

**CNS/EC/ED 732 Research Methodology:  
Qualitative Methods & Analysis  
School of Education and Human Services  
Oakland University  
Fall, 2006**

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**Class Sessions:**

Wednesdays 5:30 pm – 8:50 pm, 310 Pawley Hall

**Hours of Credit:** 4 credits

**Prerequisites:**

Admission to Ph.D. program, completion of CNS/EC/ED 730 and 731, or instructor permission.

**Course Description:**

Considers various modes of research inquiry appropriate to the fields of education and human services. Examines a range of conceptions and strategies in light of students' emerging research interests. Studies tools of research, research planning and design, research methodologies and communication of results of research.

***Specific Focus:***

Over the past 15 years, scholars and program evaluators in the fields of education and human services have employed both quantitative and qualitative methods of research. Some studies have employed a mixed design, including both types of inquiry, resulting data, and methods of analysis. In the 732 and 733 course sequence, there are two specific areas of focus. In the fall, 732 will focus primarily on qualitative methods and analysis (instructed by Dr. Sherri Oden). In the winter, 733 will focus primarily on quantitative methods and analysis (instructed by Dr. Julia Smith). The course sequence is designed so that students will have exposure to each of these research methodologies and analytic approaches.

**Course Goals:**

Students will learn to develop viable research questions and valid research methodologies. Students

will also learn how to plan and carry out valid and feasible methods of data collection and data analysis. Students will also learn to critique empirical research studies and write a research report.

### Methods of Instruction

- Lecture and discussion, addressing theoretical topics, definitions, and general overviews
- Workshops for project work and development of critical ideas
- Small groups for discussion of principles, methods, and application to specific problems
- Individual assignments emphasizing reading, writing, and development of methods

### Course Texts

#### *Required:*

Creswell, J. W. (2005). (2<sup>nd</sup> ed.) *Educational research: planning, conducting, and evaluating quantitative and qualitative research*. Upper Saddle River, NJ: Pearson Education, Inc. ISBN: 0-13-112790-X

Morgan, D.L. (1997). *Focus groups as qualitative research*. Thousand Oaks, CA: Sage Pub. ISBN: 0761903437

Seidman, I. (1998). (3<sup>rd</sup> ed.). *Interviewing as qualitative research*. NY: Teachers College Press. ISBN:0807746665

Floyd, J., & Fowler, J. (1995). *Improving survey questions: Design and evaluation*. Thousand Oaks, CA: Sage Pub. ISBN: 0803945833

#### *Recommended:*

*ATLAS.ti (V5.0). The Knowledge Workbench*. (A qualitative computer software program.) (Go to [www.atlasti.com](http://www.atlasti.com))

*Alternative qualitative software for possible future use:*

*NVivo (QSR NVivo from developers of NUD\*IST)*. Available: [www.qsrinternational.com](http://www.qsrinternational.com)

*HyperRESEARCH*. Available: [www.researchware.com](http://www.researchware.com)

#### *Suggested readings:*

Anfara, V. A., Jr., Brown, K. M., & Mangione, T. (2002). Qualitative analyses on stage: Making the research process more public. *Educational Researcher*, 31(7), 28-38.

Berg, B. L. (2001). *Qualitative research methods for the social sciences*. (4<sup>th</sup> ed.). Boston: Allyn & Bacon.

- Carter, K. (1993). The place of story in the study of teaching and teacher education. *Educational Researcher*, 22(1), 5-12, 18.
- Glaser, B. G., & Strauss, A. L. (1999). *Discovered of grounded theory: Strategies for qualitative research*. London: Sage.
- Goodwin, W. L., & Goodwin, L. D. (1996). *Understanding quantitative and qualitative research in early childhood education*. NY: Teachers College Press.
- Green, J. L., Camillie, G., & Elmore, P. B. with Skukauskaite, A., & Grace, Elizabeth (Eds.) (2006). *Handbook of complementary methods in education research*. Washington, DC: Published for American Educational Research Association by Lawrence Erlbaum Associates.
- McLeod, J. (2001). *Qualitative research on counseling and psychotherapy*. London: Sage.
- McMillan, J. H., & Schumacher, S. (2006). *Research in education. Evidence-Based Inquiry*. (6<sup>th</sup> ed.). New York: Addison Wesley Longman.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis. An expanded sourcebook*. (2<sup>nd</sup> ed.). Thousand Oaks, CA: Sage.
- Oden, S., Ricks-Doneen, J., & The Head Start Research Cooperative Panel (1998). Head Start remembered: The contributions of Head Start to children and families. *National Head Start Association Research Quarterly*, 1 (4), 128-159.
- Pandit (1996). The creation of theory: A recent application of the grounded theory method. *The Qualitative Report*, 2 (4), 1-11. [<http://www.nova.edu/ssss/QR/QR2-4/pandit.html>]
- Strauss, A., & Corbin, J. (1990). *Basics of qualitative research: Grounded theory procedures and techniques*. London: Sage.
- Strauss, A., & Corbin, J. (1998). *Basics of qualitative research: Techniques and procedures for developing grounded theory*. London: Sage.
- Yin, R. K. (2002). *Applications of case study research* (2<sup>nd</sup> ed.). London: Sage.
- Yin, R. K. (2003). *Cast study research: Design and methods* (3<sup>rd</sup> ed.). London: Sage.
- Yin, R. K. (2004). (Ed.). *The case study anthology*. London: Sage.

## Requirements

The requirements for students in the seminar are:

- Assigned course readings from the texts and research journals in education and social

sciences

- Participation in seminar discussions, activities, and presentations
- Critiques of qualitative studies
- Instrument development, data collection, and analytic assignments
- A final qualitative research report
- A presentation of the final qualitative research report

### **Field Experience**

Students are required to collect data in educational or human service agencies.

### **Assessment**

- Critiques of qualitative studies (10%).
- Instrument development, data collection, and analytic assignment (20%).
- A final qualitative research report (60%).
- A presentation of the final qualitative research report and overall participation (10%)

### **Article Reviews**

Students will complete critiques of empirical research articles (see guidelines). The critiques will include: a summary of the research area; explanation of the research questions/hypotheses; description and critical discussion of the methodology; and a summary of the overall strengths and weaknesses.

### **Research Report**

The research report of 15 to 20 pages (see guidelines) will include: a brief introduction to the research area and specification of the research questions or problem focus; a detailed description of the research method, including the study participants and their selection; detailed description of the data sources such as interviews, survey questionnaires, compilation of archival data, observations, focus groups, and so forth; detailed description of the study procedures, including how the data were collected; specification of resulting major codes, categories, variables, themes and description of how the data were compiled for analysis; and finally, discussion of how the data were analyzed to address the research questions/problems.

To facilitate the completion of a solid research report, students will be required to submit drafts of key parts of the proposal, prior to submitting a complete rough draft, which the instructor will critique. The student will subsequently revise and submit the final report.