

# PROGRAM MAGISTER PENDIDIKAN BAHASA INGGRIS

## COURSE OUTLINE SUBJECT: QUALITATIVE RESEARCH (3 CREDITS, COMPULSORY)

### **A. Course Description**

The purpose of this course is to introduce students to the different uses of qualitative methods in educational research. The course has both a theoretical and applied focus. First, we examine how qualitative research is used in educational research. We will discuss qualitative methodologies as an interpretive inquiry focusing on topics such as the development and use of theory, kinds and interpretation of data, and issues of reliability. We will compare the different methods used by researchers. Students will discuss the different methodologies and methods as well as analyze and critique research articles using ideas and concepts discussed in the required texts and in class. Second, students will engage in a pilot study of their own in which they apply and experience qualitative research for themselves. Here students will develop a question, conduct a review of the literature, use a theory as a lens through which to analyze your data, decide data collection methods, and produce a mini research proposal. Together, these two approaches will introduce students to the main questions, concerns and goals of qualitative research.

### **B. Course Objectives:**

By the end of the course, students should be able to:

- a. identify the different components of a qualitative study including: theoretical approaches, literature reviews, methods and methodologies, approaches to data collection, coding, findings.
- b. explain the implications of qualitative research decisions and how this relates to the research process.
- c. produce their own qualitative research proposal and engage in the process of writing a *coherent* qualitative study reflecting their choice of theory, literature, methods, methodology and data collection.

### **C. Required Texts and Readings**

Cresswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five traditions*. Thousand Oakes, CA: SAGE Publications.

Merriam, S.B. (1998). *Qualitative Research and Case Study Applications in Education*. San Francisco, CA: Jossey-Bass.

Miles, M.B. & Huberman, A.M. (1994). *Qualitative Data Analysis: An Expanded Sourcebook*. San Francisco, CA: Sage Publications, Inc.

## D. Course Requirements

**Assignments and Grading Policy.** Please arrive to class on time and prepared for discussion. Readings are to be done in advance of the class period for which they are assigned.

The course is organized around in-class discussions, small-group activities, written assignments, lectures, student presentations, and readings. Your final course grade will be determined on the basis of the following formula:

Assignment One (Review of Article One)	15 points
Assignment Two (Review of Article Two)	15 points
Reflection Brief	10 Points
Qualitative Methods and Critique	20 points
Class Participation	10 points
Individual Presentation: Mini Proposal (10-15 pages)	30 points
	100 points

The weight of each assignment is final and non-negotiable.

\*Details of each assignment are provided under “Course Agenda”. Information pertaining to the Assignment One, Two, reflection, critique, and mini proposal, including evaluation criteria, can be found in this syllabus.

### *Grading Scale.*

<u>Points Accrued</u>	<u>Grade Earned</u>
80 – 100	A
75 – 79	B+
70 – 74	B
65 – 69	C+
60 – 64	C
55 – 59	D+
50 – 54	D
49 or below	F

**Additional Information.** Please note: Assignments must be typewritten, double-spaced, with a font size of 12, and margins of 1” all around. All written work should conform to the guidelines set forth in the current edition of the Publication Manual of the American Psychological Association. Organized (titles, headings, introductions, summaries, references) and well-written papers are expected.

**Resources.** You may consult with the instructors to ask about books, articles, or journals relevant to qualitative methods in educational research.

**Class Preparation & Participation: Some Helpful Hints.** The class participation portion of your grade will be based on your attending each class and demonstrating

through discussion that you have read all assigned materials. This course will rely heavily on class discussion of the readings.

**Attending class:** Note that attendance does not equal participation; rather attendance is but one component of it. It is essential that you come prepared to each class, having read AND thought about the readings, and actively participate in discussions and other class activities.

**Staying current:** You are expected to stay current with articles related to qualitative methods in educational research.

**Missing class:** If for any reason you must miss a class, please let me know ahead of time. You are responsible for all material covered in the class that you miss. More than one absence will result in a one point deduction for each additional absence unless excused by instructors

To prepare yourself for class and for insightful contributions to class discussions you might

- write one-page briefs. The briefs should consist of reflections on and/or reactions to the readings and topics for the week (not simply a summary of the readings). **You are after synthesis, analysis, and evaluation.** You are most welcome to turn them in for review if you would like to ensure that you are on track.
- “Map” each reading by delineating the purpose, thesis/hypothesis, major arguments to support/counter the argument, and the quality of evidence used. Ask yourself what the readings contribute to the particular session topic and how they relate to course objectives and previous readings.

**Policy on Late Assignments.** Assignments are due at the class period for which they are assigned. Please notify the instructors **in advance** of any extenuating circumstances that might prevent your submission. Extensions will be granted only in instances of excused absences due to illness or family emergencies. If work or other responsibilities will prevent you from turning the assignment in on the due date, arrangements should be made with the instructors whenever possible to submit it early.

**Student Evaluations of the Course.** Students will be asked to submit a formal evaluation of the course at the semester’s end.

**Academic Honor Policy.** The course honors Academic Honor Policy outlining the expectations for the integrity of students’ academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to “. . . be honest and truthful and . . . [to] strive for personal and institutional integrity at the University of Jambi. All work completed by

students in this course is assumed to be the product of individual work and to have been submitted exclusively for completion of THIS course.

### E. Teaching Strategies

The course is organized around in-class discussions, small-group activities, lectures, written assignments, student presentations, and readings.

### F. Topical Course Outline

Meetings	TOPICS	READINGS AND ASSIGNMENTS
One	Introductions Your research experiences and goals Overview of course	Readings for the week 2 Merriam Chapter 1 Creswell Chapter 3
Two	Designing a qualitative study	<b>HAVE READ:</b> Merriam Chapter 1 Creswell Chapter 3
Three	Collecting qualitative data <ul style="list-style-type: none"> <li>• Interviews</li> <li>• Observation</li> <li>• Documents</li> <li>• Audiovisual</li> </ul>	<b>HAVE READ:</b> Merriam Chapter 2  Creswell Chapter 7
Four	Five traditions in qualitative research <ul style="list-style-type: none"> <li>• Phenomenology</li> <li>• Case Study</li> <li>• Ethnography</li> <li>• Grounded Theory</li> <li>• Biography/ Narrative/Historical Research</li> </ul>	<b>HAVE READ:</b> Creswell Chapter 4  <b>Assignment one: Reflection Brief</b>
Five	Five traditions in qualitative research: <ul style="list-style-type: none"> <li>• Phenomenology (Definition, backgrounds, types, procedures, challenges)</li> </ul>	<b>HAVE READ:</b> Creswell Chapter 4 Merriam Chapter 1  <b>Assignment Two: Article Review One</b> Phenomenological Article: Mukminin. A. (2012). Acculturative experiences among Indonesian graduate students in US higher education: academic shock, adjustment, crisis, and resolution. <i>Excellence in Higher Education Journal</i> , 3 (1), 14-36. <a href="http://ehe.pitt.edu/ojs/index.php/ehe/article/view/64">http://ehe.pitt.edu/ojs/index.php/ehe/article/view/64</a>

Six	<p>Five traditions in qualitative research:</p> <ul style="list-style-type: none"> <li>Case Study (Definition, backgrounds, types, procedures, challenges)</li> </ul>	<p><b>HAVE READ:</b> Creswell Chapter 4 Merriam Chapter 1</p> <p><b>Case Study Article:</b> <b>Mukminin, A.,</b> Haryanto, E., Makmur, Failasofah, Fajaryani, N., Thabran, Y., &amp; Suyadi. (2013). The achievement ideology and top-down national standardized exam policy in Indonesia: Voices from local English teachers. <i>Turkish Online Journal of Qualitative Inquiry</i>, 4(4), 19-38. <a href="http://www.tojqi.net/articles/TOJQI_4_4/TOJQI_4_4.pdf#page=27">http://www.tojqi.net/articles/TOJQI_4_4/TOJQI_4_4.pdf#page=27</a> <b>Assignment TWO- Reflection Brief DUE</b></p>
Seven	<p>Five traditions in qualitative research:</p> <ul style="list-style-type: none"> <li>Ethnography (Definition, backgrounds, types, procedures, challenges)</li> </ul>	<p><b>HAVE READ:</b> Creswell Chapter 4 Merriam Chapter 1</p> <p><b>Assignment Three- Article Review:</b> <b>Ethnographical Article:</b> Lewis, A.E. 2001. There is no race” in the schoolyard: Color-blind ideology in an (almost) all-white school.” <i>American Educational Research Journal</i>, 38, 4, 781-811</p>
Eight	<p>Five traditions in qualitative research:</p> <ul style="list-style-type: none"> <li>Grounded Theory (Definition, backgrounds, types, procedures, challenges)</li> </ul>	<p>Creswell Chapter 4 Merriam Chapter 1</p> <p>Grounded Theory Article: Thornberg, R. (2009). The moral construction of the good pupil embedded in school rules. <i>Education, Citizenship and Social Justice</i>, 4(3), 245-260</p>
Nine	<p>Five traditions in qualitative research:</p> <ul style="list-style-type: none"> <li>Biography/Narratives (Definition, backgrounds, types, procedures, challenges)</li> </ul>	<p><b>HAVE READ:</b> Creswell Chapter 4 Merriam Chapter 1</p> <p>Goodley, D., Lawthom, R., Clough, P., &amp; Michele Moore, M. (2004). <i>Researching Life Stories: Method, theory and analysis in a biographical age</i>. New York: RoutledgeFalmer.</p> <p><b>Assignment Three- Article Review DUE</b></p>
Ten	Data Analysis and Representation :Part One	<p><b>HAVE READ:</b> Creswell Chapter 8 Merriam Chapter 3 (155-178)</p>

Eleven	Data Analysis and Representation: Part Two	Miles & Huberman: Chapter 2, 3 and 4 <b><i>Qualitative Methods and Critique (5 – 7 pages) DUE</i></b>
Twelve	Dealing with validity, reliability, and ethics in qualitative research	<b><i>HAVE READ:</i></b> Creswell chapter 10 Merriam 3: 198
Thirteen	Writing a qualitative study	<b><i>HAVE READ:</i></b> Creswell Chapter 8 Merriam Chapter 3 (220)
Fourteen	Individual Presentations: Mini qualitative research proposal	
Fifteen	Individual Presentations: Mini qualitative research proposal and Closing	<b><i>Final Mini Proposal (10 -15 pages) DUE</i></b>

### **G. Assignments and Responsibilities**

There are five written assignments for this course and a class participation grade:

#### ***Review of Article***

Twice during the semester you will be expected to conduct a written analysis of the readings. You will also be expected to be an “expert” on that week’s readings for the classroom discussion.

#### ***Reflection Brief (In a 2 – 3 page brief)***

It is a difficult task for anyone to write a self-evaluation. There is a series of questions which one must pose to oneself and answer honestly and in some detail: (i) How did I participate in this course? (ii) How have I prepared for the discussions? (iii) Was I patient with the views with which I disagreed? Was I open to considering new and different views? (iv) Did I consider why I (dis)agreed with the views expressed? (v) What are some of the things I learned that made a difference?

#### ***Qualitative Methods and Critique (5 – 7 pages)***

Each student will write an in-depth description and critique of one of the five key traditions in qualitative research we will discuss in class (i.e., phenomenology, case study, ethnography). The purpose of the exercise is to help students fully understand a qualitative tradition that they may then use to guide a mini-study for their proposal in the Final Paper.

#### ***Mini Proposal (10 -15 pages)***

The purpose of this assignment is for you to situate your pilot study within the broader research on your topic including research problems, purpose of the study, research question, theoretical framework/explicated literature review, and methodology. Examples will be provided.

## **Outline for Reviewing Articles**

The half of each class meeting will be spent discussing different qualitative research articles. When analyzing these articles, we will be paying attention to how the articles are organized. In particular, we will examine the different components of a qualitative research article in order to understand how they work together.

All students will be responsible for reading the article assigned for that class. At the same time, each week two to three students will be the “experts” on the article.

Article reviews should be no longer than 4 pages long. An A paper has successfully:

1. Identified the author’s purpose and main questions.
2. Identified the author’s central argument
3. Explained the theory drawn on by the author
4. Summarized the literature review presented by the author
5. Discussed the methods employed in the article
6. Discussed the methodology employed in the article
7. Summarized the author’s findings
8. Analyzed both the strengths and weaknesses of the article.
9. Applied course concepts (from class discussions and course readings) to the analysis.