

**Saint Mary's University of Minnesota**  
**Schools of Graduate and Professional Programs**  
Blended  
Fall, 2021

Qualitative Research Design and Methods  
EDD 822A  
3 Credits  
Online

**Course Dates and Hours:**

August 29, 2021 – October 24, 2021

**Prerequisite:**

EDD 809: Advanced Research Writing.  
EDD 814: Assessment: Theory and Practice.  
EDD 821: Techniques for Research.

**Faculty Contact Information:**

Dr. Amanuel A. Teklemariam  
Email: aateklem@smumn.edu

**Office:** BLH 219

**Office Availability:** Monday to Friday by Appointment

**Phone:** 612-728-5191

**Course Description:**

This course provides an in-depth look at qualitative research methods through exploration of qualitative research paradigms; various qualitative methodologies; design, implementation, analysis and presentation issues; the use of technological data analysis tools in qualitative research; and ethical issues.

**Student Learning Objectives:**

Upon completion of the course, students are expected to be able to:

1. Analyze, synthesize, and evaluate research ethics to a qualitative design.
2. Analyze, synthesize, and evaluate the applications of various qualitative methods.
3. Analyze, synthesize, and evaluate qualitative sampling methods.
4. Develop qualitative data collection instruments.
5. Analyze, synthesize, and evaluate researcher and subject qualification requirements.
6. Analyze, synthesize, and evaluate qualitative design validity.
7. Analyze, synthesize, and evaluate qualitative data analysis including coding.
8. Evaluate qualitative data analysis software.

9. Apply appropriate APA style.
10. Design a qualitative research study.

### Blackboard Access

Blackboard may be accessed here at [courses.smumn.edu](https://courses.smumn.edu)

### Required Textbooks:

American Psychological Association. (2020). *Publication manual of the American Psychological Association*, 7<sup>th</sup> ed. Washington, DC: Author. ISBN-13: 978-1433832178

ISBN-10: 1433832178

Creswell, J. W. and Poth, C. N. (2018). *Qualitative inquiry and research design: choosing among five approaches*. 4<sup>th</sup> ed. Thousand Oaks, CA: Sage. ISBN 978-1-5063-3020-4

Yin K. Robert. (2016). *Qualitative Research from Start to Finish*, 2<sup>nd</sup> edition. New York: The Guilford Press. ISBN-978-1-4625-1797-8, ISBN 978-1-4625-2134-0

### Technical Support

For technical support, contact our HelpDesk at the following:

HelpDesk Website

[tchelpdesk@smumn.edu](mailto:tchelpdesk@smumn.edu)

612-728-5100: x7800, local Twin Cities

866-437-2788; Choose HelpDesk menu option

### Topical/Activity Course Outline

Week/dates	Type of meeting	Topic & Activities	Assignments
<b>Week 1:</b> <b>Monday</b> <b>08/29/2021-</b> <b>Sunday</b> <b>09/05/2021</b>	Online	<b>Introducing Qualitative Research</b> <ul style="list-style-type: none"> <li>• Course overview</li> <li>• Meaning, process, features and relevance of qualitative research</li> <li>• Using APA Manual, Part I</li> </ul> <b>Activities:</b> <ul style="list-style-type: none"> <li>• Introductions</li> <li>• Explanation of syllabus</li> <li>• Power Point Presentation</li> </ul>	<b>Read:</b> Creswell and Poth (2018) chapter 1 (pp. 1- 14) and chapter 3 (pp.41-63)  Yin K. Robert (2016), chapter 1 (pp.3-26)  <ul style="list-style-type: none"> <li>• Discussion Board</li> <li>• Answering assigned questions</li> </ul> <b>Due date:</b> 09/05/2021, 11:59 p.m.

		<ul style="list-style-type: none"> <li>Synchronous meeting on 08/29/21, from 6:30-7:30p</li> </ul>	
<b>Week 2</b> <b>Monday</b> <b>09/06/2021-Sunday</b> <b>09/12/2021</b>	online	<b>Designing Qualitative Research</b> <ul style="list-style-type: none"> <li>Selecting a research topic</li> <li>An overview of literature review</li> <li>How to start a Qualitative study</li> <li>Choices in designing qualitative research studies</li> </ul> <b>Activities:</b> <ul style="list-style-type: none"> <li>Power Point Presentation</li> <li>Guest speaker (Dr. Stacy Dean) via zoom 09/08/2021, 6:30-7:30p</li> </ul>	<b>Read:</b> Yin K. Robert (2016), chapter 3 (pp. 53-80) <a href="https://www.youtube.com/watch?v=z58VBWXYzGg">https://www.youtube.com/watch?v=z58VBWXYzGg</a> <a href="https://www.youtube.com/watch?v=t2d7y_r65HU">https://www.youtube.com/watch?v=t2d7y_r65HU</a> <ul style="list-style-type: none"> <li>Discussion Board</li> <li>Post draft paper of research project, Literature review.</li> </ul> <b>Due date:</b> 09/12/2021; 11:59 p.m.
<b>Week 3</b> <b>Monday</b> <b>09/13/2021 – Sunday</b> <b>09/19/2021</b>	online	<b>Fundamental considerations in Qualitative Research</b> <ul style="list-style-type: none"> <li>Philosophical assumptions</li> <li>Interpretive frameworks</li> <li>Getting ready to do qualitative research</li> <li>Using APA manual, part II</li> </ul> <b>Activities:</b> <ul style="list-style-type: none"> <li>Power Point Presentation</li> </ul>	<b>Read:</b> <ul style="list-style-type: none"> <li>Creswell &amp; Poth (2018) chapters 2 (pp. 15-40)</li> <li>Yin K. Robert (2016), chapter 2 (pp.27-52)</li> <li>APA Manual, Chapter 8, pp. 253-278</li> </ul> <ul style="list-style-type: none"> <li>Discussion Board</li> <li>Answering assigned questions</li> </ul> <b>Due date:</b> 09/19/2021; 11:59 p.m.
<b>Week 4</b> <b>Monday</b> <b>09/20/2021 – Sunday</b> <b>09/26/2021</b>	Online	<b>Research Design and Approaches in Qualitative study</b> <ul style="list-style-type: none"> <li>Five qualitative approaches to inquiry</li> </ul>	<b>Read:</b> <ul style="list-style-type: none"> <li>Creswell &amp; Poth (2018) chapters 4 and 5 (pp.65-126)</li> <li>Yin K. Robert (2016), chapter 4 (pp.83-115)</li> </ul>

		<ul style="list-style-type: none"> <li>• Examples of qualitative approaches of inquiry</li> <li>• Choices for designing Using APA Manual, Part III</li> </ul> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Instructor's PPP</li> <li>• Guest speaker 09/22/21, 6:30-7:30CT, p.m. (Dr. David Grack)</li> </ul>	<ul style="list-style-type: none"> <li>• APA Manual: Formatting</li> <li>• Discussion Board</li> <li>• Post draft paper of research project, Problem &amp; its Setting</li> </ul> <p><b>Due date:</b> 09/26/21, 11:59 p.m.</p>
<p><b>Week 5:</b>  <b>Monday</b>  <b>09/27/2021 –</b>  <b>Sunday</b>  <b>10/03/2021</b></p>	online	<p><b>Ethical considerations in qualitative research</b></p> <ul style="list-style-type: none"> <li>• Ethical considerations in qualitative research</li> <li>• Ethical issues in introducing qualitative study</li> <li>• The legal and ethical standards of writing</li> </ul> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Instructor's PPP</li> <li>• Guest speaker from IRB office: Emma Erdahl 09/29, 6:30-7:30</li> </ul>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Heather Kanuka and Terry Anderson (June, 2007). Ethical Issues in Qualitative E-Learning Research. <i>International journal of qualitative methods</i>. 6 (2), 1-14.</li> <li>• Anjum Halai. (2006). EduQual Working Paper No. 4. "Ethics in qualitative research: issues and challenges". Retrieved from <a href="http://www.edqual.org/publications/workingpaper/edqualwp4.pdf/atdownload/file.pdf">http://www.edqual.org/publications/workingpaper/edqualwp4.pdf/atdownload/file.pdf</a> on 12/22/2016.</li> <li>• Publication manual of APA. 7<sup>th</sup> ed. (2020). Chapter 1, pp. 1-26.</li> <li>• Yin (2016) Chapter 2, pp. 41-52</li> <li>• Discussion Board</li> <li>• Answering assigned questions</li> </ul> <p><b>Due date:</b> 10/03/2021, 11:59P</p>
<p><b>Week 6:</b>  <b>Monday</b>  <b>10/04/2021 –</b>  <b>Sunday</b>  <b>10/10/2021</b></p>	Online	<p><b>Preparation for Field Work</b></p> <ul style="list-style-type: none"> <li>• Focusing the study</li> <li>• Field work</li> <li>• Access and rapport</li> <li>• Data collection methods/instruments</li> <li>• Study Participants</li> </ul>	<p><b>Read:</b></p> <p>Creswell &amp; Poth (2018) chapter 6 (pp. 127-146)</p>

		<ul style="list-style-type: none"> <li>6 fieldwork considerations</li> </ul> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>Instructor's PPP</li> <li>Answer Multiple choices Questions</li> <li>Guest speaker on MAXQDA; 10/06/21: by Dr. Scott Tabor</li> </ul>	<p>Yin K. Robert (2016), chapters 5 &amp; 6 (pp.116-162)</p> <ul style="list-style-type: none"> <li>Discussion Board</li> <li>Answering assigned questions</li> <li>Summarizing from assigned reading</li> <li>Post Draft paper, Part III</li> </ul> <p><b>Due date:</b> 10/10/2021</p>
<p><b>Week 7:</b> <b>Monday</b> <b>10/11/2021-</b> <b>Sunday</b> <b>10/17/2021</b></p>	Online	<p><b>Data collection and Recording</b></p> <ul style="list-style-type: none"> <li>Data collection cycle and methods</li> <li>Recording data</li> <li>Compiling, coding and interpreting</li> </ul> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>Instructor's PPP</li> </ul>	<p><b>Read:</b></p> <p>Creswell &amp; Poth (2018) chapter 7 (pp. 147-180)</p> <p>Yin K. Robert (2016), chapter 7 (163-183)</p> <ul style="list-style-type: none"> <li>Discussion Board</li> <li>Answering assigned questions</li> </ul> <p><b>Due date:</b> 10/17/2021; 11:59p</p>
<p><b>Week 8:</b> <b>Monday</b> <b>10/18/2021 –</b> <b>Sunday</b> <b>10/24/2021</b></p>	Online	<p><b>Analysis, validation, evaluation and dissemination of Qualitative Research</b></p> <ul style="list-style-type: none"> <li>Compiling</li> <li>Coding</li> <li>Displaying</li> <li>Validation and evaluation</li> <li>APA: formatting, heading, tables, etc.</li> </ul> <p><b>Note:</b> Instructor will be available for data analysis demonstration Tuesday-Thursday 6-7p</p>	<p><b>Read:</b></p> <p>Creswell &amp; Poth (2018) chapter 8, 9 &amp; 10 (pp. 181-286)</p> <p>Yin K. Robert (2016), chapter 8 &amp; 9 (pp. 184- 245)</p> <p><b>Due date:</b> Final project due 10/24/2021, 11:59p</p>

		<b>Activities:</b> <ul style="list-style-type: none"> <li>• Instructor's PPP</li> <li>• Using FlipGrid for Discussion, Students' 8-10 minute-oral presentation on research experiences and findings (by 10/24/2021; 11:59p)</li> </ul>	
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### Course Time Standards

This is a Doctoral course. Courses in the doctoral degree programs require a minimum of either 13 contact or instructional hours per credit. In addition, it is suggested that students invest three hours per contact hour in outside study.

#### Synopsis of Course assessments:

##### A. **Weekly readings and Responses to Questions:**

Each student is expected to complete the weekly reading, and answer the questions emanating from the reading. Instructions are given on weekly basis for all questions (7 x 15 = 105 points).

##### B. **Individual Research Project**

Students will have to develop a small project of qualitative research on a topic of their interest. The project should have **four major parts** as described below, including the preliminary pages (covering title page, abstract and table of contents, and References page; at least 10-15 references, and Appendices are expected). (215 points) Due 10/24/2021 (Draft, in sections are expected earlier; as stipulated below).

- **Part I: Review of Related Literature:** Introduce the section, organize the review of literature in headings and sub-headings as you identify the research gaps that necessitated your study or critique, and have a summary and conclusion sections. The emphasis is on reviewing empirical studies of a qualitative nature. (1500-2000 words). 20 points for the draft and 35 points for the final (**You will post draft paper on 09/12/21 for feedback**)
- **Part II: The problem and its setting:** Suggested sections include Background to the Problem and Problem Statement, Research Questions, Purpose of the Study, Research Approach, Significance and justification of the Study, Delimitation & Limitations of the Study, and Operational Definitions of Key Terms. (This section should have 1500-2000 words). 20 points for the draft and 35 points for the final paper (**Draft paper due on 09/26/2021 for a feedback**).
- **Part III: Research Methodology.** Suggested topics include research design, instruments for data collection, population and sample, researcher background and bias, data

collection procedures, ethical issues, credibility/validity and dependability/reliability, and procedures for data analysis. (1500-2000 words). 20 points for the draft and 35 points for the final **(You will post draft paper on 10/10/21 for feedback)**

- Part IV: **Data Analysis and Presentation**: Suggested sections include Coding, Description of Participants, Data Presentation (organize according to the Research Question(s), Conclusions, and Recommendations. (1500-2000 words). 50 points.

**C) Weekly Discussion Boards (SLOs 1-10):** In weeks 1-8 there will be a Discussion Board that will require you to reflect on, apply and analyze cases, watch a video, respond to questions posted, and read what classmates have posted. Your initial Discussion Board post should be between 100-200 words in length (depending on the questions), and should use citation as support. This resource may be your textbook, required readings for the course, or outside reading. Use APA citation format to properly credit your supporting material. As will be instructed, you will be required to make comments on ideas posted by other students taking the course. You are encouraged to participate fully in these discussion boards throughout the 8 weeks, posting early and often. (10 x 8 = 80 points).

### Student Expectations

- All course instructions, information on reading materials and assignments for the week will be posted on Blackboard, and students need to spend at least 2 hours a week on the Blackboard.
- Throughout this advanced graduate degree program, students' writing is expected to be at a scholarly level in all situations including application materials, course assignments, and the professional portfolio. Students are expected to know and use current APA guidelines.
- Students are expected to attend all class sessions. EDD 822BL is an online class and attendance is required (Attending synchronous meetings, posting assignments on time, and participation on the Discussion Board count as part of attendance). In the case of an unavoidable absence, students are expected to notify the instructor of a pending assignment or absence prior to the due date or class meeting. Upon returning to class, the student must contact the instructor to receive make-up work to compensate for the learning experience missed. There will be no make-ups for Discussion Board and class presentations however. Failure to contact the instructor and complete make-up work assignments may impact the student's final grade.
- EDD 822BL mode of teaching will be blended delivery combining synchronous meetings and online teaching.

### Assessment of Student Performance/Grading Policy

Grade	Achievement Level	Points
A	90-100%	360 pts-400 pts

B	80-89.99%	320 pts-359 pts
C	70-79.99%	280 pts-319 pts
NC	below 70%	< 279 pts

### **Access Services for Students with Disabilities**

Saint Mary's University is committed to ensuring that students with documented disabilities have access to equal educational programs and activities at the university. If you have, or believe you may have, a disability that may interfere with your ability to participate in the activities, coursework, or assessments of this course, you may be entitled to accommodations. Please contact Laura Lanning at [accessservicesgpp@smumn.edu](mailto:accessservicesgpp@smumn.edu), as early in the semester as possible to arrange a confidential discussion about your need for accommodations.

### **Student Ratings of Teaching and Learning**

Students are expected to provide feedback about teaching and learning in the course. Near the end of the course, find a link to the student rating of teaching and learning in your SMUMN email and on your course site in either Blackboard or Engage. Please be assured the system records responses anonymously.

### **University Conduct and Academic Policies**

See the course Blackboard site for a direct link to all University policies.

### **Writing Center and Library Services**

See the course Blackboard site for direct links to these departments.