

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. (Formerly EDUC 717)

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. Blackboard [recommended browsers](#)
- D. Microsoft Office

IV. MEASURABLE LEARNING OUTCOMES

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

- A. Define qualitative research and distinguish between it and quantitative research.
- B. Critique articles that use qualitative methods.
- C. Describe ways qualitative inquirers gather data.
- D. Delineate five major qualitative inquiry approaches.

- E. Write field notes based on participant interviews.
- F. Describe the general procedures followed in the analysis of qualitative data.
- G. Successfully implement APA writing guidelines.
- H. Identify criteria to use in evaluating a qualitative study.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings and presentation
- B. Course Requirements Checklist

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

- C. 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 (except for the final discussion forum in week 8; replies should be posted by Friday 11:59 pm of that week)(MLO: A, C, D, E, G, H)

- D. 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 that week. The summaries should follow the format provided in the course and should clearly reflect APA style and writing. (MLO: A, D, G)

- E. 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. (MLO: C, F, G, I)

- F. 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. (MLO: D, G, H).

- G. 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. (MLO: B, D, F, G, H)

- H. 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. Initial interview must be completed by Wednesday of Module/Week 5. The completed interview templates will be submitted in Module/Week 7. (MLO: C, E, G)

IV. COURSE GRADING AND POLICIES

A. Points

Course Requirement Checklist (CRC)	10
Discussion Board forums (7 at 50 ea)	350
Reading Summary	50
Research Plan Overviews (3 at 100 ea)	300
Five Approaches Table	50
Article Critiques (2 at 50 ea)	100
Field Notes Interviews	150
Total	1010

B. Scale

A = 960–1010 A- = 940–959 B+ = 920–939 B = 900–919 B- = 880–899
 C+ = 860–879 C = 840–859 C- = 820–839 D+ = 800–819 D = 780–799
 D- = 760–779 F = 0–759

C. Disability Assistance

Students with a documented disability may contact Liberty University Online’s Office of Disability Accommodation Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.

If you have a complaint related to disability discrimination or an accommodation that was not provided, you may contact ODAS or the Office of Equity and Compliance by phone at (434) 592-4999 or by email at equityandcompliance@liberty.edu. Click to see a full copy of Liberty’s [Discrimination, Harassment, and Sexual Misconduct Policy](#) or the [Student Disability Grievance Policy and Procedures](#).

COURSE SCHEDULE

EDUC 817

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

WEEK/ MODULE	READING & STUDY	ASSIGNMENTS	POINTS
1	Creswell & Poth: chs. 1–2 APA: ch. 3 1 chart 1 presentation 1 podcast	Course Requirements Checklist	10
		Advising Guide Acknowledgement	0
		Class Introductions	0
		DB Forum 1	50
		Reading Summary	50
2	Creswell & Poth: ch. 3 APA: ch. 1 1 presentation	DB Forum 2	50
		Research Plan Overview Stage 1	100
3	Creswell & Poth: ch. 4 1 presentation	DB Forum 3	50
		Five Approaches Table	50
		Article Critique 1	50
4	Creswell & Poth: ch. 6, selected readings from ch. 5 1 presentation	DB Forum 4	50
		Research Plan Overview Stage 2	100
5	Creswell & Poth: ch. 7, selected readings from ch. 5 1 presentation	DB Forum 5	50
		Article Critique 2	50
		Conduct 1 st Field Notes Interview	0
6	Creswell & Poth: chs. 8, 10 1 presentation	DB Forum 6	50
		Research Plan Overview Stage 3	100
7	APA: review pp. 87–104 1 presentation	Field Notes Interviews	150
8	Creswell & Poth: ch. 9 1 presentation	DB Forum 7	50
TOTAL			1010

DB = Discussion Board

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