

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

EDUC 817

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 more complex problem than the use of traditional quantitative research approaches can satisfy. As a result of this complexity, there 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

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](#).

II. REQUIRED RESOURCE PURCHASE

Click on the following link to view the required resource(s) for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

III. ADDITIONAL MATERIALS FOR LEARNING

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Access to an audio recording device for two separate interviews
- D. Microsoft Word
(Microsoft Office is available at a special discount to Liberty University students.)

IV. MEASURABLE LEARNING OUTCOMES

Upon successful completion of this course, the candidate will be able to:

- A. Define qualitative research and identify some of the criticisms of this approach.
- 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 articles that use qualitative methods.
- F. Write a qualitative research plan.
- G. Describe ways qualitative inquirers gather data.

- H. Delineate five major qualitative inquiry approaches.
- I. Write field notes based on participant interviews.
- J. Describe the general procedures followed in the analysis of qualitative data.
- K. Successfully implement APA writing guidelines.
- L. State some of the criteria to use in evaluating a qualitative study.
- M. Identify the components of a qualitative report.
- N. Write a qualitative research prospectus.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings and presentation
- B. CRC Description

As the first activity in this course, please read the syllabus and [Student Expectations](#). After reading the syllabus and Student Expectations, the student will then complete the related checklist found in Module/Week 1.

- C. Class Introductions

In Module/Week 1, the candidate will create a brief personal biography introducing himself/herself to the instructor and to the rest of the class. This brief biography should include the following items: degree that the candidate is pursuing, the candidate's current job, and a recent picture. The candidate may add any other details that he/she wishes.

- D. Discussion Board Forums (7)

The candidate will complete discussion forums in two parts. First, the candidate should post a new thread in response to the provided prompt. Then, the candidate should reply to the specified number of classmates. Threads should be posted by the end of Thursday of the week the forum is assigned and replies should be posted by the end of Sunday of the same week.

- E. Reading Summary

In Module/Week 1, candidates will have the opportunity to practice their APA writing and formatting skills through composing clear and concise chapter summaries for their assigned reading for that week. The summaries should follow the format provided in the course and should clearly reflect APA style and writing.

- F. Research Plan Overviews

Throughout the course, candidates will build a preliminary research plan that will be submitted in three different stages (weeks 2, 4, & 6). Once completed, this plan will be the template for the final research prospectus.

- G. Five Approaches Table

In Module/Week 3, candidates will complete a chart that will allow them to define, explain, and discuss five major qualitative research methods.

- H. Article Critiques (2)

During Modules/Weeks 3 and 5, candidates will read and critique an article based on the information provided in chapter 5 and the appendices of the textbook. The critique should be a double-spaced review of the study's purpose, theory, methods, and major findings. Both critiques should also follow APA style and should match the formatting

guidelines provided.

I. Field Notes Interviews

Candidates will practice collecting data in the field through conducting two interviews with individuals who have earned a doctorate degree in the field of education. Each interview should be kept at about a 1-hour time limit and should be audio recorded for official transcription, which will be submitted. An interview template is provided with a detailed list of questions. The completed interview templates will be submitted in Module/Week 7; **however you must conduct AT LEAST ONE INTERVIEW by the end of Wednesday of Module/Week 5.**

J. Research Prospectus

Candidates will prepare a research prospectus based on their research plan, reading, and course work. A draft of the Research Prospectus will be submitted by the end of Wednesday of Module/Week 8 through the Research Prospectus Draft Check SafeAssign link. SafeAssign is a plagiarism detection tool that will allow candidates to view the originality reports for their papers and make revisions as necessary before the final version is due. The completed research prospectus will be submitted by the end of Module/Week 8.

IV. COURSE GRADING AND POLICIES

A. Points

Class Introductions	10
Discussion Board forums (7 at 30 ea)	210
Reading Summary	50
Research Plan Overviews (3 at 80 ea)	240
Five Approaches Table	50
Article Critiques (2 at 50 ea)	100
Field Notes Interviews	100
Research Prospectus Draft Check	50
Research Prospectus	200
Total	1010

B. Scale

A = 960–1010 A- = 940–959 B+ = 920–939 B = 890–919 B- = 870–889
 C+ = 850–869 C = 820–849 C- = 800–819 D+ = 780–799 D = 750–779
 D- = 730–749 F = 729 and below

C. Plagiarism Policy

According to the plagiarism policy available through the Student Expectations link inside the course, plagiarism may result in failing the course with an FD (Failed Dishonesty).

Plagiarism on any project will automatically result in a zero. Please see the APA manual for information about plagiarism and how it is defined. Additionally, academic misconduct includes not only plagiarism, but academic dishonesty falsification. See Student Expectations for detailed information regarding the plagiarism policies of Liberty University.

D. Disability Assistance

Students with a documented disability may contact Liberty University Online's Office of

Disability Academic Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.

COURSE SCHEDULE

EDUC 817

Textbooks: Creswell & Poth (2018) *Qualitative Inquiry & Research Design* (4thed.).
APA (2010) *Publication of the American Psychological Association* (6thed.).

WEEK/ MODULE	READING & STUDY	ASSIGNMENTS	POINTS
1	Creswell & Poth: chs. 1–2 APA: ch. 3 1 chart 1 presentation 1 video 1 podcast	Course Requirements Checklist Advising Guide Quiz Class Introductions Reading Summary Discussion Board Forum 1	10 0 10 50 30
2	Creswell & Poth: ch. 3 APA: ch. 1 1 presentation	Research Plan Overview Stage 1 Discussion Board Forum 2	80 30
3	Creswell & Poth: ch. 4 1 presentation	Five Approaches Table Article Critique 1 Discussion Board Forum 3	50 50 30
4	Creswell & Poth: ch. 6 & selected readings from ch. 5 1 presentation	Research Plan Overview Stage 2 Discussion Board Forum 4	80 30
5	Creswell & Poth: ch. 7 & selected readings from ch. 5 1 presentation	Article Critique 2 Conduct 1 st Field Notes Interview Discussion Board Forum 5	50 0 30
6	Creswell & Poth: chs. 8 & 10 1 presentation	Research Plan Overview Stage 3 Discussion Board Forum 6	80 30
7	APA: review pp. 87–104 1 presentation	Field Notes Interviews Discussion Board Forum 7	100 30
8	Creswell & Poth: ch. 9	Research Prospectus Draft Check Research Prospectus	50 200
TOTAL			1010

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.