Kansas State University
College of Education - Educational Leadership
EDLEA 838: Qualitative Research in Education (3 credit hours) - Syllabus
Fall 2023

Instructor
[Name]

Office Hours
If you would like to arrange an appointment to discuss course materials or the program, please feel free to email me at (insert instructor email)

Course Meeting Location, Times & Dates
Online: August 21- December 15, 2023

==Zoom sessions==*
Tuesday 5:30 p.m. – 7:30 p.m.
*recorded for those unable to attend

College of Education

Vision
"Preparing educators to be knowledgeable, ethical, caring decision makers for a diverse and changing world."

Mission
Our mission is fulfilled through:
• the delivery of exemplary instruction to students at the undergraduate and graduate levels;
• production, interpretation, and dissemination of sound and useful research and scholarship;
• leadership, collaboration, and service within the profession; and
• promotion, understanding, and celebration of diversity.

Conceptual Framework
The Conceptual Framework serves as the guide for fulfilling our vision of preparing educators to be knowledgeable, ethical, caring decision makers for a diverse and changing world. The College of Education strives to address three major areas in preparing the teachers of tomorrow: general education, content area studies, and professional studies.
The Conceptual Framework organizes 10 *standards* in professional studies into the following four categories:
1. *The Learner and Learning*
2. *Content Knowledge*
3. *Instructional Practice*
4. *Professional Responsibility*

The Conceptual Framework also includes the following *dispositions*:
1. *Values Learning and Professional Development*: Dedicated to acquiring and applying new ideas about content, pedagogy, and students.
2. *Commits to Professional, Ethical, and Legal Conduct*: Committed to obeying the law and abiding by institutional, state, and national professional and ethical standards.

3. *Values Positive, Caring, and Respectful Relationships*: Committed to interacting with students, colleagues, and community members with care, compassion, and respect.
4. *Embraces Diversity, Equity, and Fairness*: Recognizes and values human differences and is committed to meet the educational needs of all students.
5. *Commits to Wise and Reflective Practice*: Dedicated to careful reflection on instructional decisions and takes actions to improve professional competence.

Course Description
An overview of theoretical and philosophical perspectives informing qualitative research is presented. In addition, methods (design, data collection, data analysis, and reporting) used in qualitative research for educational settings are examined and applied.

Course Objectives

CACREP Standards: This course is designed to meet the following CACREP Standards.
6.B.4.a. research designs appropriate to quantitative and qualitive research questions
6.B.4.c. qualitative designs and approaches to qualitative data analysis
6.B.4.d. emergent research practices and processes
6.B.4.e. models and methods of instrument design
6.B.4.g. research questions appropriate for professional research and publications
6.B.4.j. design and evaluation of research proposals for human subjects/institutional review board review.

The following course objectives have been developed to reflect the relationship of this course to the appropriate elements of this professional knowledge base. Upon successful completion of this course participants will:

Learning Objective	CACREP Standard
1. Identify and explain the various roles that qualitative research plays in the knowledge production process. This includes being able to discern between different philosophical, theoretical, and technical approaches to research, and identify the purpose qualitative research serves in helping people better understand the world.	6.B.4.a.
2. Explore the diversity of approaches (philosophically and methodologically) to research in the field of education.	6.B.4.c.
3. Practice writing a research rationale, research purpose, and research questions through iterative feedback loops for a qualitative research project relevant to students' personal research interests.	6.B.4.d.
4. Explore how to design research within educational settings using relevant qualitative research strategies from the selection of data sources, data collection methods, data analysis methods, and assessment of findings.	6.B.4.e.
5. Engage in deep reflexive practice related to how personal lived experiences (from the researcher) and subjectivities influence educational research processes.	6.B.4.a.
6. Explore various philosophical, theoretical (broad and content level), and ethical issues which are intertwined in the research process.	6.B.4.j.

7. Explore literature about, and examples of, "good" qualitative research, and discuss various sets of standards as they apply to various approaches to inquiry.	6.B.4.g.
8. Develop a foundational understanding of a variety of theoretical frameworks and/or conceptual approaches to qualitative inquiry and apply them to personal research ideas.	6.B.4.e.

Required Texts
Bhattacharya, K. (2017). *Fundamentals of qualitative research: A practical guide*. Routledge.
(Abbreviated as Bhattacharya)

Crotty, M. (1998/2015). *The foundations of social research: Meaning and perspective in the research process*. Sage Publications. (**Abbreviated as Crotty**)

deMarrais, K. & Lapan S. D. (2004). *Foundations for research: Methods of inquiry in education and the social sciences*. Lawrence Erlbaum Associates. (**Abbreviated as dL**)

Optional:
Smith, L. T. (2021). *Decolonizing methodologies*. Zed Books, Ltd.

Notes: Instructors will assign additional readings within the online modules. Additionally, the format for all written assignments, unless otherwise noted, will be according to the *American Psychological Association publication manual* (7th ed., 2020). Aside from the book, which you are more than welcome to purchase, here are some alternative online sources:
- The APA website: https://apastyle.apa.org/style-grammar-guidelines/
- Purdue Online Writing Laboratory (OWL): https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_styl e_guide/general_format.html

Additional required and supplemental readings will be distributed via Canvas.

Course Policies and Philosophies

General Class Expectations
Overall, this class is intended to be heavy in reading and writing for the explicit purpose of helping students learn about qualitative research and its various components that contribute to a dissertation proposal (and eventual completion). As part of this endeavor, there is heavy, detailed, and honest writing feedback throughout the course; and it is important to understand that this is intended to elevate students' writing to match the skill set needed to finish a doctoral dissertation. Please know instructors work with students' best interests in mind (i.e., successfully finishing your program and feeling a sense of pride/accomplishment), when offering feedback that is sometimes blunt/honest. Through this process, it is also important to recognize that course instructors do not replace Major Professors. Feedback is intended to move your ideas and writing forward, as well as sharpen them; but a student's Major Professor/Dissertation Chair may have a

different perspective--which is fine. Ultimately, it is the student's responsibility to engage in those conversations with their advisor and track them accordingly.

Additionally, as this class works to consider diverse perspectives on some of the deepest levels (research and knowledge production), and push intellectual boundaries through critical thinking, students may not agree with everything discussed. There is a need to recognize how academic learning spaces must allow for diverse perspectives to be heard. Students will be asked to remain open-minded and sensitive to diverse perspectives in the course readings/assignments, as well as from peers in the class. Therefore, students should engage in class discussions in a responsible and respectful manner.

In general, students are expected to be fully engaged in the readings and ongoing dialogue, plan accordingly, be respectful of their peers, and adhere to deadlines.

Finally, but not least significant, instructors will endeavor to use inclusive language in the syllabus, discussions, and feedback--e.g., his/her, their for singular pronouns. Students are encouraged to contact their instructors to address any concerns they may have.

Attendance
Students are expected to be present at one synchronous session per week and participate in all of the learning modules. If students must miss a session, they should inform the instructor as soon as practical--preferably before the synchronous session. Students who miss these sessions can attend the other option for the week and/or view recorded sessions when available. The instructor will specify any remediation requirements.

Course Assignments:
A. **Zoom sessions**/Roundtable Discussions/Talks (Meeting Times)
   This class will be driven by online modules (with assignments, videos, readings, discussions, etc.), but there are synchronous meetings to be held via Zoom once a week. These "Roundtable Talks" or discussion times will be held Tuesdays, 5:30 p.m. – 7:55 p.m. Central Time. Sessions will be recorded for those unable to attend.

   These are not lecture-heavy and should be seen as informal sessions where students bring questions from the week's readings, learning activities, and assignments and engage in collaborative discussions tied to the content of the week. These are also used to clarify assignments, answer student questions, and provide opportunities for students to present their work in a seminar environment. Students should come prepared with questions and comments from readings and assignments to get the most out of these sessions.

   Office hours are before and after class and by appointment. Students should feel comfortable emailing the instructor to set up a time to meet.

B. It is important to understand that many of the primary assignments in this class build over the semester with several feedback loops from the instructor, and they culminate as two separate final papers. Additionally, the standard at this level is less about points in a rubric and more about putting your best work forward in a way that satisfies all requirements, as it is when it comes to submitting a complete research proposal or dissertation. As a result, all assignments will have points, but some assignments will be marked as complete or incomplete, and no score is given until all sections are complete. **Therefore, every assignment below marked DFL is**

considered a developmental feedback loop, in which students will receive feedback and a chance to incorporate that feedback in future paper submissions (remembering that they build towards two final semester papers). This means that students will have a chance to revise and resubmit all DFL assignments, which usually means simply incorporating the feedback into future papers. Supplemental information for each assignment is posted in Canvas and as an appendix.

30 pts: Discussion and Participation (2 pts each week)

30 pts: Research Purpose, Questions, and Rationale (DFL) - WEEK 3

40 pts: Subjectivity and Positionality Assignment (Part 2 is DFL)
   o   Part 1: Constructing and Presenting your Inside-Out Portrait (30 pts) - WEEK 6
   o   Part 2: Articulating your subjectivities and positionality (DFL, 10 pts) - WEEK 9

40 pts: Theory and Method Exploration, Reflection, and Application (Part 2 is DFL)
   o   Part 1: Theory and Method Exploration, Reflection, and Application discussion post - (15 pts)
WEEK 7
   o   Part 2: Applying Theory to Your Research paper - (25 pts) WEEK 9

100 pts: Methodological Sandbox Assignment: Partner Interviews and Duoethnography (Part 1 is DFL) -
*Incorporates Subjectivity and Positionality Assignment from above during interviews
   o   Part 1: Presentation of Preliminary Findings (DFL, 25 pts) - WEEK 13
   o   Part 2: Write up of Findings and Researcher Reflections (75 pts) - WEEK 15

100 pts: Draft of Dissertation Chapter One (Final Assignment) - *incorporates assignments, and feedback from assignments above - WEEK 15 (final week)
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340 pts Total for Course

Grading Policy

90-100 = A, 80-89.9 = B, 70-79.9 = C, 60-69.9 = D, 59.9 and below = F (fail)

Statement Regarding [Academic Honesty]
Kansas State University has an Honor and Integrity System based on personal integrity, which is presumed to be sufficient assurance that, in academic matters, one's work is performed honestly and without unauthorized assistance. Undergraduate and graduate students, by registration, acknowledge the jurisdiction of the Honor and Integrity System. The policies and procedures of the [Honor and Integrity System] apply to all full and part-time students enrolled in undergraduate and graduate courses on-campus, off-campus, and via distance learning. A component vital to the Honor and Integrity System is the inclusion of the Honor Pledge which applies to all assignments, examinations, or other course work undertaken by students. The Honor Pledge is implied, whether or not it is stated: "On my honor, as a student, I have neither given nor received

unauthorized aid on this academic work." A grade of XF can result from a breach of academic honesty. The F indicates failure in the course; the X indicates the reason is an Honor Pledge violation.

Statement Regarding Students with Disabilities
At K-State it is important that every student has access to course content and the means to demonstrate course mastery. Students with disabilities may benefit from services including accommodations provided by the Student Access Center. Disabilities can include physical, learning, executive functions, and mental health. You may register at the Student Access Center (k-state.edu/accesscenter) or to learn more contact:

Manhattan/Olathe/Global Campus – Student Access Center
accesscenter@k-state.edu
785-532-6441

K-State Salina Campus – Julie Rowe; Student Success Coordinator
jarowe@k-state.edu
785-820-7908

Students already registered with the Student Access Center please request your Letters of Accommodation early in the semester to provide adequate time to arrange your approved academic accommodations. Once SAC approves your Letter of Accommodation it will be e-mailed to you, and your instructor(s) for this course. Please follow up with your instructor to discuss how best to implement the approved accommodations.

Statement Defining Expectations for Classroom Conduct
All student activities in the University, including this course, are governed by the Student Judicial Conduct Code as outlined in the Student Governing Association By Laws, Article V, Section 3, number 2. Students who engage in behavior that disrupts the learning environment may be asked to leave the class.

Statement on Mutual Respect and Inclusion in K-State Teaching and Learning Spaces
At K-State, faculty and staff are committed to creating and maintaining an inclusive and supportive learning environment for students from diverse backgrounds and perspectives. K-State courses, labs, and other virtual and physical learning spaces promote equitable opportunity to learn, participate, contribute, and succeed, regardless of age, race, color, ethnicity, nationality, genetic information, ancestry, disability, socioeconomic status, military or veteran status, immigration status, Indigenous identity, gender identity, gender expression, sexuality, religion, culture, as well as other social identities.

Faculty and staff are committed to promoting equity and believe the success of an inclusive learning environment relies on the participation, support, and understanding of all students. Students are encouraged to share their views and lived experiences as they relate to the course or their course experience, while recognizing they are doing so in a learning environment in which all are expected to engage with respect to honor the rights, safety, and dignity of others in keeping with the K-State Principles of Community https://www.k-state.edu/about/values/community/.

If you feel uncomfortable because of comments or behavior encountered in this class, you may bring it to the attention of your instructor, advisors, and/or mentors. If you have questions about

how to proceed with a confidential process to resolve concerns, please contact the Student Ombudsperson Office. Violations of the student code of conduct can be reported here https://www.k-state.edu/sga/judicial/student-code-of-conduct.html. If you experience bias or discrimination, it can be reported here https://www.k-state.edu/report/discrimination/.

Statement Regarding Discrimination, Harassment, and Sexual Harassment
Kansas State University is committed to maintaining academic, housing, and work environments that are free of discrimination, harassment, and sexual harassment. Instructors support the University's commitment by creating a safe learning environment during this course, free of conduct that would interfere with your academic opportunities. Instructors also have a duty to report any behavior they become aware of that potentially violates the University's policy prohibiting discrimination, harassment, and sexual harassment (PPM 3010).

If a student is subjected to discrimination, harassment, or sexual harassment, they are encouraged to make a non-confidential report to the University's Office for Institutional Equity (OIE) using the online reporting form. Incident disclosure is not required to receive resources at K-State. Reports that include domestic and dating violence, sexual assault, or stalking, should be considered for reporting by the complainant to the Kansas State University Police Department or the Riley County Police Department. Reports made to law enforcement are separate from reports made to OIE. A complainant can choose to report to one or both entities. Confidential support and advocacy can be found with the K-State Center for Advocacy, Response, and Education (CARE). Confidential mental health services can be found with Lafene Counseling and Psychological Services (CAPS). Academic support can be found with the Office of Student Life (OSL). OSL is a non-confidential resource. A comprehensive list of resources is available here. If you have questions about non-confidential and confidential resources, please contact OIE at equity@ksu.edu or (785) 532–6220.

AI Prohibited (exception – outline exercise)
This course assumes that all your course work will be done by you. You will not need to use artificial intelligence (AI) tools such as ChatGPT for any of the assignments, except the outline exercise. In general, for this class, you should not have an AI instrument do the writing of any portion of any assignment, just as you would not have another person do your writing for you. My aim is to keep the focus on your originality and creativity. If you do use AI for any part of any assignment, you will need to cite it fully and properly, using AI APA Citation Guidelines. Using an AI tool to generate assignment content without proper attribution would be a violation of the K-State Honor Pledge.

Also, keep in mind, that papers submitted for current or previous courses are not acceptable for this course.

Course Schedule

Note: Any part of the syllabus can be changed based on class needs and instructor discretion.
Please see the course calendar on Canvas for specific details, dates, and milestones.
Assignments are due by Sunday, 11:59 pm or unless otherwise noted.

Module 1: Meeting Qualitative Research: Philosophical Paradigms and Interrogating Subjectivities			
Dates	Topics and Readings	Tasks	CACREP Std.
Week 1: 8/21- 8/27	Introductions, Course Orientations, Syllabus, Calendar, and Class Expectations. Understanding the purpose, look, and feel of Qualitative Research, including the need to be aware of our own positionalities.	● Order books if necessary ● Orient yourself to the course ● Begin thinking about the research topic and purpose	6.B.4.a
Week 2: 8/28- 9/3	What is the relationship between positivism and qual research? Understanding the purpose, look, and feel of qualitative research from the competing paradigms.	● Continue to intellectualize the research topic and purpose	6.B.4.a
Week 3: 9/4- 9/10	What are standards for qualitative research?	• Post RPQ and rationale in the discussion board by Sunday 11:59 pm	6.B.4.c.
Week 4: 9/11-9/17	Subjectivity, Inside-Out portraits, Who are You?	● Discuss Subjectivity and Positionality Assignment	
Module 2: Theoretical Perspectives, Theories, and Qualitative Methodologies			
Week 5: 9/18-9/24	Making connections between subjectivity, theory, and methodologies. Discuss levels of theory application (overarching and content level theories working together), as applied to individual assignment/writing.	Prepare for Roundtable Discussion: 1. Week 5 Reading Synthesis Discuss Part 1 of theory and method exploration	6.B.4.e.
Week 6: 9/25- 10/1	Decolonizing Methodologies	Prepare for Roundtable Discussion 1. Part 1 subjectivity statement due	
Week 7: 10/2-10/8	Connecting Theories and Methodologies	Prepare for Roundtable Discussion 1. Begin collecting duoethnography data Part 1 Theory Due	6.B.4.e. 6.B.4.g.

Module 3: Data Analysis, Representation, and Writing Qualitative Research .			
Week 8: 10/9-10/15	Data collection, transcription methods, interviews, and duoethnography	Prepare for Roundtable Discussion Collect duoethnography data	6.B.4.g. 6.B.4.j.
Week 9: 10/16-10/22		Submit working draft of RPQ, theory and subjectivity statement.	
Week 10: 10/23-10/29	Data analysis and coding	Prepare for Roundtable Discussion	6.B.4.d.
Week 11: 10/30-11/5	Coding, analyzing data, and going deeper	Prepare for Roundtable Discussion: 1. Bring data from Sandbox assignment to the discussion session	6.B.4.d.
Week 12: 11/6-11/12	Duoethnography Partner Presentations	Prepare for Roundtable Discussion: 1. Part 1 Duoethnography partner presentations	
Week 13: 11/13-11/19	Duoethnography Partner Presentations	Prepare for Roundtable Discussion: 1. Part 1 Duoethnography partner presentations, if needed	
Week 14: 11/20 - 11/26	Fall Break		
Week 15: 11/27-12/4	Wrapping it up	Due by 12/8: Part 2 Duoethnography Methodological Sandbox Submit any revisions for chapter 1	