Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should **not** be used to purchase course materials.
COURSE SYLLABUS

SCHOOL OF EDUCATION
DEPARTMENT OF GRADUATE EDUCATION

EDUC 717
QUALITATIVE METHODS OF RESEARCH

COURSE DESCRIPTION

This course examines qualitative methods used in educational research, focusing primarily on participant-observation, asking questions, writing field notes, and on the transformation of these primary field data into written ethnographic documents.

RATIONALE

The research problems addressed by the process of educational research often present a much more complex problem than the use of traditional quantitative research approaches can satisfy. Resulting from this complexity is the need for alternate ways to answer research questions. Qualitative research (as a paradigm of thought and as groups of methods and approaches) seeks to provide this alternate approach. Christian educational researchers must develop a diverse understanding of research methodologies and approaches to best apply the proper method in the practice of educational research.

I. PREREQUISITE

EDUC 712

II. REQUIRED RESOURCE PURCHASES


III. **ADDITIONAL MATERIALS FOR LEARNING**
   A. Computer with Internet access (broadband recommended)
   B. Microsoft Word and PowerPoint
      (Microsoft Office is available at a special discount to LU students.)
   C. Audio recording device for capturing an interview

IV. **MEASURABLE LEARNING OUTCOMES**
   Upon successful completion of this course, the teacher candidate will be able to:
   A. Define qualitative research and identify the critical aspects of this methodology.
   B. Distinguish between quantitative and qualitative research.
   C. Identify some of the different types of qualitative research.
   D. Identify ethical issues associated with qualitative research.
   E. Critique an article that uses qualitative methods.
   F. Write a qualitative research plan.
   G. Describe ways qualitative inquirers gather data.
   H. Distinguish between participant and non-participant observation.
   I. Define grounded theory and describe its role in qualitative research.
   J. Write field notes, based on participant observations and interviews.
   K. Describe the general procedures followed in the analysis of qualitative data.
   L. Specify the difference between data analysis and data interpretation.
   M. Compare and contrast action research with other types of research.
   N. State some of the criteria to use in evaluating a qualitative study.
   O. Identify the components of a qualitative report.
   P. Write a qualitative research proposal.

V. **COURSE REQUIREMENTS AND ASSIGNMENTS**
   A. Textbook readings and lecture presentations
   B. Discussion Board forums (4)
      In a new thread within each forum, students will post their researched answers to the discussion questions given and then reply to at least two classmates’ threads. The threads should contain at least 200–250 words and are due at the end of Wednesday of the pertinent modules/weeks. The replies should contain at least 100 words and are due at the end of Saturday of the same week.
C. Homepage
Following directions provided in Module/Week 1, the student will create a personalized homepage introducing himself/herself to the instructor and the rest of the class. This assignment is due at the end of Module/Week 1.

D. Article Review
Students will read a specified article that uses a naturalistic/cultural perspective and qualitative methods. Then they will write a three-page, double-spaced review of the article that adheres to APA formatting. This assignment is due at the end of Module/Week 2.

E. Research Plan
Based on the reading assignments, DB forums, and a provided template, students will submit a qualitative research plan that is at least two pages in length and double-spaced. This assignment is due at the end of Module/Week 3.

F. Field Notes
Students will submit in one document at least three field notes based on their fieldwork experience. Each field note must be at least three pages, double-spaced, and it must include a title page. This assignment is due at the end of Module/Week 6.

G. Research Proposal
Students will prepare a qualitative research proposal based on their research plan, Discussion Board forums, and the instructor’s input. The 10-page proposal will be formatted according to the research proposal template provided in the course. This assignment is due at the end of Module/Week 8.

H. Tests (3)
Students will complete three tests covering various chapters from Ary. The tests are open-book, comprised of 25 multiple-choice questions, and will each take one hour to complete.

VI. Course Grading and Policies
A. Weight
Discussion Board forum threads (4 at 3% ea) 12%
Discussion Board forum replies (4 at 2% ea) 8%
Homepage 2%
Article Review 10%
Research Plan 3%
Field Notes 15%
Research Proposal 20%
Tests (3 at 10% ea) 30%
Total 100%
B. Scale
   A = 94–100  B = 86–93  C = 75–85  D = 68–74  F = 0–67

C. Late Assignments
   A 10% deduction is taken off per day for each late assignment. Assignments will not be accepted after the deadline for the course.

D. Disability Assistance
   Students with a documented disability may contact LU Online’s Office of Disability Academic Support (ODAS) at dlpodas@liberty.edu to make arrangements for academic accommodations.
## Course Schedule

**EDUC 717**

**Textbooks:**

<table>
<thead>
<tr>
<th><strong>Week/Module</strong></th>
<th><strong>Reading &amp; Study</strong></th>
<th><strong>Assignments</strong></th>
<th><strong>Percent</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ary: chs. 15, 16, &amp; 2 (pp. 31–33) Bogdan: ch. 1 2 presentations</td>
<td>Course Requirements Checklist Ed.S./Ed.D. Advising Guide Quiz Homepage DB Forum 1 thread DB Forum 1 replies</td>
<td>0 0 2 3 2</td>
</tr>
<tr>
<td>2</td>
<td>Ary: ch. 17 Bogdan: ch 6 1 PPT presentation</td>
<td>Article Review TEST 1</td>
<td>10 10</td>
</tr>
<tr>
<td>3</td>
<td>Ary: ch. 3 Bogdan: ch. 2 1 PPT presentation</td>
<td>Research Plan DB Forum 2 thread DB Forum 2 replies</td>
<td>3 3 2</td>
</tr>
<tr>
<td>4</td>
<td>Bogdan: ch. 3 1 PPT presentation</td>
<td>TEST 2</td>
<td>10</td>
</tr>
<tr>
<td>5</td>
<td>Bogdan: ch. 4 1 PPT presentation</td>
<td>DB Forum 3 thread DB Forum 3 replies</td>
<td>3 2</td>
</tr>
<tr>
<td>6</td>
<td>Bogdan: ch. 5 1 PPT presentation</td>
<td>Field Notes</td>
<td>15</td>
</tr>
<tr>
<td>7</td>
<td>Ary: ch. 18 Bogdan: ch. 7 1 PPT presentation</td>
<td>DB Forum 4 thread DB Forum 4 replies TEST 3</td>
<td>3 2 10</td>
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<tr>
<td>8</td>
<td>Ary: ch. 20 Glatthorn: ch. 12 1 PPT presentation</td>
<td>Research Proposal</td>
<td>20</td>
</tr>
</tbody>
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**Total** 100

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**DB** = Discussion Board  
**PPT** = PowerPoint

**NOTE:** Each course week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final week ends at 11:59 p.m. (ET) on Friday.