Courses in Qualitative Research Methods for the 2015-16 Year

College of Education faculty currently offer a number of qualitative methods courses. To help students plan their courses of study for the coming year(s), we are listing the full array of courses for the following year. We have organized coursework in qualitative methods in three tiers:

**Tier 1: Introductory coursework, open to all students (Doctoral & Masters)**

**Introduction to Qualitative Research Methods in Education (Ana Elfers)**

*EDLPS 558, Winter & Summer 2016, 3 credits.* This course is designed to provide a basic overview of qualitative research methods. It is ideal for those who have little familiarity with this genre of inquiry approaches, and who want to understand the purpose, design and conduct of qualitative research (analogous to EDPSY 591).

**Contemporary Philosophies of Education: Social Justice, Social Science, and Qualitative Research (Deborah Kerdeman)**

*EDLPS 522, Winter 2016, 3 credits.* This course draws on the history of social science, philosophical arguments, and the writings of qualitative researchers to explore how dynamics of privilege and marginalization blur traditional boundaries between politics and epistemology; complicate notions of objectivity; necessarily implicate researchers’ self-understanding in the inquiry process; challenge unexamined assumptions regarding research ethics and social justice; and “trouble” the idea that language is an “innocent” vehicle for representing the perspectives of research participants in research conclusions. Students will have an opportunity to think about their own research in light of the ideas that we explore in the course. This course is open to Ph.D. and M.Ed. students at all stages of their work, both within and also outside the College of Education.

**Historical Inquiry in Education Research (Nancy Beadie)**

*EDLPS 535, Winter 2016, 3 credits.* This is a research methods course in history of education. The aims of this course are to be become acquainted with different approaches to studying the history of education and to practice sound interpretation of historical evidence. Students will practice analyzing the use of historical evidence in exemplary historical works, and will develop preliminary proposals for historical study on topics of their choice. The course provides an orientation to the collection and analysis many different kinds of historical evidence, most of which could be considered “qualitative,” including a wide range of documentary sources, artifacts, interviews and oral histories. Open to M.Ed. and PhD students.

**Community-based Research Methods: Introduction to Qualitative Research (Megan Bang, Ann Ishimaru & Ken Zeichner)**

*EDPSY 581, Winter 2016, 3 credits.* This course has three over-arching goals. First, it introduces students to different community-based research methods in educational research. Second, it helps prepare and build students’ capacity to form ethical and effective partnerships toward community-based research studies through relationship building. Third, it supports students in conceptualizing and designing their own community-based research studies.

**Practitioner Inquiry (Anna-Maria De La Fuente)**

*EDC&I 506, Spring 2016, 3 credits.* This course introduces students to action research, a form of self-reflective systematic inquiry by practitioners on their own practice. Action research has been defined as a family of research methodologies which pursue action (or change) and research (or understanding) at the same time. The goals of action research in education are the improvement of instructional practice, a better understanding of that practice, and ultimately, an improvement in critical student learning outcomes. There are at least two other goals of this course: 1) to build teacher leaders’ expertise around systematic inquiry into problems of leadership practice, 2) to explore the use practitioner research to strengthen teacher collaboration and professional learning.

**Qualitative Research Methods: Studying Children & Family in Context (Brinda Jegatheesan)**

*EDPSY 582, Spring 2016, 3 credits.* This ‘hands-on’ course provides graduate students with qualitative methodological tools in studying children and families in context. Students will learn the art of conducting
naturalistic observations, different forms of interviews that are appropriate for children and families from a range of backgrounds, field-note taking, and data analysis. Students are encouraged to design “beginning projects” that involves using qualitative methods with young children and their families.

Tier 2: Qualitative Methods Sequence (does not have to be taken as a sequence or in one year), open to 2nd-year doctoral students and beyond (by application)
Qualitative Methods in Educational Research (TBD [Autumn]; Kara Jackson, TBD, & TBD [Winter practicum]; Kara Jackson [Spring])
EDPSY 586, Autumn 2015, 3 credits; EDPSY 581, Winter 2016, 4 credits; EDPSY 587, Spring 2016, 3 credits. This course sequence introduces students to several traditions of qualitative inquiry, with emphasis on single- and multiple-case study traditions. Across the year, the course guides the students through a mentored experience in which they design, conduct, analyze, and write-up a small-scale qualitative study. (Prerequisite: a course in statistics or quantitative research design.) Course taking options: Students may take only the Autumn course (and not do the year-long project), if they wish; other students who have not done the Autumn course may take the Spring course, with instructor's permission, IF they have already collected qualitative data to analyze and have had the equivalent Autumn course.

Tier 3: Qualitative Methods Seminars, open to second-year doctoral students and beyond (or with instructors’ permission). These seminars examine particular traditions and problems of qualitative inquiry.
Design-based Research Methods (Megan Bang & Phil Bell)
EDPSY 581, Autumn 2015, 3 credits. Design-based research methods are an emerging form of educational inquiry that involves the orchestration and study of complex educational interventions in naturalistic settings. In contrast to methods that are strictly observational, design-based research seeks to shape and even engineer learning environments and experiences “in the wild.” While the first quarter of this class (emphasizing “Cognitive Systems Design”) will focus on identifying a context for design research and engaging in design activities, the second quarter (“Design Experimentation and Implementation in Context”) will focus on the use of the design in a real-world context and the study of what takes place. Much of design research tends to be heavily qualitative, although mixed methods designs are common. (As with the other Qualitative Methods Sequence, the Autumn-Spring course meeting times leave the Winter for field-based intervention work and human subjects applications.)

Mixed Methods in Educational Policy Research (Marge Plecki)
EDLPS 574, Winter 2016, 3 credits. This course will introduce advanced doctoral students to the issues and principles of mixed methods research design, whereby qualitative and quantitative components inform each other in a variety of ways, and are in varying degrees integrated, in sampling, data collection, and data analysis. (Prerequisite: Completion of a qualitative methods course AND a quantitative research design course prior to taking this class.)

Special Topics in Qualitative Research Methods: Observations and Interviews (Jessica Rigby)
EDLPS 549, Spring 2016, 3 credits. This course will dive deeply into two of the main qualitative research methods: observations and interviews. First, we will explore the various approaches to both methods (including special topics such as: focus groups, interviewing children, and observing events). Students will then design and conduct observations and interviews, either as a part of their dissertation or RA research or as a standalone project. Finally, we will learn and practice analysis techniques using our collected data. This course is beneficial for doctoral students who plan to do a qualitative dissertation. It builds on basic qualitative research methods knowledge, therefore students must have taken (or be currently enrolled in) a Tier 1 introductory class or a Tier 2 class. (Prerequisite: Completion or concurrent enrollment in a qualitative methods course, such as the year-long sequence, EDLPS 558, or EDPSY 581.)

Also, FYI, the following course will be taught in Spring 2015
Learning and the Interaction Order (Katie Headrick Taylor)
EDPSY 581, Spring 2015, 3 credits. This course will be helpful to students already involved in research where inferences are made about understanding, learning or teaching on the basis of what people say and do together in audio and video recordings. Our readings will focus on method and case studies in the areas of conversation analysis, ethnomethodology, gesture studies, mobility studies, and micro-ethnographies of classroom life. Importantly, we will work with technologies and procedures for capturing and managing video and audio data, as well as procedures for indexing, transcribing, and conducting comparative analysis of human interaction. We will work on students' ongoing research projects, including in-class analysis sessions,
with the expectation that students will report on a substantive analysis as a major requirement of the course. Students without existing projects/ongoing data collection would be required to develop secondary analyses using pre-existing archival collections of video and audio recordings. **Instructor permission required.**