassificationSchemeofGestures.pdf

NonverbalCommunication\_Tables.pdf

Spradley (1997):

- Chapter 7: Asking Structural Questions
- Chapter 9: Asking Contrast Questions

Onwuegbuzie, A. J., Leech, N. L., & Collins, K. M. T. (2010). Innovative data collection strategies in qualitative research. *The Qualitative Report*, 15(3), 696-726. Retrieved May 19, 2010, from <http://www.nova.edu/ssss/QR/QR15-3/onwuegbuzie.pdf>

Denham, M. A., & Onwuegbuzie, A. J. (2013). Beyond words: Using nonverbal communication data in research to enhance thick description and interpretation. *International Journal of Qualitative Methods*, 12, 670-696.

Onwuegbuzie, A. J., & Byers, V. T. (2014). An exemplar for combining the collection, analysis, and interpretations of verbal and nonverbal data in qualitative research. *International Journal of Education*, 4(1), 183-246.

Retrieved from  
<http://www.macrothink.org/journal/index.php/ije/article/view/4399/4300>

Wilson, A. D., Onwuegbuzie, A. J., & Manning, L. P. (2016). Using paired depth interviews to collect qualitative data. *The Qualitative Report*, 21, 1549-1573. Retrieved from <http://nsuworks.nova.edu/tqr/vol21/iss9/1>

### *Sampling*

Onwuegbuzie, A. J., & Leech, N. L. (2007). Sampling designs in qualitative research: Making the sampling process more public. *The Qualitative Report*, 12, 238-254 Retrieved from <http://www.nova.edu/ssss/QR/QR12-2/onwuegbuzie1.pdf>

Onwuegbuzie, A. J., & Leech, N. L. (2007). A call for qualitative power analyses. *Quality & Quantity: International Journal of Methodology*, 41, 105-121. doi:10.1007/s11135-005-1098-1

Onwuegbuzie, A. J., & Collins, K. M. T. (2007). A typology of mixed methods sampling designs in social science research. *The Qualitative Report*, 12, 281-316. Retrieved from <http://www.nova.edu/ssss/QR/QR12-2/onwuegbuzie2.pdf>

Onwuegbuzie, A. J., & Collins, K. M. T. (2014). The role of Bronfenbrenner's ecological systems theory in enhancing interpretive consistency in mixed research. *International Journal of Research in Education Methodology*, 5, 651-661.

### *Interviewing the Interviewer*

Onwuegbuzie, A. J., Leech, N. L., & Collins, K. M. T. (2008). Interviewing the interpretive researcher: A method for addressing the crises of representation, legitimation, and praxis. *International Journal of Qualitative Methods*, 7(4), 1-17. Retrieved from <https://ejournals.library.ualberta.ca/index.php/IJQM/article/view/1701/3818>

Frels, R. K., & Onwuegbuzie, A. J. (2012). Interviewing the interpretive researcher: An impressionist tale. *The Qualitative Report*, 17(Art. 60), 1-27. Retrieved from <http://www.nova.edu/ssss/QR/QR17/frels.pdf>

*Interviewing the Transcriber*

Weinbaum, R. K., & Onwuegbuzie, A.J. (2016). Getting more out of your interview data: Toward a framework for debriefing the transcriber of interviews. *Journal of Educational Issues*, 2, 248-264. doi:10.5296/jei.v2i1.9216

**Relevant PowerPoints:**

SHSU.Denzin&Lincoln(2005).Interviewing  
SHSU.Denzin&Lincoln(2000).Observations

**THEME 6: LEGITIMATION AND WRITING QUALITATIVE REPORTS***Legitimation:*

Miles, Huberman, and Saldaña (2014)  
Chapter 11: Drawing and Verifying Conclusions

Onwuegbuzie, A. J., & Leech, N. L. (2007). Validity and qualitative research: An oxymoron? *Quality & Quantity: International Journal of Methodology*, 41, 233-249.

**Relevant PowerPoints:**

Instructor: SHSU.LegitimationinQualitativeResearch  
Instructor: SHSU.CitationErrorandRITS.final

*Analyzing Interview Data*

Spradley (1997):  
Chapter 5: Analyzing Ethnographic Interviews

Onwuegbuzie, A. J., & Dickinson, W. B. (2008). Mixed methods analysis and information visualization: Graphical display for effective communication of research results. *The Qualitative Report*, 13, 204-225. Retrieved January 2, 2009, from <http://www.nova.edu/ssss/QR/QR13-2/onwuegbuzie.pdf>

Verdinelli, S., & Scagnoli, N. I. (2013). Data display in qualitative research. *International Journal of Qualitative Research Methods*, 12, 359-381. Retrieved from <http://ejournals.library.ualberta.ca/index.php/IJQM/article/view/17718>

Onwuegbuzie and Frels (2016):  
Chapter 4: Step 1: Exploring Beliefs and Topics

Gerber, Abrams, Curwood, and Magnifico (2016):  
Chapter 2: What kind of online spaces exist?

*Writing up Results:*

Miles, Huberman, and Saldaña (2014)  
Chapter 12: Writing About Qualitative Research

Spradley (1997):  
Chapter 12: Writing an Ethnography

Anfara, V. A., Brown, K. M., & Mangione, T. L. (2002). Qualitative analysis on stage: Making the research process more public. *Educational Researcher*, 31(7), 28-38.  
doi:10.3102/0013189X031007028

Constas, M. A. (1992). Qualitative data analysis as a public event: The documentation of category development procedures. *American Educational Research Journal*, 29, 253-266.  
doi:10.3102/00028312029002253

### **Week 3: September 12<sup>th</sup>**

#### **THEME 5: SAMPLING AND COLLECTING DATA IN QUALITATIVE RESEARCH**

*Collecting Data*

LexicalMovements.pdf

McNeill's (1992)ClassificationSchemeofGestures.pdf

NonverbalCommunication\_Tables.pdf

Spradley (1997):  
Chapter 7: Asking Structural Questions  
Chapter 9: Asking Contrast Questions

Onwuegbuzie, A. J., Leech, N. L., & Collins, K. M. T. (2010). Innovative data

collection strategies in qualitative research. *The Qualitative Report*, 15(3), 696-726. Retrieved May 19, 2010, from <http://www.nova.edu/ssss/QR/QR15-3/onwuegbuzie.pdf>

Denham, M. A., & Onwuegbuzie, A. J. (2013). Beyond words: Using nonverbal communication data in research to enhance thick description and interpretation. *International Journal of Qualitative Methods*, 12, 670-696.

Onwuegbuzie, A. J., & Byers, V. T. (2014). An exemplar for combining the collection, analysis, and interpretations of verbal and nonverbal data in qualitative research. *International Journal of Education*, 4(1), 183-246. Retrieved from <http://www.macrothink.org/journal/index.php/ije/article/view/4399/4300>

Wilson, A. D., Onwuegbuzie, A. J., & Manning, L. P. (2016). Using paired depth interviews to collect qualitative data. *The Qualitative Report*, 21, 1549-1573. Retrieved from <http://nsuworks.nova.edu/tqr/vol21/iss9/1>

### *Sampling*

Onwuegbuzie, A. J., & Leech, N. L. (2007). Sampling designs in qualitative research: Making the sampling process more public. *The Qualitative Report*, 12, 238-254 Retrieved from <http://www.nova.edu/ssss/QR/QR12-2/onwuegbuzie1.pdf>

Onwuegbuzie, A. J., & Leech, N. L. (2007). A call for qualitative power analyses. *Quality & Quantity: International Journal of Methodology*, 41, 105-121. doi:10.1007/s11135-005-1098-1

Onwuegbuzie, A. J., & Collins, K. M. T. (2007). A typology of mixed methods sampling designs in social science research. *The Qualitative Report*, 12, 281-316. Retrieved from <http://www.nova.edu/ssss/QR/QR12-2/onwuegbuzie2.pdf>

Onwuegbuzie, A. J., & Collins, K. M. T. (2014). The role of Bronfenbrenner's ecological systems theory in enhancing interpretive consistency in mixed research. *International Journal of Research in Education Methodology*, 5, 651-661.

### *Interviewing the Interviewer*

Onwuegbuzie, A. J., Leech, N. L., & Collins, K. M. T. (2008). Interviewing the interpretive researcher: A method for addressing the crises of representation, legitimation, and praxis. *International Journal of Qualitative Methods*, 7(4), 1-17. Retrieved from

<https://ejournals.library.ualberta.ca/index.php/IJQM/article/view/1701/3818>

Frels, R. K., & Onwuegbuzie, A. J. (2012). Interviewing the interpretive researcher: An impressionist tale. *The Qualitative Report*, 17(Art. 60), 1-27. Retrieved from <http://www.nova.edu/ssss/QR/QR17/frels.pdf>

### *Interviewing the Transcriber*

Weinbaum, R. K., & Onwuegbuzie, A.J. (2016). Getting more out of your interview data: Toward a framework for debriefing the transcriber of interviews. *Journal of Educational Issues*, 2, 248-264. doi:10.5296/jei.v2i1.9216

### **Relevant PowerPoint:**

SHSU.Denzin&Lincoln(2005).Interviewing  
SHSU.Denzin&Lincoln(2000).Observations

### **Assignment for Week 4:**

\*Bring audio-tape recorders to class the next time we meet (i.e., Week 4: September 19)

\*Transcribe interviews and email to Tony ([tonyonwuegbuzie@aol.com](mailto:tonyonwuegbuzie@aol.com)) by midnight of the Sunday before the Week 5 class meeting (i.e., February 12).

\*Transcribe debriefing interviews and email to Tony ([tonyonwuegbuzie@aol.com](mailto:tonyonwuegbuzie@aol.com)) by midnight of the Sunday before the next class meeting.

\*Prepare application to Institutional Review Board (IRB)

## **Week 4: September 19<sup>th</sup>**

### **Conduct pairwise 30-minute Interviews**

## **THEME 6: LEGITIMATION AND WRITING QUALITATIVE REPORTS**

### *Legitimation:*

Miles, Huberman, and Saldaña (2014)

## Chapter 11: Drawing and Verifying Conclusions

Onwuegbuzie, A. J., & Leech, N. L. (2007). Validity and qualitative research: An oxymoron? *Quality & Quantity: International Journal of Methodology*, 41, 233-249.

### Relevant PowerPoints:

Instructor: SHSU.LegitimationinQualitativeResearch

Instructor: SHSU.CitationErrorandRITS.final

### Analyzing Interview Data

Spradley (1997):

Chapter 5: Analyzing Ethnographic Interviews

Onwuegbuzie, A. J., & Dickinson, W. B. (2008). Mixed methods analysis and information visualization: Graphical display for effective communication of research results. *The Qualitative Report*, 13, 204-225. Retrieved January 2, 2009, from <http://www.nova.edu/ssss/QR/QR13-2/onwuegbuzie.pdf>

Verdinelli, S., & Scagnoli, N. I. (2013). Data display in qualitative research. *International Journal of Qualitative Research Methods*, 12, 359-381. Retrieved from <http://ejournals.library.ualberta.ca/index.php/IJQM/article/view/17718>

Onwuegbuzie and Frels (2016):

Chapter 4: Step 1: Exploring Beliefs and Topics

Gerber, Abrams, Curwood, and Magnifico (2016):

Chapter 2: What kind of online spaces exist?

### Writing up Results:

Miles, Huberman, and Saldaña (2014)

Chapter 12: Writing About Qualitative Research

Spradley (1997):

Chapter 12: Writing an Ethnography

Anfara, V. A., Brown, K. M., & Mangione, T. L. (2002). Qualitative analysis on stage: Making the research process more public.



*Educational Researcher*, 31(7), 28-38.  
doi:10.3102/0013189X031007028

Constas, M. A. (1992). Qualitative data analysis as a public event: The documentation of category development procedures. *American Educational Research Journal*, 29, 253-266.  
doi:10.3102/00028312029002253

### **Assignment for Week 5:**

\*Bring audio-tape recorders to class the next time we meet (i.e., Week 5: September 26)

\*Read

Onwuegbuzie and Frels (2016):  
Chapter 5: Step 2: Initiating the Search

Gerber, Abrams, Curwood, and Magnifico (2016):  
Chapter 3: How do we conceptualize learning in online spaces?

### **THEME 7: WORD COUNT/KEYWORDS-IN-CONTEXT**

Leech, N. L., & Onwuegbuzie, A. J. (2007). An array of qualitative data analysis tools: A call for qualitative data analysis triangulation. *School Psychology Quarterly*, 22, 557-584. doi:10.1037/1045-3830.22.4.557

Leech, N. L., & Onwuegbuzie, A. J. (2008). Qualitative data analysis: A compendium of techniques and a framework for selection for school psychology research and beyond. *School Psychology Quarterly*, 23, 587-604. doi:10.1037/1045-3830.23.4.587

Leech, N. L., & Onwuegbuzie, A. J. (2011). Beyond constant comparison qualitative data analysis: Using NVivo. *School Psychology Quarterly*, 26, 70-84. doi:10.1037/a0022711

Onwuegbuzie, A. J. (2003). Effect sizes in qualitative research: A prolegomenon. *Quality & Quantity: International Journal of Methodology*, 37, 393-409.

Onwuegbuzie, A. J., & Leech, N. L. (2010). Generalization practices in qualitative research: A mixed methods case study. *Quality & Quantity: International Journal of Methodology*, 44, 881-892.  
doi:10.1007/s11135-009-9241-z

Pope, C., Ziebland, S., & Mays, N. (2000). Qualitative research in health care: Analysing qualitative data. *British Medical Journal*, 320, 114-116. doi:10.1136/bmj.320.7227.114

Spiggle, S. (1994). Analysis and interpretation of qualitative data in consumer research. *Journal of Consumer Research*, 21, 491-503. doi:10.1086/209413

Rubric for Word Count/Keywords-in-Context

### **Relevant PowerPoints:**

SHSU\_QualitativeDataAalysis\_SevenAnalyses.pdf

## **THEME 8: CLASSICAL CONTENT ANALYSIS**

Carley, K. (1993). Coding choices for textual analysis: A comparison of content analysis and map analysis. In P. Marsden (Ed.), *Sociological methodology* (pp. 75-126). Oxford: Blackwell.

Leech, N. L., & Onwuegbuzie, A. J. (2007). An array of qualitative data analysis tools: A call for qualitative data analysis triangulation. *School Psychology Quarterly*, 22, 557-584. doi:10.1037/1045-3830.22.4.557

Leech, N. L., & Onwuegbuzie, A. J. (2008). Qualitative data analysis: A compendium of techniques and a framework for selection for school psychology research and beyond. *School Psychology Quarterly*, 23, 587-604. doi:10.1037/1045-3830.23.4.587

Leech, N. L., & Onwuegbuzie, A. J. (2011). Beyond constant comparison qualitative data analysis: Using NVivo. *School Psychology Quarterly*, 26, 70-84. doi:10.1037/a0022711

### **Relevant PowerPoints:**

SHSU\_QualitativeDataAalysis\_SevenAnalyses.pdf

## **Week 5: September 26<sup>th</sup>**

### **Pairwise member checking of interview transcripts**

#### **15-minute pairwise interviewing the interviewer (i.e., debriefing interviews)**

Onwuegbuzie and Frels (2016):  
Chapter 5: Step 2: Initiating the Search

Gerber, Abrams, Curwood, and Magnifico (2016):  
Chapter 3: How do we conceptualize learning in online spaces?

### **THEME 7: WORD COUNT/KEYWORDS-IN-CONTEXT**

Leech, N. L., & Onwuegbuzie, A. J. (2007). An array of qualitative data analysis tools: A call for qualitative data analysis triangulation. *School Psychology Quarterly*, 22, 557-584. doi:10.1037/1045-3830.22.4.557

Leech, N. L., & Onwuegbuzie, A. J. (2008). Qualitative data analysis: A compendium of techniques and a framework for selection for school psychology research and beyond. *School Psychology Quarterly*, 23, 587-604. doi:10.1037/1045-3830.23.4.587

Leech, N. L., & Onwuegbuzie, A. J. (2011). Beyond constant comparison qualitative data analysis: Using NVivo. *School Psychology Quarterly*, 26, 70-84. doi:10.1037/a0022711

Onwuegbuzie, A. J. (2003). Effect sizes in qualitative research: A prolegomenon. *Quality & Quantity: International Journal of Methodology*, 37, 393-409.

Onwuegbuzie, A. J., & Leech, N. L. (2010). Generalization practices in qualitative research: A mixed methods case study. *Quality & Quantity: International Journal of Methodology*, 44, 881-892. doi:10.1007/s11135-009-9241-z

Pope, C., Ziebland, S., & Mays, N. (2000). Qualitative research in health care: Analysing qualitative data. *British Medical Journal*, 320, 114-116. doi:10.1136/bmj.320.7227.114

Spiggle, S. (1994). Analysis and interpretation of qualitative data in consumer research. *Journal of Consumer Research*, 21, 491-503. doi:10.1086/209413

Rubric for Word Count/Keywords-in-Context

**Relevant PowerPoints:**

SHSU\_QualitativeDataAalysis\_SevenAnalyses.pdf

**THEME 8: CLASSICAL CONTENT ANALYSIS**

- Carley, K. (1993). Coding choices for textual analysis: A comparison of content analysis and map analysis. In P. Marsden (Ed.), *Sociological methodology* (pp. 75-126). Oxford: Blackwell.
- Leech, N. L., & Onwuegbuzie, A. J. (2007). An array of qualitative data analysis tools: A call for qualitative data analysis triangulation. *School Psychology Quarterly*, 22, 557-584. doi:10.1037/1045-3830.22.4.557
- Leech, N. L., & Onwuegbuzie, A. J. (2008). Qualitative data analysis: A compendium of techniques and a framework for selection for school psychology research and beyond. *School Psychology Quarterly*, 23, 587-604. doi:10.1037/1045-3830.23.4.587
- Leech, N. L., & Onwuegbuzie, A. J. (2011). Beyond constant comparison qualitative data analysis: Using NVivo. *School Psychology Quarterly*, 26, 70-84. doi:10.1037/a0022711

**Relevant PowerPoints:**

SHSU\_QualitativeDataAalysis\_SevenAnalyses.pdf

**THEME 9: INTRODUCTION TO COMPUTER-ASSISTED QUALITATIVE DATA ANALYSIS SOFTWARE (CAQDAS)**

**Introduction to QDA Miner 5.0**

Starting a Project  
 Preparing and Importing Documents  
 Opening an Existing Project  
 Browsing and Editing Documents  
 Managing Documents  
 Making and Using Memos  
 Coding

Uncoding  
 Coding the Results of a Search  
 Searching  
 Counting

### **Assignment for Week 6:**

\*Modify interviews according to the member checking interviews and email to Tony ([tonyonwuegbuzie@aol.com](mailto:tonyonwuegbuzie@aol.com)) by midnight of the Sunday before the next class meeting.

\*Read

Onwuegbuzie and Frels (2016):  
 Chapter 6: Step 3: Storing and Organizing Information

Gerber, Abrams, Curwood, and Magnifico (2016):  
 Chapter 4: What does it mean to be a qualitative researcher of online spaces?

### **THEME 10: METHOD OF CONSTANT COMPARISON**

Strauss, A., & Corbin, J. (1998). *Basics of qualitative research: Techniques and procedures for developing grounded theory*. Thousand Oaks, CA: Sage.

Chapter 7: Analytic Tools  
 Chapter 8: Open Coding  
 Chapter 9: Axial Coding  
 Chapter 10: Selective Coding

For a summary of Strauss and Corbin's (1998) stages of coding, please watch the following YouTube videos:

[http://www.youtube.com/watch?v=4SZDTp3\\_New&list=PL8CB91CC62C1C2C7E](http://www.youtube.com/watch?v=4SZDTp3_New&list=PL8CB91CC62C1C2C7E)  
 (Grounded Theory)

<http://www.youtube.com/watch?v=5v1I1Mdwvxk&list=PLmusUjRp1RpE6E9Rkah0ioLVN5by0sJLk> (Grounded Theory)

[http://www.youtube.com/watch?v=gn7Pr8M\\_Gu8](http://www.youtube.com/watch?v=gn7Pr8M_Gu8) (Open Coding)

[http://www.youtube.com/watch?v=s65aH6So\\_zY](http://www.youtube.com/watch?v=s65aH6So_zY) (Axial Coding)

<http://www.youtube.com/watch?v=w9BMjO7WzmM> (Selective Coding)

Leech, N. L., & Onwuegbuzie, A. J. (2007). An array of qualitative data analysis tools: A call for qualitative data analysis triangulation. *School Psychology Quarterly*, 22, 557-584. doi:10.1037/1045-3830.22.4.557

Leech, N. L., & Onwuegbuzie, A. J. (2008). Qualitative data analysis: A compendium of techniques and a framework for selection for school psychology research and beyond. *School Psychology Quarterly*, 23, 587-604. doi:10.1037/1045-3830.23.4.587

Leech, N. L., & Onwuegbuzie, A. J. (2011). Beyond constant comparison qualitative data analysis: Using NVivo. *School Psychology Quarterly*, 26, 70-84. doi:10.1037/a0022711

### **Relevant PowerPoints:**

SHSU\_QualitativeDataAnalysis\_SevenAnalyses.pdf

\*Prepare Qualitative Notebook 1: Word Count/Key-Words-in-Context/Classical Content Analysis

## **Week 6: October 3<sup>rd</sup>**

Onwuegbuzie and Frels (2016):  
Chapter 6: Step 3: Storing and Organizing Information

Gerber, Abrams, Curwood, and Magnifico (2016):  
Chapter 4: What does it mean to be a qualitative researcher of online spaces?

## **THEME 10: METHOD OF CONSTANT COMPARISON**

Strauss, A., & Corbin, J. (1998). *Basics of qualitative research: Techniques and procedures for developing grounded theory*. Thousand Oaks, CA: Sage.

Chapter 7: Analytic Tools  
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Chapter 9: Axial Coding  
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[http://www.youtube.com/watch?v=4SZDTp3\\_New&list=PL8CB91CC62C1C2C7E](http://www.youtube.com/watch?v=4SZDTp3_New&list=PL8CB91CC62C1C2C7E)  
(Grounded Theory)

<http://www.youtube.com/watch?v=5v1l1Mdwvxk&list=PLmusUjRp1RpE6E9Rkah0ioLVN5by0sJLk> (Grounded Theory)

[http://www.youtube.com/watch?v=gn7Pr8M\\_Gu8](http://www.youtube.com/watch?v=gn7Pr8M_Gu8) (Open Coding)

[http://www.youtube.com/watch?v=s65aH6So\\_zY](http://www.youtube.com/watch?v=s65aH6So_zY) (Axial Coding)

<http://www.youtube.com/watch?v=w9BMjO7WzmM> (Selective Coding)

Leech, N. L., & Onwuegbuzie, A. J. (2007). An array of qualitative data analysis tools: A call for qualitative data analysis triangulation. *School Psychology Quarterly*, 22, 557-584. doi:10.1037/1045-3830.22.4.557

Leech, N. L., & Onwuegbuzie, A. J. (2008). Qualitative data analysis: A compendium of techniques and a framework for selection for school psychology research and beyond. *School Psychology Quarterly*, 23, 587-604. doi:10.1037/1045-3830.23.4.587

Leech, N. L., & Onwuegbuzie, A. J. (2011). Beyond constant comparison qualitative data analysis: Using NVivo. *School Psychology Quarterly*, 26, 70-84. doi:10.1037/a0022711

### **Relevant PowerPoints:**

SHSU\_QualitativeDataAnalysis\_SevenAnalyses.pdf

### **Assignment for Week 7:**

\*Read

Onwuegbuzie and Frels (2016):

Chapter 7: Step 4: Selecting/Deselecting Information

Gerber, Abrams, Curwood, and Magnifico (2016):

Chapter 5: What methodological tools are available for data collection?

\*Prepare Qualitative Notebook 1: Word Count/Key-Words-in-Context/Classical Content Analysis

## **Week 7: October 10<sup>th</sup>**

Onwuegbuzie and Frels (2016):  
Chapter 7: Step 4: Selecting/Deselecting Information

Gerber, Abrams, Curwood, and Magnifico (2016):  
Chapter 5: What methodological tools are available for data collection?

### **THEME 10: INTRODUCTION TO COMPUTER-ASSISTED QUALITATIVE DATA ANALYSIS SOFTWARE (CAQDAS)**

#### **Introduction to QDA Miner 4.0**

Starting a Project  
Preparing and Importing Documents  
Opening an Existing Project  
Browsing and Editing Documents  
Managing Documents  
Making and Using Memos  
Coding  
Uncoding  
Coding the Results of a Search  
Searching  
Counting

#### **Assignment for Week 8:**

\*Prepare Qualitative Notebook 1: Word Count/Key-Words-in-Context/Classical Content Analysis

\*Read

Onwuegbuzie and Frels (2016):  
Chapter 8: Step 5: Expanding the Search—Media, Observation(s), Documents, Expert(s), and Secondary Data

Gerber, Abrams, Curwood, and Magnifico (2016):  
Chapter 6: What analytical approaches are available for data analysis?

Frels, R. K., Sharma, B., Onwuegbuzie, A. J., Leech, N. L., & Stark, M.



(2011). The use of a checklist and qualitative notebooks for an interactive process of teaching and learning qualitative research. *The Journal of Effective Teaching*, 11(1), 62-79.

### **ASSIGNMENT DUE:**

**Qualitative Notebook 1: Word Count/Key-Words-in-Context/Classical  
Content Analysis**

**\*Email Qualitative Notebook 1 Assignment to  
[tonyonwuegbuzie@aol.com](mailto:tonyonwuegbuzie@aol.com) by midnight of October 18.**

### **Week 8: October 17<sup>th</sup>**

Onwuegbuzie and Frels (2016):  
Chapter 8: Step 5: Expanding the Search—Media, Observation(s),  
Documents, Expert(s), and Secondary Data

Gerber, Abrams, Curwood, and Magnifico (2016):  
Chapter 6: What analytical approaches are available for data analysis?

Discussion of Qualitative Notebook 1: Word Count/Key-Words-in-Context/Classical Content  
Analysis

Discussion of Qualitative Notebook 1 Rubric

Frels, R. K., Sharma, B., Onwuegbuzie, A. J., Leech, N. L., & Stark, M.  
(2011). The use of a checklist and qualitative notebooks for an  
interactive process of teaching and learning qualitative research. *The  
Journal of Effective Teaching*, 11(1), 62-79.

### **Assignment for Week 9:**

\*Read

Onwuegbuzie and Frels (2016):  
Chapter 9: Step 6: Analyzing and Synthesizing Information

Gerber, Abrams, Curwood, and Magnifico (2016):  
Chapter 7: What is ethical research?

**THEME 11: DISCOURSE ANALYSIS**

Gee, J. P. (2014). *An introduction to discourse analysis: Theory and method* (4th ed.). New York, NY: Routledge.

Chapter 1: Introduction

Chapter 2: What is Discourse Analysis?

Chapter 3: Building Tasks

Chapter 4: Tools of Inquiry and Discourses

Chapter 5: Social Languages, Conversations, and Intertextuality

Chapter 6: For Function Correlations, Situated Meanings, and Figured Worlds

Chapter 7: Figured Worlds

Chapter 8: Context

Chapter 9: Discourse Analysis

Chapter 10: Processing and Organizing Language

Chapter 14: Conclusion: Proactive Design

**Week 9: October 24<sup>th</sup>**

Onwuegbuzie and Frels (2016):

Chapter 9: Step 6: Analyzing and Synthesizing Information

Gerber, Abrams, Curwood, and Magnifico (2016):

Chapter 7: What is ethical research?

**THEME 11: DISCOURSE ANALYSIS**

Gee, J. P. (2014). *An introduction to discourse analysis: Theory and method* (4th ed.). New York, NY: Routledge.

Chapter 1: Introduction

Chapter 2: What is Discourse Analysis?

Chapter 3: Building Tasks

Chapter 4: Tools of Inquiry and Discourses

Chapter 5: Social Languages, Conversations, and Intertextuality

Chapter 6: For Function Correlations, Situated Meanings, and Figured Worlds

Chapter 7: Figured Worlds

Chapter 8: Context  
 Chapter 9: Discourse Analysis  
 Chapter 10: Processing and Organizing Language  
 Chapter 14: Conclusion: Proactive Design

### **Assignment for Week 11:**

\*Read

Onwuegbuzie and Frels (2016):  
 Chapter 10: Step 7: Presenting the CLR Report—Planning Phase

Gerber, Abrams, Curwood, and Magnifico (2016):  
 Chapter 8: How might research change in new times?

### **THEME 12: ETHNOGRAPHIC ANALYSIS**

*Domain Analysis:*

Spradley (1997): Chapter 6: Making a Domain Analysis

*Taxonomic Analysis:*

Spradley (1997): Chapter 8: Making a Taxonomic Analysis

*Componential Analysis:*

Spradley (1997): Chapter 10: Making a Componential Analysis

Leech, N. L., & Onwuegbuzie, A. J. (2007). An array of qualitative data analysis tools: A call for qualitative data analysis triangulation. *School Psychology Quarterly*, 22, 557-584. doi:10.1037/1045-3830.22.4.557

Leech, N. L., & Onwuegbuzie, A. J. (2008). Qualitative data analysis: A compendium of techniques and a framework for selection for school psychology research and beyond. *School Psychology Quarterly*, 23, 587-604. doi:10.1037/1045-3830.23.4.587

Leech, N. L., & Onwuegbuzie, A. J. (2011). Beyond constant comparison qualitative data analysis: Using NVivo. *School Psychology Quarterly*, 26, 70-84. doi:10.1037/a0022711

**Relevant PowerPoints:**

SHSU\_QualitativeDataAnalysis\_SevenAnalyses.pdf

**Assignment for Week 10:**

- \* Prepare Qualitative Notebook 2: Method of Constant Comparison/Discourse Analysis

**Week 10: October 31<sup>st</sup> (Virtual Class due to Halloween)**

Onwuegbuzie and Frels (2016):  
Chapter 10: Step 7: Presenting the CLR Report—Planning Phase

Gerber, Abrams, Curwood, and Magnifico (2016):  
Chapter 8: How might research change in new times?

**THEME 12: ETHNOGRAPHIC ANALYSIS***Domain Analysis:*

Spradley (1997): Chapter 6: Making a Domain Analysis

*Taxonomic Analysis:*

Spradley (1997): Chapter 8: Making a Taxonomic Analysis

*Componential Analysis:*

Spradley (1997): Chapter 10: Making a Componential Analysis

Leech, N. L., & Onwuegbuzie, A. J. (2007). An array of qualitative data analysis tools: A call for qualitative data analysis triangulation. *School Psychology Quarterly*, 22, 557-584. doi:10.1037/1045-3830.22.4.557

Leech, N. L., & Onwuegbuzie, A. J. (2008). Qualitative data analysis: A compendium of techniques and a framework for selection for school psychology research and beyond. *School Psychology Quarterly*, 23, 587-604. doi:10.1037/1045-3830.23.4.587

Leech, N. L., & Onwuegbuzie, A. J. (2011). Beyond constant comparison qualitative data analysis: Using NVivo. *School Psychology Quarterly*, 26, 70-84. doi:10.1037/a0022711

**Relevant PowerPoints:**

SHSU\_QualitativeDataAnalysis\_SevenAnalyses.pdf

### **Assignment for Week 11**

\* Prepare Qualitative Notebook 2: Method of Constant Comparison/Discourse Analysis

\*Read

Onwuegbuzie and Frels (2016):  
Chapter 11: Step 7: Presenting the CLR Written Report

### **THEME 13: WITHIN-CASE AND CROSS-CASE ANALYSIS**

Miles, Huberman, and Saldaña (2014):  
Chapter 5: Designing Matrix and Network Displays  
Chapter 6: Methods of Exploring

### **Week 11: November 7<sup>th</sup> (VIRTUAL CLASS)**

Onwuegbuzie and Frels (2016):  
Chapter 11: Step 7: Presenting the CLR Written Report

### **THEME 13: WITHIN-CASE AND CROSS-CASE ANALYSIS**

Miles, Huberman, and Saldaña (2014):  
Chapter 5: Designing Matrix and Network Displays  
Chapter 6: Methods of Exploring

### **Assignment for WEEK 12:**

\* Prepare Qualitative Notebook 2: Method of Constant Comparison/Discourse Analysis

\*Prepare Group Research Article

\*Read

### **THEME 13: WITHIN-CASE AND CROSS-CASE ANALYSIS**

Miles, Huberman, and Saldaña (2014):  
Chapter 7: Methods of Describing  
Chapter 8: Methods of Ordering

## **Week 12: November 14<sup>th</sup>**

### **THEME 13: WITHIN-CASE AND CROSS-CASE ANALYSIS**

Miles, Huberman, and Saldaña (2014):  
Chapter 7: Methods of Describing  
Chapter 8: Methods of Ordering

### **Assignment for WEEK 13:**

- \* Prepare Qualitative Notebook 2: Method of Constant Comparison/Discourse Analysis
- \*Prepare Group Research Article
- \*Read

### **THEME 13: WITHIN-CASE AND CROSS-CASE ANALYSIS**

Miles, Huberman, and Saldaña (2014):  
Chapter 9: Methods of Explaining  
Chapter 10: Methods of Predicting  
Chapter 11: Drawing and Verifying Conclusions  
Chapter 12: Writing About Qualitative Research

### **ASSIGNMENT DUE:**

**Qualitative Notebook 2: Method of Constant Comparison/Discourse Analysis**

- \*Email Qualitative Notebook 2 Assignment to [tonyonwuegbuzie@aol.com](mailto:tonyonwuegbuzie@aol.com) by midnight of November 22.

## **Week 13: November 21<sup>st</sup> (VIRTUAL CLASS)**

### **THEME 13: WITHIN-CASE AND CROSS-CASE ANALYSIS**

Miles, Huberman, and Saldaña (2014):  
Chapter 9: Methods of Explaining  
Chapter 10: Methods of Predicting  
Chapter 11: Drawing and Verifying Conclusions  
Chapter 12: Writing About Qualitative Research

## **THEME 14: QUALITATIVE ANALYSIS OF LITERATURE AND FOCUS GROUP RESEARCH**

Onwuegbuzie, A. J., Leech, N. L., & Collins, K. M. T. (2012). Qualitative analysis techniques for the review of the literature. *The Qualitative Report*, 17(Art. 56), 1-28. Retrieved from <http://www.nova.edu/ssss/QR/QR17/onwuegbuzie.pdf>

Onwuegbuzie, A. J., Dickinson, W. B., Leech, N. L., & Zoran, A. G. (2009). Toward more rigor in focus group research: A new framework for collecting and analyzing focus group data. *International Journal of Qualitative Methods*, 8(3), 1-21.

### **Assignment for WEEK 14:**

- \*Prepare Group Research Article
- \*Prepare Cooperative Learning Oral Presentation
- \*Prepare Cooperative Learning Poster Presentation

### **Week 14: November 28<sup>th</sup>**

#### ***Final Examination:***

Cooperative Learning Oral Presentation  
Cooperative Learning Poster Presentation

### **ASSIGNMENT DUE:**

Group Research Article  
Group Poster  
Reflexive Journal  
Peer Evaluations

\*Email Group Research Article, Reflexive Journal, and Peer Evaluations to [tonyonwuegbuzie@aol.com](mailto:tonyonwuegbuzie@aol.com) by midnight of December 1.

## EVALUATION GUIDELINES

### **Performance Assessments (linked to course objectives)**

The final grade will be based on the student's demonstrated performance, attitudes, and abilities related to the goals and objectives of the class (detailed in syllabus) as measured by these assessments.

The final course total comprises four components, each of which is described below.

1. **Qualitative research prospectus: 0 Points.** Each student will be assigned to a cooperative learning group comprising three to six students. Each group will write a qualitative research prospectus. This prospectus will represent an abbreviated version of a qualitative research proposal. It is encouraged that the study proposed is in the students' areas of research and, if possible, represents a potential dissertation/thesis topic. The proposed investigation **MUST** provide sufficient information about the statement of the problem, research questions, educational significance, population, sampling frame, selection criterion, participants, instruments, procedures, and analyses. Your qualitative research prospectus should not exceed 12 pages double-spaced using 12-point font and 1-inch margins. Please note that complete and consistent references must be provided. Your prospectus must be submitted in APA style (6th edition). Please note that your qualitative research prospectus will not be scored; however, detailed feedback will be given to help each group conduct and write a quality research report. Although no grade will be assigned to your prospectus, points will be deducted from your total class average for every day your prospectus is late.
  
2. **Qualitative Notebook: 150 points.** Each student will maintain a qualitative notebook that will be emailed to the instructor ([tonyonwuegbuzie@aol.com](mailto:tonyonwuegbuzie@aol.com)) as scheduled on the course syllabus. In total, the following two qualitative notebooks will be assigned: (1) Word Count/Keywords-in-Context/Classical Content Analysis; and (2) Method of Constant Comparison/Discourse Analysis. Each qualitative notebook, which must be of the highest quality, also should contain a cover page and running head. Please note that your writing style (e.g., grammar, punctuation, clarity, and application of APA criteria) also will be assessed. **Please note that one point will be deducted for every missing, incomplete, or inconsistent reference. A missing assignment will not only be assigned a value of 0, but an additional 5 points will be deducted from the total value of the qualitative notebook.** Each qualitative notebook assignment is worth 50 points. For every qualitative notebook report, evidence must be provided (i.e., QDA Miner printout in the appendix) that a qualitative computer software program was used to help analyze the data.

You are expected to complete 100% of your assignments by yourself. Do NOT copy the works of other students in the course. You are also expected to modify the wording provided to you in any sample write-ups. Students are reminded that plagiarism **(including copying work from another student, present or former, or copying any sample write-ups)** is strictly prohibited. Students against whom evidence of plagiarism



is found automatically will fail the course and may have further action taken against them. **THERE WILL BE NO EXCEPTION TO THIS RULE.**

3. **Journal-ready research report: 100 points.** Each student will be assigned to a cooperative learning group comprising three to six students. Onwuegbuzie, Collins, and Elbedour (2003) found that groups containing six students, on average, produced the best group products in research methods courses and thus attained the highest scores—scoring between eight and 12 points higher than did groups containing two, three, four, or five students [cf. Onwuegbuzie, A. J., Collins, K. M. T., & Elbedour, S. (2003). Aptitude by treatment interactions and Matthew effects in graduate-level cooperative learning groups. *The Journal of Educational Research*, 96, 217-230.].) Each group will submit a complete qualitative research report using real data collected by the students during the course. Each research report is worth 100 points. The goal is to allow students to practice conducting reviews of the literature, and collecting, analyzing, and interpreting real data using qualitative data-analytic techniques. That is, the research report should contain all the major elements of a research study. Each group is expected to use QDA Miner and/or QDA Lite to analyze the data via an *Ethnographic Analysis* (i.e., Domain Analysis, Taxonomic Analysis, Componential Analysis). The research article, which must be of the highest quality, also should contain a cover page and running head. Please note that your writing style (e.g., grammar, punctuation, clarity, and application of APA criteria) also will be assessed. The research report should contain at least *20 complete and consistent references*. **The main body (i.e., including the cover/title page, but not including reference pages, tables, figures, and appendices) must not exceed 30 pages using 12-point font, 1-inch margins all around, and double spaces throughout. That is, the reference list page should not begin any later than on page 31. Please note that one point will be deducted for every missing, incomplete, or inconsistent reference.** It is expected that, upon completion of the research report, students will be familiar with EVERY aspect of the qualitative research process. As such, the research project will play a major role in *demystifying the research process*. A scoring rubric will be used. For each individual, his/her group score will be weighted by the participation score, such that if he/she receives 100% of the participation points available, his/her individual score will be exactly equivalent to the group score. If the student receives 90% of the participation points available, his/her individual score will be worth 90% of the group score, and so on. *This journal-ready research report should be completely written in APA style and ready to be submitted to a refereed journal.* Thus, you should check, if you are not certain, to verify all the parts that must be included in a journal-ready research report. Your submission must include all of these parts. *Missing parts and APA errors will result in substantial reductions in the grade you receive.*
4. **Professional oral presentation: 50 points.** Each group will conduct a 15-minute professional oral presentation of their research project. The goal is to give you an opportunity to present your research findings in a formal setting. The presentation is worth 50 points. For each individual, his/her group score will be weighted by the participation score, such that if he/she receives 100% of the participation points available, his/her individual score will be exactly equivalent to the group score. If the

student receives 90% of the participation points available, his/her individual score will be worth 90% of the group score, and so on. Your presentation must be scholarly and professional in nature. Points will be deducted from your presentation and course grade for presentations that are sufficiently less than expectations. You will be provided with the scoring rubric for your presentation in advance of delivering your presentation.

5. **Reflexive Journal: 50 points.** Each student will maintain a reflexive journal. This journal labeled, "Qualitative Research Reflections," should be updated on at least a weekly basis. Indeed, it should consist of experiences, thoughts, reflections, opinions, and attitudes towards the EDLD 7372 course. In particular, students are encouraged to delineate their experiences both within and outside the classroom. These journals, which must be at least eight pages double-spaced using 12-point font and 1-inch margins, and which must be typed (e.g., Word document), are worth 50 points and must be typed in an APA compliant manner. The evaluation of your journal will be based upon the quality and quantity of your reflections. Because you are doctoral students, expectations for this reflexive journal are high. All information will be kept confidential.
6. Students will be asked to evaluate the instructor's teaching effectiveness related to course objectives and general effective teaching practices at the end of the course using the IDEA instrument. Students might be invited to provide feedback during the course.

### GRADES

A = 315-350	B = 280-<315
C = 245-<280	F = Below 245

#### **Grading Scale:**

A = Exceeds Standards and demonstrates learning beyond the course and stated expectations. "A" work is earned by learners who extend learning beyond the minimum presented in class and demonstrate developed reasoning, written, and verbal communication skills. A student cannot earn an A if any assignments are turned in late or are missing, even if the student earns 90% of the total points.

B = Meets Standards and demonstrates mastery of objectives assessed. "B" work is earned by learners who demonstrate responsibility by meeting all deadlines, attending class, completing homework assignments, and earning passing grades on assessments.

C= Inconsistent performance that may be impacted by incomplete assignments, absences, or tardiness. "C" work is earned for submissions with several mechanical errors or issues related to quality and quantity standards.

F= Failure to meet Standards as demonstrated by incomplete assignments, absences, tardiness, and failure to produce doctoral level work.

### **Evaluation:**

Regarding grading, work that 'meets expectation' for doctoral-level work will receive a B. Students earning A's will demonstrate work that exceeds expectations in quantity, quality, and levels of thought.

## **COURSE EXPECTATIONS AND SHSU POLICIES**

**1. Expectations of Doctoral Students/Emerging Scholars:** The purpose of a doctoral program is to produce a graduate who has developed breadth of vision, a capacity for interpretation, and the ability to carry out critical investigations. From the association with scholars, the doctoral student is expected to gain many new concepts, a zeal for adding to the sum of human knowledge, and the development of the ability to conduct original research and to think clearly and independently. Extensive reading, writing, and research is an integral part of graduate study.

Doctoral students are expected to submit work that demonstrates mastery of content and independent thinking. Students are expected to read beyond the work assigned, finding relevant resources to supplant learning. As with all graduate students studying Educational Leadership, doctoral students are expected to demonstrate regular attendance, active participation in class, timely completion of assignments, and respectful interactions with others. Students are expected to be prepared for class and interact in discussions in a way that clarifies learning and adds new understanding. Debate is encouraged within the bounds of respectful dialogue. Student dispositions will be factored in the final grade for the course.

The Sam Houston Writing Center provides writing and editing assistance. 936-294-3680  
<http://www.shsu.edu/~wctr/student/>.

**2. Academic Dishonesty:** Academic honesty is expected in this class. **Plagiarism is a violation and will result in course failure.** Academic work submitted by you (such as papers, assignments, reports, tests) shall be your work alone and referenced in part or in whole to its correct source. Submission of commercially prepared (or group prepared) materials as your own work is unacceptable. Moreover, you shall encourage honesty in others by refraining from providing materials or information with knowledge that these materials or information will be used improperly. Violation of these academic standards may result in program removal or failure. Academic Policy Statement 810213. See also <http://www.shsu.edu/syllabus/>

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official

representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, see: [Dean of Student's Office](#)

**3. Attendance:** Fall and Spring attendance policy. Students are permitted to miss one class (3 hours) with no penalty, but a call to the professor of the class is expected. A second absence will require that the student submit a letter to the Department of Educational Leadership & Counseling Faculty explaining the circumstances of the

**4. Late Assignments:** Late assignments will be penalized by one letter grade for each 24-hour- period they are not turned in. The Blackboard site for each assignment will be open only for a 48-hour time period. Thus, 48 hours after the assignment is due, if the assignment has not been submitted, a grade of 0 will be assigned.

**5. Student Conduct:** All students shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment.

**6. Dropping the Class/Withdrawing from the University:** Academic Policy Statement 990407: If a student resigns (officially withdraws) between the 1<sup>st</sup> class day and the 12<sup>th</sup> class day (4<sup>th</sup> class day in the summer) no record of the resignation will appear on the student's academic record. If a student resigns after the 12<sup>th</sup> class day (4<sup>th</sup> class day in summer) but before mid-semester, a record of the resignation will appear on the student's academic record. If a student resigns after eight weeks in the fall or spring or after the first two weeks of a summer session the mark of WP (withdrew passing) or WF (withdrew failing) will be recorded on the student's academic record for each course for which the student was enrolled. To resign (officially withdraw) from the university, a student must either report to the Registrar's Office to complete a Resignation Request or submit a letter stating his or her intent to resign.

**7. Students with Disabilities Policy:** It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center. They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Counseling Center. For a complete listing of the university policy, see: <http://www.shsu.edu/~vaf> [www.aps/811006.pdf](http://www.aps/811006.pdf)

**8. Religious Holidays:** Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: “a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20....” A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed. For a complete listing of the university policy, see: [http://www.shsu.edu/~vaf\\_www/aps/documents/861001.pdf](http://www.shsu.edu/~vaf_www/aps/documents/861001.pdf)

**9. University Policies:** Graduate students are governed by the SHSU's policies related to student conduct. Any student with questions about grievances, ethical behavior, etc. should review the SHSU Graduate Catalog and the Texas State University System Rules and Regulations. See: [http://www.shsu.edu/~vaf\\_www/aps/stualpha.html](http://www.shsu.edu/~vaf_www/aps/stualpha.html)

**10. Electronic Devices:** All cell phones, computers, and other electronic devices should be turned off during class. Discuss exceptions with professor.

**11. Student Disposition Scale:** To meet the requirements of NCATE accreditation, students are required to respond to a self-report scale that best describes their behaviors in the courses.

**12. Syllabus:** The syllabus is subject to change pending notification.