

Kansas State University
College of Education - Educational Leadership
EDLEA 938: Advanced Data Analysis in Qualitative Methods (3 credit hours) – Syllabus
Prerequisite: EDLEA 838
Fall 2023

Instructor
[Name]

Office Hours

If you would like to arrange an appointment to discuss course materials or the program, please feel free to email me at (insert instructor email)

Course Meeting Location, Times & Dates

Online: August 21- December 15, 2023

Zoom sessions*

Tuesday 5:30 p.m. – 7:30 p.m.

*recorded for those unable to attend

College of Education

Vision

"Preparing educators to be knowledgeable, ethical, caring decision makers for a diverse and changing world."

Mission

Our mission is fulfilled through:

- the delivery of exemplary instruction to students at the undergraduate and graduate levels;
- production, interpretation, and dissemination of sound and useful research and scholarship;
- leadership, collaboration, and service within the profession; and
- promotion, understanding, and celebration of diversity.

Conceptual Framework

The Conceptual Framework serves as the guide for fulfilling our vision of preparing educators to be knowledgeable, ethical, caring decision makers for a diverse and changing world. The College of Education strives to address three major areas in preparing the teachers of tomorrow: general education, content area studies, and professional studies.

The Conceptual Framework organizes 10 *standards* in professional studies into the following four categories:

1. *The Learner and Learning*
2. *Content Knowledge*
3. *Instructional Practice*
4. *Professional Responsibility*

The Conceptual Framework also includes the following *dispositions*:

1. *Values Learning and Professional Development*: Dedicated to acquiring and applying new ideas about content, pedagogy, and students.

2. *Commits to Professional, Ethical, and Legal Conduct*: Committed to obeying the law and abiding by institutional, state, and national professional and ethical standards.
3. *Values Positive, Caring, and Respectful Relationships*: Committed to interacting with students, colleagues, and community members with care, compassion, and respect.
4. *Embraces Diversity, Equity, and Fairness*: Recognizes and values human differences and is committed to meet the educational needs of all students.
5. *Commits to Wise and Reflective Practice*: Dedicated to careful reflection on instructional decisions and takes actions to improve professional competence.

Course Description

This course is an overview and application of detailed data collection and analysis methods in qualitative inquiry. In this class, students will explore how to collect data, create and execute a data analysis plan, represent findings, document methods, apply relevant theoretical and conceptual frameworks, articulate processes of analysis, reflect on and apply ethical standards to research (including human subject approval via IRB). Overall, this course is intended to help doctoral level students (as well as *Qualitative Methods Graduate Certificate*¹ students) make progress on their dissertation/research endeavors as they work toward research proposal and defense.

1 Certificate program website: <https://online.k-state.edu/programs/certificates/graduatecertificates/qualitative-research.html>

Course Objectives

CACREP Standards: This course is designed to meet the following CACREP Standards.

- 6.B.4.c. qualitative designs and approaches to qualitative data analysis
- 6.B.4.d. emergent research practices and processes
- 6.B.4.g. research questions appropriate for professional research and publications
- 6.B.4.j. design and evaluation of research proposals for human subjects/institutional review board review.

The following course objectives have been developed to reflect the relationship of this course to the appropriate elements of this professional knowledge base. Upon successful completion of this course participants will:

Learning Objective	CACREP Standard
1. Successfully pass K-State's IRB training program and submit a successful research proposal through K-State's Institutional Review Board.	6.B.4.j.
2. Explore the diversity of approaches (philosophically and methodologically) to research in the field of education and apply qualitative research methods most relevant to the student's research interests.	6.B.4.c.
3. Practice extending a previously written rationale, research purpose, and research questions (from EDLEA 838) to a newly developed research design to meet the standards needed for a chapter 3 (i.e., the methods chapter in a dissertation) or other research proposal/manuscript.	6.B.4.g.

4. Improve doctoral level writing skills through iterative feedback loops for a qualitative research project relevant to student's personal research interests.	6.B.4.d.
5. Explore how to design research within educational settings using relevant qualitative research strategies from selection of data sources, data collection methods, data analysis methods, and assessment of findings.	6.B.4.d
6. Engage in deep reflexive practice related to how personal lived experiences (from the researcher) and subjectivities influence educational research processes.	6.B.4.c.
7. Explore ethical issues intertwined in the research process.	6.B.4.c. 6.B.4.j.
8. Explore literature about, and examples of, “strong/vigorous” qualitative research, and discuss various sets of standards as they apply to various approaches to inquiry.	6.B.4.c.

Alignment with Student Learning Objectives for Interdisciplinary Graduate Certificate in Qualitative Research

- a. Students will be able to articulate their epistemological position based on their understanding of various philosophical frameworks in qualitative inquiry.
- b. Students will be able to articulate their positionalities as researchers by identifying their subjectivities, worldviews, privileges, and ethical responsibilities.
- c. Students will be able to conceptualize and execute theoretically and methodologically rigorous qualitative inquiry.
- d. Students will be able to demonstrate an expertise in at least one chosen approach of qualitative inquiry through their coursework and applied projects.
- e. Students will prepare written reports for their intended target audiences.

Required Texts

Bazeley, P. (2021). *Qualitative data analysis: Practical strategies* (2nd ed.). Sage.
<https://us.sagepub.com/en-us/nam/qualitative-data-analysis/book256532>

Saldaña, J. (2021). *The coding manual for qualitative researchers* (4th ed.). Sage.

Methodological Specialty Book: You will be asked to purchase a methods book relevant to your research interests. A list of recommended books can be found on the course Canvas page.

A number of other chapters / articles will be provided via PDF or link of the course Canvas page.

Optional:

Software Purchase: All students may optionally purchase NVivo and we will use basic functions in the software to help with coding and data analysis. A 24-month student license of the software can be purchased here: <https://onthehub.com/products/33efe7f5-562c-e811-8101-000d3af41938>

Notes: Instructors will assign additional readings within the online modules. Additionally, the format for all written assignments, unless otherwise noted, will be according to the *American Psychological Association publication manual* (7th ed., 2020). Aside from the book, which you are more than welcome to purchase, here are some alternative online sources:

- The APA website: <https://apastyle.apa.org/style-grammar-guidelines/>
- Purdue Online Writing Laboratory (OWL): https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

Additional required and supplemental readings will be distributed via Canvas.

Course Policies and Philosophies

General Class Expectations

Overall, this class is intended to be heavy in reading and writing for the explicit purpose of helping students learn about qualitative research and its various components that contribute to a dissertation proposal (and eventual completion). As part of this endeavor, there is heavy, detailed, and honest writing feedback throughout the course; and it is important to understand that this is intended to elevate students' writing to match the skill set needed to finish a doctoral dissertation. Please know instructors work with students' best interests in mind (i.e., successfully finishing your program and feeling a sense of pride/accomplishment), when offering feedback that is sometimes blunt/honest. Through this process, it is also important to recognize that course instructors do not replace Major Professors. Feedback is intended to move your ideas and writing forward, as well as sharpen them; but a student's Major Professor/Dissertation Chair may have a different perspective--which is fine. Ultimately, it is the student's responsibility to engage in those conversations with their advisor and track them accordingly.

Additionally, as this class works to consider diverse perspectives on some of the deepest levels (research and knowledge production), and push intellectual boundaries through critical thinking, students may not agree with everything discussed. There is a need to recognize how academic learning spaces must allow for diverse perspectives to be heard. Students will be asked to remain open-minded and sensitive to diverse perspectives in the course readings/assignments, as well as from peers in the class. Therefore, students should engage in class discussions in a responsible and respectful manner.

In general, students are expected to be fully engaged in the readings and ongoing dialogue, plan accordingly, be respectful of their peers, and adhere to deadlines.

Finally, but not least significant, instructors will endeavor to use inclusive language in the syllabus, discussions, and feedback--e.g., his/her, their for singular pronouns. Students are encouraged to contact their instructors to address any concerns they may have.

Attendance

Students are expected to be present at one synchronous session per week and participate in all of the learning modules. If students must miss a session, they should inform the instructor as soon as practical--preferably before the synchronous session. Students who miss these sessions can attend the other option for the week and/or view recorded sessions when available. The instructor will specify any remediation requirements.

Zoom sessions/Roundtable Discussions/Talks (Meeting Times)

This class will be driven by online modules (with assignments, videos, readings, discussions, etc.), but there are synchronous meetings to be held via Zoom once a week, which will be recorded. These “Roundtable Talks” or discussion times will be held two times a week, with an option to join either one. This semester, these will be held at:

Mondays, 12:00 – 1:00 pm

Thursdays, 4:30 – 5:30 pm

These are not lecture-heavy and should be seen as informal sessions where students bring questions from the week’s readings, learning activities and assignments and engage in collaborative discussions tied to the content of the week.

Office hours are before and after class and by appointment. Students should feel comfortable emailing the instructor to set up a time to meet.

Course Assignments

Any course assignments below designated as a **Developmental Feedback Loop (DFL)** means that there is at least a portion of that assignment that is prep for your final Advanced Qualitative Methods Project and you will get feedback in that assignment that should be addressed before turning in your final documents at the end of the semester. This also means that you might receive an incomplete for that assignment, which is normal, but it will stay that way until you turn in your final Methods Chapter where you will have addressed your previous feedback loop and meet the overall standards set in that feedback.

All assignments are marked as Complete or Incomplete, and they are only considered complete when all items on the assignment description have been addressed with advanced doctoral level commitment to writing and rigor, including adherence to APA 7 formatting guidelines.

Grading Breakdown

Assignment	Graded Points
Discussion & Participation	10 points
<i>Advanced Qualitative Methods Project</i>	
Part 1. IRB Submission	10 points
Part 2.1. Coding Design	10 points
Part 2.2. Coding Practice	10 points
Part 3.1. Methodology Exploration	10 points
Part 3.2. Methodology Design	10 points
Part 4. Pilot Project Findings	15 points
Part 5. Methods Chapter Draft	25 points
Total	100 points

Note: All assignments should follow APA 7th edition Guidelines for submission.

Discussion and Participation (10 pts)

Qualitative research relies heavily on interpersonal communication skills and engaging in deep reflexive practices throughout the research process. Students are required to engage with course content through both online and face-to-face/synchronous teleconference modes.

On a scale of 1-10, scores will be distributed using the following criteria:

- 0: Student is disengaged, and/or does not show up to class meetings.
- 3: Student rarely engages in class discussions, and/or is often unprepared to engage in those discussions; OR student is disrespectful to others when engaged in discussion; student shows a resistance to being self-reflexive in his/her/their dialogue.
- 5: Student is engaged, but more so as a casual observer; OR Student occasionally talks over other students and/or shows a lack of professionalism/respect to other classmates; student shows minimal self-reflexivity during class discussions.
- 7: Student is engaged and prepared for most discussions and shows respect for others while engaged; student is honest and deep in their personal reflections.
- 10: Student is fully engaged and actively participating while showing ongoing respect to peers; student is highly reflexive in their work and discussions.

Advanced Qualitative Methods Project

Throughout this course, you will work on an Advanced Qualitative Methods Project which will deepen your understanding of qualitative inquiry and provide you with opportunities to practice *doing* research. This assignment involves several interconnected components. This is the culminating work, that is connected to all assignments in some manner. Within this project, there are two primary products that you will create (see table below).

	Required	Required (Choose ONE Option)	
		Option 1	Option 2
	<p>Methods Chapter Draft This thread allows you to walk away with a working draft of this chapter for your dissertation proposal</p>	<p>Pilot Project that Informs Dissertation Work (“Pre-Dissertation Pilot”) <i>This thread is about practicing the whole research process from start to finish</i></p>	<p>Pilot Project Working Manuscript for Publication <i>This thread is for advanced students looking to build their CV and get publication experience. You will also want to target a journal relevant to your work and structure your manuscript accordingly</i></p>
<p>Part 1: IRB Submission (<i>see assignment details below</i>)</p>	<p>Needed if wanting to inform dissertation in a public way (citing and referencing). Also allows for future publication.</p>	<p>Needed if wanting to inform dissertation in a public way (citing and referencing). Also allows for future publication.</p>	<p>Needed for publication.</p>
<p>Part 2.1: Coding Design (<i>See assignment details below</i>) DFL: There will be a chance for feedback and edits before submitting your final Ch. 3 manuscript.</p>	<p>In Chapter 3, a significant section is dedicated to fully articulating (with citations) your data analysis methods. Based on what you learn through readings, you write out data analysis techniques that you would like to use in your actual dissertation research moving forward after the class is over.</p>	<p><<<This effort overlaps with your chapter 3 work. As part of this thread you will articulate coding techniques in your pilot project, and this will inform how you write this section of your Chapter 3.</p>	<p>In your pilot project manuscript you will have to very efficiently articulate your data analysis methods depending on journal requirements and standards. This analysis process will also help you generate your “findings” section.</p>
<p>Part 2.2: Coding Practice (<i>See assignment details below</i>)</p>	<p>Based on what you learn through practice in the pilot project thread, you will update your data analysis techniques that you would like to use in your actual dissertation research moving forward after the class is over.</p>	<p><<<This effort overlaps with your chapter 3 work. As part of this thread you will practice coding techniques in your pilot project, and this will inform how you write this section of your Chapter 3.</p>	<p>In your pilot project manuscript you will have to very efficiently articulate your data analysis methods depending on journal requirements and standards. This analysis process will also help you generate your “findings” section.</p>
<p>Part 3.1: Methodology Exploration (<i>See assignment details below</i>) DFL: A portion of your writing in your Advanced Methods Exploration and Book Summary Assignment will be used in your final Ch. 3 manuscript).</p>	<p>In Chapter 3, a significant section is dedicated to fully articulating your methodological frameworks. You will examine a specific methodology and provide a thorough summary of it, which will inform your Ch. 3 manuscript.</p>	<p>N/A <i>While this is relevant to this thread, all of the writing should be done with Chapter 3 draft in mind. In other words, pilot project practice informs what goes in Ch. 3.)</i></p>	<p>In your manuscript you will need to efficiently describe your methodology (according to journal requirements and standards).</p>
<p>Part 3.2: Methodology Design DFL: You will have a chance for feedback and edits before submitting your final Ch. 3 manuscript.</p>	<p>In Chapter 3, a significant section is dedicated to fully articulating your methodological frameworks. You will connect your summary back to your theoretical/conceptual frameworks to build out the methodological design of your study.</p>	<p>N/A <i>While this is relevant to this thread, all of the writing should be done with Chapter 3 draft in mind. In other words, pilot project practice informs what goes in Ch. 3.)</i></p>	<p>In your manuscript you will need to efficiently describe your methodology (according to journal requirements and standards).</p>

<p>Part 4: Pilot Project Findings <i>(See assignment details below)</i></p>	<p>NA</p>	<p>You will practice writing findings as a “Preliminary Findings”. In reality, your Chapter 4 will not be written until you’ve done a full data collection process, but this helps you practice writing up findings.</p>	<p>Findings will be a prominent part of the working manuscript.</p>
<p>Part 5: Methods Chapter Draft</p>	<p>Chapter 3 Working Manuscript with...</p>	<p>...an additional “Preliminary Findings” section.</p>	<p>A working research manuscript structured around your targeted journal outlet(s).</p>

Part 1: IRB Submission (10 pts) (CACREP Std. 6.B.4.j.)

This assignment is the first step of your Advanced Qualitative Methods Project and is required for your data collection and analysis this semester to be used to inform your dissertation or to inform a publication manuscript. This needs to be done as early in the semester as possible, and this is intended to be a real-world practice extension of the work you did in EDLEA 838 (your Chapter 1 draft). In order to publish your eventual manuscript, you will first need to be approved by K-State's Human Subjects Research Institutional Review Board (IRB) before collecting any data (See <https://www.k-state.edu/comply/irb/> for more general details about IRB). This is an important ethics piece, and you cannot publish manuscripts involving human subjects research without this approval prior to conducting your research. This is a critical first step to any research project.

But keep in mind, your approach here is a bit different than submitting a research proposal to your dissertation committee. Here, the IRB review committee is not so much judging your research design with heavy critique about rigor and methodological choices - that's more for your committee and Major Professor. They are instead focused on getting enough information from you to know enough about the project in order to protect your participants and uphold their rights, and also protect the university from getting involved in unethical research. So, keep this in mind as you fill out your application and transfer your updated research ideas from EDLEA 838 and move it into your K-State IRB application. In other words, you are communicating to a different audience.

Using the conceptual research design you completed in EDELA 838 (or an updated/modified version that suits your research interests), you will complete two tasks for this assignment.

1. Complete the mandatory IRB training modules through K-State's system (which uses CITI training) found at: <https://www.k-state.edu/comply/irb/training/index.html>

Please keep in mind, depending on your specific research topics and design, K-State IRB may ask you to complete additional specialty modules before they can approve your application.

2. Fill out a K-State IRB application (found at: <https://ksu.my.irbmanager.com/>). Make sure to include:
 - An Informed consent form that your participants must sign before starting the study and collecting any data. A sample informed consent form can also be found in the link above, and you modify it to fit your study but must also stay within the guidelines outlined in both IRB application form (where there is an informed consent checklist) and in the template they provide.
 - An interview guide outlining your interview process and questions, and/or an observation guide to show them how you will be interacting with participants. An interview and/or observation guide gives structure and consistency to the interview and/or observation process, and also communicates to IRB how your interactions will look and feel.
3. When it comes, upload your IRB Approval letter (received through email) to Canvas IRB assignment page.

Part 2: First & Second Cycle Coding Design and Practice (20 pts) (CACREP Std. 6.B.4.d.)

This assignment has three components and is intended to be coding (ie. Data Analysis) practice alongside readings primarily from Saldaña's *Coding Manual for Qualitative Researchers*. As you work through this assignment, make sure to explore different coding and/or data analysis approaches, but also consider what is, and isn't, working for you as it relates to your personal research ideas. A significant amount of what you write in your paper will also be included in your Methods Chapter/Chapter 3 draft as a DEVELOPMENTAL FEEDBACK LOOP (DFL). If you choose to advance a publication manuscript, this writing will also be relevant to your manuscript as well. The First & Second Cycle Coding Design and Practice is worth a total of 20 points – 10 points for your clear and sufficiently detailed articulation of your coding design, along with provision of methodological justification for such a choice, and 10 points for your reflection on your coding practice.

Part 2.1 Coding Design (10 points)

In this part, you will design your data analysis plan that will eventually go in your final Methods Chapter Draft/Chapter 3 Assignment. With citations (particularly from Saldaña and Bhattacharya), you should describe your complete data analysis plan with the following details. You will get feedback on this writing, which will allow you to eventually update and move it to your Methods Chapter Draft. Make sure to include the following (1-3 paragraphs each):

- Introduction to Qualitative Data Management: A broad introduction to how qualitative researchers code, organize, chunk, categorize, and theme data in iterative (and not always perfectly linear) ways. This portion connects well with citations and quotes from Bhattacharya's Unit 7, as well as Saldaña's Chapters 1 and 2, among other Qualitative methods books you might be familiar with.
- Software (if applicable) and/or Data Management Processes: Briefly introduce (at least mention) any software and/or data management processes or strategies you might be using.
- First and Second Cycle Coding:
 - Explain your 1st cycle coding approach, with citations and some direct quotes from Saldaña (Ch. 4-11), and make sure to explain why it is relevant to what you are trying to accomplish as it relates to your Research Purpose, Questions, and your theoretical/methodological/conceptual frameworks guiding your study.
 - Explain any between cycle data analysis and organization processes (Saldaña Ch. 12).
 - Explain your 2nd cycle coding approach, with citations and some direct quotes from Saldaña (Ch. 13-14), and make sure to explain why it is relevant to what you are trying to accomplish as it relates to your Research Purpose, Questions, and your theoretical/methodological/conceptual frameworks guiding your study. Make sure to add any after 2nd cycle strategies as you start thinking about how you will represent your findings (Saldaña Ch. 15)
- Analytic Memos, Researcher Reflections and/or Journaling: Explain how you are using analytic memos, researcher reflections or journaling through your analysis process. (See Saldaña Ch. 2)
- Create a table (or visual) that outlines your data collection and analysis timeline and shows the reader how all of the above unfolds. If you're not committed to a certain data

collection process or methodology (which is fine at this point) just make a best guess as to what you might be doing regarding observations, interviews, etc., OR create this table knowing you'll need to add this information eventually – you won't be married to this right now, and you'll update again in the future after your methodological exploration assignment. Make sure to consider multiple interview and/or observation cycles (or whatever your primary data collection is), alongside coding cycles and what you will be doing in between interviews and coding cycles.

Part 2.2 Coding Practice (10 points) (CACREP Std. 6.B.4.d.)

In this part, you will implement the data management and analysis approach you have designed for your pilot project and reflect on your learning. Through this practice, you will update your coding design for your Methods Chapter/Chapter 3 Draft (or, much more detailed methodology section for a research proposal/publication manuscript, if applicable). You can pull directly from your writing from Part 2.1 for some elements of this assignment.

- *Research Purpose and Questions*: Briefly state your research purpose and questions (along with any relevant theoretical/conceptual frameworks) that guided your study. This will help contextualize your data analysis.
- *Analytic Memos, Researcher Reflections, and/or Journaling*: Explain your process for documenting and maintaining researcher reflections through analytic memos (as described in Saldaña Ch. 3, use relevant quotes and citations) and/or researcher journaling about the data, findings, and data analysis processes.
- *Describe your First Cycle Coding Approach*: Describe which first cycle coding approach(es) you plan to use in your study, and why. Use citations and quotes directly from Saldaña's book to explain (Ch. 4-11).
- *Describe your Second Cycle Coding Approach (and transition from First Cycle)*: First, use citations and quotes to describe the connection, transition and/or relationship with your first and second cycle approaches, including relevant after first cycle coding steps (from Saldaña Ch. 4). Use citations and quotes directly from Saldaña's book to explain the second cycle coding approaches you plan to use in your pilot project.
- *Visual Representation of Organization and Researcher Reflection*: Show how your data analysis (and coding processes) began to take logical shape through some kind of organization and write a reflection on what you experienced and/or learned through the process. While this may look similar to the table/visual you created in Part 2.1, in this part you must have a visual representation of your data (a mind map/concept map) that shows codes and relevant patterns, categories, themes, etc. Provide a brief reflection communicating your overall reaction, some learning, and if/how you plan to use this approach again in the future (or if you might try something else next time).

Part 3: Methodology (20 pts) (CACREP Std. 6.B.4.a.; 6.B.4.d.)

This assignment will ask students to explore a qualitative methodological approach in-depth by providing a book summary from a leading author in that methodological field. We highly encourage you to choose a methodology you are interested in for your dissertation research goals. In doing so, parts of this assignment will be able to be copy/pasted into your Methods Chapter Draft. The Methodology assignment is worth a total of 20 points - 10 points for a paper

in which you explore a specific methodology that interests you, and 10 points for a paper where you connect this methodology to your theoretical framework.

Part 3.1: Advanced Qualitative Methods Exploration (10 points) (CACREP Std. 6.B.4.c.)

Identify a book relevant to your methodological interests, read it, and offer a summary of that book that addresses the following:

- a) How does the author(s) broadly describe this methodology? What are the core ideas, concepts, or tenets? What purposes does it serve? What are the need-to-knows about this methodology?
- b) What's the history of this methodology?
- c) Speak to the diversity of the methodology: What are the different ways one can approach this methodology? What are the various methodological choices within this broader framework?
- d) What are your biggest takeaways from the reading?
- e) Create a visual representing this methodology as a concept and/or research process, and/or apply a visual offered by the author(s) to your specific research project.
- f) Find 3-4 dissertations that cited this author in their methods section, and offer a collective reflection about how they utilized this author's work.

Part 3.2: Methodology Design (10 points) (CACREP Std. 6.B.4.c.)

This part is intended to help you make progress on your own Methods Chapter Draft. Tying back to work you completed in EDLEA 838 regarding theoretical frameworks (broad theories paired with content level theories informing your study), review and update those writings, and add a new detailed and thorough methodology section based on what you learned in Part 1. The language below should guide your writing in this portion (which is verbatim as listed in your Methods Chapter Draft assignment).

Theoretical and Methodological Frameworks Section as described in Methods Chapter Draft Assignment:

Introducing and Positioning Your Theoretical and Methodological Frameworks: Explain the roots and fundamentals of the theories and methodological structures and approaches to Qualitative inquiry that you are using in your research. This likely needs to be broken up into multiple sections depending on your theories and methodologies. Key questions to answer:

- What larger theories (referred as grand theories often times) are you positioning your work in (including history, key tenets, and scholars)?
 - Examples: Social Constructionism, Interpretivism, Critical Theories, etc. (see Crotty for potential citations). *Some progress on this was done in EDLEA 838 through Ch. 1 work – update and expand.*
- What content level theories and/or frameworks are you using (including history, key tenets, and scholars)?
 - Examples: A particular curricular design framework, Scholar X's approach of classroom pedagogy, a school leadership theory, a socio-emotional curricular design, a model for mentorship or coaching, etc. *Some progress on this was done in EDLEA 838 through Ch. 1 work – update and expand.*

- What is your methodological framework (including history, tenets, and scholars) and what purpose does it serve?
 - Examples: Case Study, Narrative Inquiry, Discourse Analysis, Autoethnography, etc. *Convert content from your Advanced Qualitative Methods Exploration Paper and Book Summary.*

NOTE: Make sure to look for specific sub-categories and figure out which one you're using (and building on their literature base). For example, if you are using phenomenology, are you using hermeneutic phenomenology, transcendental phenomenology, or other? Also, make sure to look for scholars who have already combined your theories and methodologies, such as Critical Autoethnography, Phenomenological Case Study, etc. Just do a simple search where you combine keywords in your theories and frameworks with your methodologies and someone may have already connected these methodological dots for you. This is where your chapter starts to look very unique to your specific research project.

Part 4: Pilot Project Findings (15 pts) (CACREP Std. 6.B.4.d.)

This assignment is intended to allow you to bring together what you have learned in your qualitative research courses and apply/practice your whole research skill set: research design, data collection and analysis, and writing up your findings. You will choose one of two options for this part of the Advanced Qualitative Methods Project.

Option 1: Pre-Dissertation “Preliminary Findings” Write Up

Option 1 is an opportunity to try out the methodology you are interested in using for your dissertation. Because you will have IRB approval, you may be able to use this pilot project to inform your dissertation work, which is why we have labeled this option as "Pre-Dissertation." Essentially, this option allows you to practice the whole research process from start to finish. Please note: If you choose option 1, your pilot project **MUST** align with your Methods Chapter Draft. Your final write-up will likely be 15-20 pages and include the following sections:

- Research Purpose and Questions: Construct a Research Purpose and Questions using Unit 3 (p. 35-56) in Bhattacharya's Fundamentals of Qualitative Inquiry (as done in EDLEA 838). (This can be copied from your Chapter 3).
- Data Representation: How do you plan to articulate and show your findings in a manner that is congruent with narrative inquiry (and your specific version of it). You do not have to include findings, but just tell the reader what to expect after the plan is executed. (This can be copied from your Chapter 3, which is here to ensure you're aligning what you said in Ch. 3 with what you do in Ch. 4).
- Visual Representation of Data: You must include at least two visuals (concept maps, coding outline or table, actual images if appropriate, etc.) to support your data analysis and preliminary findings.
- Preliminary Findings: You must have at least two thematic narratives aligned with visuals, and which address your RP and RQs. Your thematic narratives must have direct quotes from participants (i.e. codes) woven throughout.

Option 2: Pilot Project Working Manuscript for Publication

This option allows you to practice efficiently articulating your research design and converting your findings into implications for practice and research. If you select this option, you will use your pilot project to develop a working manuscript for publication. Because you will have cleared IRB (see previous IRB assignment), your final manuscript can be submitted for publication to a journal of your choice.

To identify the structure that you should follow: Look up the submission requirements for a qualitative friendly journal of your choice, as well as a handful of qualitative research articles from that journal, and lean on those articles to inform the core structure of your manuscript (attach those resources with your final paper submission). Research journal articles tend to have similar sections as what you would find in a dissertation - items you've been asked to work on in EDLEA 838 and this class - but they usually ask for a much more efficient use of words and space. Keep in mind that journals have specific audiences (academic fields and subfields), and the reviewers and editors for that journal don't always need manuscripts to fill in ALL the background information, which scholars in training tend to do more in a dissertation format. Dissertations are unique in that context, and don't operate under the same word count and page space restrictions. Also, when you're speaking to a specific field or sub-field, sometimes you can simply get to the point much more quickly, and focus more on quickly establishing your work as being connected to the key scholarship in that field/subfield, but then moving on to what you are adding to the literature instead of repeating too much. Sometimes, this also means citing relevant works from that specific journal and making sure you're citing the most relevant well-known scholars to that line of work (sometimes those scholars will literally end up reviewing your work in the blind review process).

Generically, aim for 20-25 pages total in APA 7 format, with the following sections (but lean more heavily on the preferred journal format than what is below)

1. **Structured Abstract:** Include a structured abstract summarizing your paper as per APA formatting style. Note: "Structured abstract" contains expected elements – a quick search will land you that information.
2. **Introduction:** Introduce your topic and content, making sure to quickly orient your reader to your topic and articulate what you intend to accomplish with your paper.
3. **Literature Review:** Offer an efficient and densely cited review of literature on your topic, showing where there is a gap in current literature that your paper helps fill. This is more like what you have written as a "Rationale" or "Problem Statement" in which you quickly show a need for more research in a particular area, instead of a full Chapter 2 (Literature Review) of a Dissertation.
4. **Research Purpose and Question/s:** Clearly articulate your research purpose and question/s.
5. **Theoretical and Methodological Frameworks:** Briefly introduce your key theoretical and methodological frameworks, making sure to cite key scholars. This may end up being two sections.
6. **Research Design:** Briefly outline the core components of your research design (details we've discussed in this class via previous assignments).

7. Findings: Use narrative and visuals (or what is appropriate to your methodology) to communicate the key findings of your research. You may have to choose your “best” findings to highlight the most, in order to fit the page length.
8. Discussion: Tie your findings back to your theoretical frameworks, existing literature and scholarship, and discuss next steps for research.

Part 5: Methods Chapter Draft (25 pts) (CACREP Std. 6.B.4.a.; 6.B.4.g.)

Your paper should have the following sections in this order (unless you’re taking a more creative or alternative approach that would call for a different approach, but even in that case these core ideas/items should be present). All submissions should be submitted as per APA 7 guidelines, with the expectation that the writing is the most professional version that the student can submit given their current knowledge and skills.

These first two sections were done in EDLEA 838 in your draft of Ch. 1, please bring them forward here and update them to provide context. Overall, it is important to understand that some of your sections as outlined in this assignment may ultimately end up in different parts of the dissertation (Ch. 1 or 2) depending on your major professor’s preference, but all of these sections are important to your overall progress towards proposal.

- Research Purpose and Questions: Construct a Research Purpose and Questions using Unit 3 (p. 35-56) in Bhattacharya’s Fundamentals of Qualitative Inquiry (as done in EDLEA 838).
- Subjectivity Statement: Researchers need to articulate their positionality and be transparent about their subjectivities that they bring to their research ideas. Begin this section by briefly introducing why it is important to be transparent about researcher subjectivities (using citations). Bring your EDLEA 838 work forward here, and update it.
 - While writing, consider the following: What motivated you to pursue this topic? What socio-cultural lived experiences do you bring to your research and how might those subjectivities help deepen insight and understanding, and simultaneously create blind spots. This section could go in several places in the chapter (or in a chapter one, eventually). It is recommended that you consider writing about particular stories/lived experiences that steered your life towards your topic, and use that story to help show the reader your assumptions and curiosities, not just as an academic, but as an empathetic and curious human and/or working professional.
- Why Qualitative Inquiry? - Purpose and Standards of Quality: Explain why qualitative inquiry aligns with what you are trying to accomplish through your research purpose and questions. In doing so articulate the purpose of qualitative inquiry, including relevant history that allowed for new ways of approaching social research. Additionally, outline research standards that represent “good” qualitative research, which also can be used for readers to assess the quality of your work and your final product. Speak with and through citations. This section is intended to educate those on your committee and elsewhere who have minimal background in qualitative inquiry. (See Tracy’s Big Tent

or AERA Standards for humanities-oriented research, or other publications on standards and rigor closer to your specific methodology)

- **Introducing and Positioning Your Theoretical and Methodological Frameworks:** Explain the roots and fundamentals of the theories and methodological structures and approaches to Qualitative inquiry that you are using in your research. This likely needs to be broken up into multiple sections depending on your theories and methodologies. Key questions to answer:
 - What larger theories are you positioning your work in (including history, key tenets, and scholars)? Examples: Social Constructionism, Interpretivism, Critical Theories, etc. (see Crotty for potential citations). *Some progress on this was done in EDLEA 838 through Ch. 1 work – update and expand.*
 - What content level theories and/or frameworks are you using (including history, key tenets, and scholars)? Examples: A particular curricular design framework, Scholar X’s approach of classroom pedagogy, a school leadership theory, a socio- emotional curricular design, a model for mentorship or coaching, etc. *Some progress on this was done in EDLEA 838 through Ch. 1 work – update and expand.*
 - What is your methodological framework (including history, tenets, and scholars) and what purpose does it serve? Examples: Case Study, Narrative Inquiry, Discourse Analysis, Autoethnography, etc. *Convert content from your Methods Exploration Paper and Book Summary.*
 - NOTE: Make sure to look for specific sub-categories and figure out which one you’re using (and building on their literature base). Example: If you are using phenomenology are you using hermeneutic phenomenology, transcendental phenomenology, or other? Also, make sure to look for scholars who have already combined your theories and methodologies, such as Critical Autoethnography, Phenomenological Case Study, etc. Just do a simple search where you combine key words in your theories and frameworks with your methodologies and someone may have already connected these methodological dots for you. This is where your chapter starts to look very unique to your specific research project.

Research Design:

From this point forward, the paper will likely start to read more like a technical recipe and/or instructional manual for someone to know all the details about your study. Be very detailed about all of the nuance so that someone could replicate what you are doing.

- **Participant Selection:** Who are your participants? Be specific about how they were selected (what criteria), how many, and fully explain relevant socio-cultural contexts (ethnicities, socioeconomic status, gender dynamics, etc.)
- **Research Site:** Identify the locations where your data collection will occur, including sites where interviews and observations will occur, or other forms of data collection.
- **Membership Role:** Articulate the insider-outsider relationship you carry as you engage with participants and/or research spaces/topics. This may be naturally embedded in your subjectivity statement, but there is a need to acknowledge how

insider/outsider dynamics might influence the research process, data collection and analysis, and data representation.

- Data Collection Methods: Articulate exactly how you plan to collect data. If interviews, how many? How many cycles? Do you plan to analyze data between interviews? If observations, how many? What's the structure/plan to guide those observations? Will you be keeping a researcher journal? Why and how often? Speak with citations and include a data collection timeline showing every step in the data collection process. It is recommended you include a table and/or graphic representation of your timeline and data collection sources or inventory of some kind. Additionally, you likely need to consider data related to your subjectivities (researcher journaling, bracketing interviews, etc), and how that data is collected alongside your participant data.
- Data Management and Analysis: Articulate how exactly you plan to analyze and manage your data (coding, using NVivo, chunking data and mapping for categories, themes, patterns, artistic modes of data analysis, etc). Be specific and speak with citations. Also consider how any subjectivity data (ex. Researcher journal, bracketing interviews) needs to be managed and processed.
- Data Representation: How do you plan to articulate and show your findings in a manner that is congruent with narrative inquiry (and your specific version of it). You do not have to include findings, but just tell the reader what to expect after the plan is executed.
- Ethics: Articulate pertinent ethical considerations as it relates to your study. Will it be submitted to IRB (likely yes)? Are you going to use pseudonyms (likely yes)? How long will you hold onto the data before destroying it? What do narrative inquiry scholars say about ethical considerations relevant to your methodology? What power dynamics need to be considered as you work with participants? You are gaining something from them, what are the considerations for reciprocity?

University Policies

Statement Regarding Academic Honesty

Kansas State University has an Honor and Integrity System based on personal integrity, which is presumed to be sufficient assurance that, in academic matters, one's work is performed honestly and without unauthorized assistance. Undergraduate and graduate students, by registration, acknowledge the jurisdiction of the Honor and Integrity System. The policies and procedures of the Honor and Integrity System apply to all full and part-time students enrolled in undergraduate and graduate courses on-campus, off-campus, and via distance learning. A component vital to the Honor and Integrity System is the inclusion of the Honor Pledge which applies to all assignments, examinations, or other course work undertaken by students. The Honor Pledge is implied, whether or not it is stated: "On my honor, as a student, I have neither given nor received unauthorized aid on this academic work." A grade of XF can result from a breach of academic honesty. The F indicates failure in the course; the X indicates the reason is an Honor Pledge violation.

Statement Regarding Students with Disabilities

At K-State it is important that every student has access to course content and the means to demonstrate course mastery. Students with disabilities may benefit from services including

accommodations provided by the Student Access Center. Disabilities can include physical, learning, executive functions, and mental health. You may register at the Student Access Center (k-state.edu/accesscenter) or to learn more contact:

Manhattan/Olathe/Global Campus – Student Access Center
accesscenter@k-state.edu
785-532-6441

K-State Salina Campus – Julie Rowe; Student Success Coordinator
jarowe@k-state.edu
785-820-7908

Students already registered with the Student Access Center please request your Letters of Accommodation early in the semester to provide adequate time to arrange your approved academic accommodations. Once SAC approves your Letter of Accommodation it will be e-mailed to you, and your instructor(s) for this course. Please follow up with your instructor to discuss how best to implement the approved accommodations.

Statement Defining Expectations for Classroom Conduct

All student activities in the University, including this course, are governed by the Student Judicial Conduct Code as outlined in the Student Governing Association By Laws, Article V, Section 3, number 2. Students who engage in behavior that disrupts the learning environment may be asked to leave the class.

Statement on Mutual Respect and Inclusion in K-State Teaching and Learning Spaces

At K-State, faculty and staff are committed to creating and maintaining an inclusive and supportive learning environment for students from diverse backgrounds and perspectives. K-State courses, labs, and other virtual and physical learning spaces promote equitable opportunity to learn, participate, contribute, and succeed, regardless of age, race, color, ethnicity, nationality, genetic information, ancestry, disability, socioeconomic status, military or veteran status, immigration status, Indigenous identity, gender identity, gender expression, sexuality, religion, culture, as well as other social identities.

Faculty and staff are committed to promoting equity and believe the success of an inclusive learning environment relies on the participation, support, and understanding of all students. Students are encouraged to share their views and lived experiences as they relate to the course or their course experience, while recognizing they are doing so in a learning environment in which all are expected to engage with respect to honor the rights, safety, and dignity of others in keeping with the K-State Principles of Community <https://www.k-state.edu/about/values/community/>.

If you feel uncomfortable because of comments or behavior encountered in this class, you may bring it to the attention of your instructor, advisors, and/or mentors. If you have questions about how to proceed with a confidential process to resolve concerns, please contact the Student Ombudsperson Office. Violations of the student code of conduct can be reported here <https://www.k-state.edu/sga/judicial/student-code-of-conduct.html>. If you experience bias or discrimination, it can be reported here <https://www.k-state.edu/report/discrimination/>.

Statement Regarding Discrimination, Harassment, and Sexual Harassment

Kansas State University is committed to maintaining academic, housing, and work environments that are free of discrimination, harassment, and sexual harassment. Instructors support the University's commitment by creating a safe learning environment during this course, free of conduct that would interfere with your academic opportunities. Instructors also have a duty to report any behavior they become aware of that potentially violates the University's policy prohibiting discrimination, harassment, and sexual harassment (PPM 3010).

If a student is subjected to discrimination, harassment, or sexual harassment, they are encouraged to make a non-confidential report to the University's Office for Institutional Equity (OIE) using the online reporting form. Incident disclosure is not required to receive resources at K-State. Reports that include domestic and dating violence, sexual assault, or stalking, should be considered for reporting by the complainant to the Kansas State University Police Department or the Riley County Police Department. Reports made to law enforcement are separate from reports made to OIE. A complainant can choose to report to one or both entities. Confidential support and advocacy can be found with the K-State Center for Advocacy, Response, and Education (CARE). Confidential mental health services can be found with Lafene Counseling and Psychological Services (CAPS). Academic support can be found with the Office of Student Life (OSL). OSL is a non-confidential resource. A comprehensive list of resources is available here. If you have questions about non-confidential and confidential resources, please contact OIE at equity@ksu.edu or (785) 532-6220.

Course Schedule

All major assignments will be due on the Sunday (midnight) of the week listed).

Week 1:

Introductions; Syllabus overview and course expectations; IRB

Due Next Class (Week 2):

- **Introduce yourself and your research interests via online discussion board**
- **Complete K-State IRB training modules**
- **Post updated Short Research project summary (including updated Research Purpose and Questions) that you plan to use for IRB/Pilot project**
- Turn in IRB Application early if possible.

Week 2:

Revisiting EDLEA 838 research purpose and questions and proposed data collection plan in preparation for IRB submission (for Pilot Project)

Due Next Class (Week 3):

- Finalize your research purpose and questions from EDLEA 838 and create a data collection plan and timeline.
- Submit IRB Draft

Week 3:

NO MEETING. LABOR DAY (as well for Wed.)

IRB Draft due on Sept 11 by midnight; self-reading - Introducing Coding (and Saldaña's Manual) and exploring dissertation methods sections.

Due Next Class (Week 4):

- Read Saldaña Ch. 1 and Ch. 2
- Explore four qualitative dissertations (or peer-reviewed empirical research articles in top journals in one's own discipline, for those who are not in dissertation/doctoral process), and review their methods and findings sections (typically Ch. 3 and 4, if it is a dissertation). If dissertations, two need to be from K-State in last few years and two from outside K-State on a topic relevant to your methodological interests.
- Create a data collection plan and timeline

Week 4:

What is coding? [optional: Introducing NVivo and basic coding management, as the instructor sees as fit].

Due Next Class (Week 5):

- Read Saldaña Ch. 3

Week 5:

The role of analytic memos; Visual data; Review the basics of interviewing and observations (*previously discussed in EDLEA 838, see KB Unit 6 and dL Ch. 4*); How to connect coding with theoretical or conceptual frameworks.

Zoom meeting on MONDAY ONLY. (Instructor away for conference Wed.-Fri.)

NOTE: If cleared through IRB, begin reaching out to participants and scheduling for your pilot project.

Due Next Class (Week 6):

- Read Saldaña Ch. 4-11
- **Work on Part 2.1 Coding Design**
- **Post: Coding Design for feedback from peers and instructor.**

Week 6:

NO MEETING. Students work individually on readings or catching up tasks.

Reflecting on first cycle coding and exploring your top 3 methodologies or methodological frameworks of interest.

NOTE: If cleared through IRB, begin reaching out to participants and scheduling for your pilot project.

Due Next Class (Week 7):

- Read Saldaña Ch. 12
- Explore 3 dissertations/refereed articles/methodological books related to your top three methodological interests (1 for each) – this is prep for your Methodological Exploration Paper 1.

Week 7:

Discuss findings on methodological areas of interest; After first cycle coding; Revisit connecting coding to theoretical frameworks; Introduce Advanced Qualitative Methods Exploration and Book Summary assignment.

NOTE: If cleared through IRB, begin reaching out to participants and scheduling for your pilot project.

Due Next Class (Week 8):

- Read Saldaña Ch. 13-15
- Part 2.1 Coding Design due on Oct. 9 by midnight
- Identify (not read) list of books and articles most relevant to your methodological areas of interest.

Week 8:

NO MEETING. Only a check in for those that need it – make time to read Methods Book and Interview Participants for Pilot Project.

Due Next Class (Week 9):

- Make significant Progress on your methods book reading in preparation of Methods
- Progress on your Pilot Project

Week 9:

INDIVIDUAL STUDENT-INSTRUCTOR CONSULTATION WEEK

Part 2.2 Coding Practice due on Oct. 23 by midnight.

Due Next Class (Week 10):

- Part 3.1 Methodology Exploration due

Week 10:

NO MEETING. Students work individually on assignments, using feedback (peer's and/or instructor's) received, catching up readings, etc.

Part 3.1 Methodology Exploration due on Oct. 30 by midnight.

Due Next Class (Week 11)

- Read Tracy's Big Tent and AERA Humanities Oriented Research

Week 11:

Writing up data and revisiting rigor (Tracy's Big Tent, AERA human research standards), Trustworthiness, and Standards in Qualitative Research; **Bring updated Data and Analysis to class for Pilot project check in.**

Due Next Class (Week 12):

- Part 3.2 Methodology Design due

Week 12:

Writing up findings (Continued); Ethics; Final projects and feedback loops
Part 3.2 Methodology Design due on Nov. 6 by midnight.

Week 13:

NO MEETING. Students work individually on assignments, readings, and tasks as needed.

Due Next Class:

- Readings relevant to personal progress on final projects.
- Progress on final projects (Part 4 Pilot Project Findings and Part 5 Methods Chapter Draft)

Week 14: Observation of Thanksgiving holiday

Week 15

INDIVIDUAL STUDENT-INSTRUCTOR CONSULTATION WEEK

Part 5 Methods Chapter Draft due on Dec. 4 by midnight

Week 16:

NO MEETING

Part 4 Pilot Project Findings manuscript due on Dec. 11 by midnight

Any part of the syllabus can be changed based on class needs and instructor discretion. All changes will be notified to the students in writing. I reserve the option to widen the point range for letter grades.