

**EDU 6974 QUALITATIVE  
RESEARCH SUMMER  
SEATTLE PACIFIC UNIVERSITY**

**Academic Vision of SPU**

Seattle Pacific University seeks to educate students to make a difference in the world. Goals include graduating

*People of Competence  
People of Character  
People of Wisdom  
People of Grace*

**School of Education  
Mission Statement**

To prepare educators for *service and leadership* in schools and communities by developing their professional *competence and character* within a framework of Christian faith and values.

**Graduate Student Goals**

The School of Education seeks to graduate educators who demonstrate

*Effective Leadership  
Clear Communication  
Analytical and Problem Solving Skills  
Foundational Knowledge and Skills  
A Positive Impact on Student Learning  
Professionalism*

*Office: Office Hours: By appointment Phone:*  
*E-mail: [edwards@spu.edu](mailto:edwards@spu.edu)*  
*Online Canvas website: <http://learn.spu.edu/>.*  
*Help: [onlinelearning@spu.edu](mailto:onlinelearning@spu.edu)*

**Course Description:**

EDCO 6974 focuses on qualitative research design. The course intends to serve as an introduction to qualitative research design, methodology, approaches, and analysis. Additionally, students will learn to critically analyze other's qualitative research and its contribution to their own research and/or practice.

**Disability Support Services:**

*We are committed to facilitating a barrier-free experience in this course. Students with disabilities can contact Disability Support Services in The Center for Learning to request academic accommodations. Phone: (206) 281-2475 TTY: (206)281-2224 or Email: [disabilityservices@spu.edu](mailto:disabilityservices@spu.edu)*

**Emergency Services:**

To prepare and prevent emergency, please consult SPU's Emergency and Crisis Management Plan: <http://www.spu.edu/info/emergency/index.asp>. If you are on campus and an on campus and evacuation is necessary, Peterson Hall's emergency assembly area is the Tiffany Loop. Our secondary area is the Fifth Avenue Streetscape.

**Academic Integrity:**

"Students at Seattle Pacific University are expected to demonstrate academic integrity in their work. Both the students and the instructor have obligations to report and to prevent cheating, plagiarism or other academic misconduct. Guidelines for how academic dishonesty will be handled are printed in the Graduate Catalog. In this class, no credit will be given for an assignment or

exam in which it is determined that the student has copied other students' work, represented someone else's work as one's own without properly citing the author, used notes on an exam, or taken notes into an exam setting, even if those notes are not used, or any similar infraction. If such an occurrence is repeated or occurs on the final exam, no credit will be given for the course."

**Diversity Statement:**

Respect and appreciation for differences is a requirement for this course. It is not an expectation that you agree with or support all views but it is expected that you will respond with thoughtfulness and sensitivity toward the other views as well as take the opportunity to consider a diverse perspective and the contributions of the "lens" that this viewpoint is shared. Diversity is appreciated and celebrated in this course. I am committed to affirming the

identities, realities and voices of all students, especially those from historically marginalized or underrepresented backgrounds. This course values the use of person-centered language and preferred gender pronouns, and respect for the experiences of others. I look forward to hearing and learning from others through the sharing of experiences and views.

### **Technology Integration:**

The instructional delivery model for this course is predominately online. This course utilizes *Canvas* (*Canvas web site:* <https://canvas.spu.edu/> Canvas assistance: <http://digitallobby.spu.edu/canvas/help/>) as a forum for lecture videos, additional course readings, and content related videos and other materials. Zoom (website: <https://zoom.us/>) may be used for synchronous class meetings.

If you have questions regarding Canvas that are related to technology (not course specific), please contact ETM at 206-281-2212 or [onlinelearning@spu.edu](mailto:onlinelearning@spu.edu). If you are unfamiliar with how to use this system, please contact ETM for information and/or training. This course does require that you are familiar and utilize Canvas as indicated in the syllabus.

### **ASCA Standards for School Counseling Practice:**

- 3. m. use of accountability data to inform decision making
- 3. n. use of data to advocate for programs and students

### **Course Objectives:**

The following course objectives will guide the curriculum, content, and focus of this course:

1. To provide an introduction to and a basic working knowledge and understanding of a non quantitative approach to research (COMPETENCE: Foundation Knowledge and Skills; Analytic and Problem Solving Skills)
2. To examine the theoretical, methodological, reflexive, and ethical challenges of conducting qualitative research (COMPETENCE: Foundation Knowledge and Skills; Analytic and Problem Solving Skills)
3. To provide a practical opportunity for design, analysis and interpretation of qualitative data (COMPETENCE: Foundation Knowledge and Skills; Analytic and Problem Solving Skills)
4. To enhance collaborative learning of qualitative methods through group discussion forums (CHARACTER: Effective Leadership; Clear Communication; Professionalism)

### **Performance Outcomes:**

Students will demonstrate basic knowledge and comprehension of qualitative research methodology as indicated by the assignments outlined in the course syllabus.

### **Methods of Instruction:**

The primary instructional methods used in this course will be combination of didactic and performance-based activities. It is essential that students *actively participate in course topics and activities*. Email and Canvas site should be checked regularly. Students are expected to complete assigned readings and activities.

In an effort to facilitate group learning, any e-mails that are received which could support questions to others in the course, will then include all learners in the reply so that all may benefit from the dialogue. To support your privacy, however, if your e-mail or question is of a private nature, please indicate this in the communication.

### **Texts/Readings:**

#### **Required:**

Creswell, J.W. & Poth, C. N. (2017). *Qualitative inquiry and research design: Choosing among five approaches* (4<sup>th</sup>

ed.). Thousand Oaks, CA: Sage.

### **Additional materials posted to Canvas.**

#### **Course Requirements and Evaluation:**

All assignments are expected to follow APA style formatting (see required text) and be submitted in digital format to Canvas.

**Course Participation:** Complete assigned readings *prior* to module discussions. Students will be expected to discuss and apply the material. Participation is required for every class module. Please notify the instructor *prior* to a scheduled module if you anticipate a conflict. Missed participation will result in attendance/participation grade reduction of 10% per absence. Students are responsible to obtain missed course material from peers.

**Qualitative Journal Article Review & Discussion:** Each student is responsible for identifying one original (not covered by another student) journal article that utilizes a qualitative research method, review the article, and providing a discussion of your review to present via Canvas. You may consider the following when reviewing the articles:

- Study the conceptual framework, research methods, data collection, and data analysis.
- What was the research design?
- What methodology was used? Was this a good fit? Why/why not?
- Did the study have a conceptual flow; map, research questions, analysis?
- How was the data collected and analyzed?
- How was the data displayed?
- What aspects of the study will inform your dissertation or further research projects?
- What aspects will inform your use of qualitative methodology?
- Your personal evaluation of research – strengths? Recommendations?

Students will be assigned presentation date during first class meeting. Students will post article and presentation to discussion board forum. If the article you select for review and presentation has already been posted, you must choose another article. Class members will read presenters selected article and respond to Canvas presentation.

**Making Data:** Choose one of the data collection procedures described in your text (Interviews, Observations, Photography, Documents, Indirect Strategies) that may benefit you in your work as a future school counselor. Your submission should address how you might use this procedure in your work in K-12 settings to assess interventions and/or provide data-driven school counseling interventions. Think about how you might assess student needs in your role as a professional school counselor or assess the efficacy of school counseling interventions. You do not need to design or complete a total study with triangulated data. You choose one data point that might support one aspect of a future study. For example, to assess whether or not your group counseling intervention was helpful to support student transition from elementary to middle school, you might employ a pre-post-test, parent survey, focus group post counseling group completion and/or middle school follow up. For the purpose of this assignment, consider ONE (that is qualitative in design) of the many data points and write up what that would look like, how you would select participants or specific data and what that data might look like if you are not able to collect the data currently.

Use this methodology to provide a data submission. Your submission should include (a) evidence of data making (e.g. ten minute transcription for interviews, copies of documents, field notes, etc.), (b) summary of the data (e.g. what did the interviewees share?, what did you observe?, What themes did you notice?, etc.), and (c) a discussion of the data making process (e.g. What methodology did you use? Technique for data making? What did you learn about yourself? About the data making process? What might you do differently next time? Etc.).

The data making submission should be one to two pages in length excluding evidence of data making. Evidence of data collection can be included as appendices. Academic references should be included.

Students will present Data Making assignment process and outcome during module as indicated in canvas (discussion board forum – informal presentation).

## Grading:

Students will complete assigned readings BEFORE each class discussion and are prepared to discuss the module material. Active participation in class discussion forums is vital. **All assignments are due during the scheduled module on the due date indicated in this syllabus.** Late assignments are discouraged. Late assignments will be accepted with the following point deductions: Received the same day, after due time will result in 10% grade reduction, next day 20%, the following day 40%. You are strongly encouraged to familiarize yourself with technology utilized in this course prior to due date/time. In the event of technology issues on your personal pc, you are encouraged to utilize local or university computer labs to post assignments. All assignments are to be submitted to Canvas assignment feature by the due date/time to avoid point deductions. In addition to assignment guidelines provided in this section, review rubric provided in course syllabus for additional grading criteria. The only assignment accepted after the end of the term is the qualitative research draft proposal with course professor approval for an extension.

Course participation/reading	20%
Journal Article Review & Presentation	40%
Data Making Assignment	40%

### Grading Scale:

A:	100-94
A-:	93-90
B+:	89-87
B:	86-84
B-:	83-80

### Evaluation Criteria

#### **Attendance and Participation:**

##### A/A- (Exceeds expectations)

Consistent and willing participation in class discussions and group work.  
Clear evidence of reading *both* the text readings and other professional literature.  
Bringing thought-provoking discussion question to class.

##### B+/B (Meets expectations)

Willing participation in class discussions and group work.  
Clear evidence of having engaged the professional literature through the text readings.  
Bringing a question to class.

##### B-/C+/C/C- (Does not meet course/program expectations)

Inconsistent participation in class and group projects.  
Limited evidence of having read the required readings for class.

#### **Other Assignments:**

##### A range (A, A-)

All work is completed and on time. Work shows clear evidence of going beyond the normal expectations for the course in both creativity of thought and the readings used. Excellent APA format used appropriately. *Consistent and willing participation in class discussions and group work showing evidence of reading the professional literature beyond the required reading.* Excellent professionalism in oral and written works consistently shown through all projects.

##### B range (B, B-)

All work is completed and on time. The quality of the written work is about average for graduate students. *Willing participation in class discussions and group work showing clear evidence of having engaged the professional literature through the required reading.* Consistent APA format used appropriately.

##### C range (C+, C, C-)

All work completed. Some may be late. Written work is below average for graduate students. Participation in class and group projects unwilling or inconsistent. Does not demonstrate evidence of consistently reading the required readings for class. Inconsistent or incorrect use of APA format.

**Tentative Course Calendar\*:**

<b>MODULE</b>	<b>DATE</b>	<b>TOPIC(S)</b>	<b>ASSIGNMENT</b>	<b>DUE</b>
1	Week of	Introductions Syllabus Review Module Topic: <i>Introduction to Qualitative Inquiry and Approaches to Qualitative Design</i>	Creswell Chapters 1-5	
2	Post to Canvas prior to	Journal Article Review and Discussion	Post to Canvas	Article Review and Canvas Participation
3	Week of	Module Topic: <i>Focusing the Study &amp; Data Collection/ Analysis</i>	Creswell Chapters 6-8	
4	Post to Canvas prior to	Journal Article Review and Discussion	Post to Canvas	Article Review and Canvas Participation
5	Week of	Module Topic: <i>Standards of Validation and Evaluation and Writing your Study</i>  Data Making Presentations	Creswell Chapters 9-11	
6	Post to Canvas prior to	Journal Article Review and Discussion	Post to Canvas	Article Review and Canvas Participation
7	Week of	Module Topic: <i>Qualitative Research in Education</i>	See Canvas Postings Present to class, post to Canvas	Presentation, Data Making Assignment.

\*Subject to change at discretion of course professor to accommodate learning needs.

## QUALITATIVE JOURNAL ARTICLE REVIEW RUBRIC

NAME:	Exceeds Expectations	Meets Expectations	Needs Improvement
Was the article an original review (not previously posted by another student) and student prepared to present in class to peers?			
Was the article review thoughtful and reflective in nature, attending to the questions indicated in the course syllabus?			
Did the reviewer respond to classmate's questions or comments in a thoughtful manner?			

General Feedback:

Grade:

## DATA MAKING ASSIGNMENT RUBRIC

NAME:	Exceeds Expectations	Meets Expectations	Needs Improvement
Was the data submission demonstrative of the methods and procedures presented in the text?			
Were the summaries, transcripts (if appropriate), and observations presented congruent with APA style and demonstrate thoughtful, reflective practice, scholarly support and professional writing?			
Did student demonstrate an understanding of the data making methodology utilized?			
Did the student discuss how this methodology may be used in the school setting as a future school counselor to impact service delivery and data-driven services?			

General Feedback:

Grade: