The University of Texas at Tyler
Fall 2024
Term dates: Aug 26, 2024-
Dec 14, 2024
School of Education
The University of Texas at Tyler

EDRM 6353.062 **(82294)**
Qualitative Methods in the Education Setting
3 Credits

100% ONLINE
Last Day to Withdraw from Course: Monday Nov. 4, 2024

Instructor Information

Name:	Annamary L. Consalvo, Ph.D., Associate Professor, Literacy
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	4:00-5:30pm.; or at a mutually manageable time.
	Email me to arrange -- I will send you a Zoom link.

Course Description

This course is an introduction to qualitative research design and methods and is focused on the field of qualitative research and foundational philosophies of and approaches to qualitative research in educational settings. In this course, students explore the stages of qualitative research including the development of educational research questions, research designs, conceptual frameworks, methodological stances, data collection and analysis and instrument design and implementation in education settings.

Doctoral Program Goals

a. Produce the next generation of educational leaders who understand the philosophical and historical perspectives of school reform, diversity, learning opportunities for all, and can address educational issues using a variety of strategies.
b. Develop critical reasoning and a deep understanding of change theory to address challenges in school improvement contexts. This will include the skills to provide transformative leadership to schools that are failing to meet academic, social, and emotional standards.
c. Provide opportunities to develop doctoral students' ability to approach challenges in innovative data-driven ways, including the use of interdisciplinary teams, as well as expand their problem solving, creative design, communication, and collaboration skills.
d. Challenge the norms within educational systems using data and the engagement of other educators and stakeholders in professional learning to lead disruptive change through interdisciplinary work with experts in other educational fields.

e. Conduct research of practice and responsiveness to improve teaching and learning experiences, counseling and support services, school leadership, educational organizations and structures, and all other educational disciplines.
f. Prepare the next generation of educators with the knowledge, skills and tools to utilize data to guide school improvement and policy and to improve learning outcomes leading to college and career readiness.
g. Prepare educators with a deep understanding of assessment and accountability systems.
h. Produce scholar practitioners that have a P-20 perspective of the education system to address school improvement in the broader perspective including educator preparation, teaching and learning.

Student Learning Outcomes This course will:

1) Acquaint students with the diversity of qualitative methods and associated theoretical, ethical, and pragmatic issues (Program Goals "A" and "B").
2) Instruct students on how to conduct qualitative research that is descriptively rich, theoretically illuminating, and ultimately shareable (Program Goals "E" and "H").
3) Offer students the opportunity to design qualitative research aimed at addressing school improvement which is relevant to their own contexts (Program Goals "C" and "D"). 1)
4) Provide students with the opportunity to develop critical appreciation for qualitative methods and design in school-based and community research (Program Goal "D").

Textbook(s)
Required #1:
Merriam, S., & Tisdell, E. A. (2016). *Qualitative research: A guide to design and implementation* (4th ed.). John Wiley & Sons, Inc.
    ISBN-13: 978-1119003618 ISBN-10: 111900361X

Library Ebook:
This textbook is available to students through a loaner ebook through the university library HERE
Please Consider: While having a chapter or two as a pdf (note page save limits) can be helpful occasionally, I advise you to carefully consider how you best and most effectively read academic texts – online, or paper copy.

Required #2:
Paulus, T. M. & Lester, J. N. (2022). *Doing qualitative research in a digital world.* Sage.
    ISBN: 9781544321578   Electronic Version
    ISBN: 9781544321585   Paperback

Recommended – not required:
American Psychological Association. (2020). *Publication manual of the American Psychological Association (7th ed.): The official guide to APA style.* American Psychological Association.
    ISBN 13 : 9781433832161

Articles required:
    Supplemental articles will be required and will be provided by the instructor. Other articles will be necessary that the student acquire through the university library at no

additional cost* to you. (*If you use Interlibrary Loan, be sure to put $0 in the box about what you are willing to pay).

Course Expectations

Tentative Schedule of Required Assignments
E-Learning Activities: Weekly
Qualitative Articles Analysis & Presentation: Weeks 2, 3 & 4
Qualitative Methodology Applications A&B: Weeks 4-10
Qualitative Study Proposal: Weeks 10-14
Presentation of Proposal: Finals Week

Assignment Descriptions

E-Learning Activities (30%)
Doctoral students will engage in various activities such as weekly readings, varous forms of discussions, small and large group activities, conferences with the instructor, and individual initiatives.

Qualitative Article(s) Analysis, Presentations & Responses (10%)
Doctoral students will select, analyze, and present a 100% qualitative article recently published in a tier one, peer reviewed journal. They will respond to the presentations and analyses of fellow students. *Specific instructions (including what journals to use) will be forthcoming.*

Qualitative Methodology Applications (30%)
a)   Various data collection techniques will be explored and practiced (15%)
b)   Various data analysis techniques will be explored and practiced (15%)
This is a cross-semester assignment with various stages of practices and due dates. Together, all phases add up to 30 points. Specific instructions and examples will be forthcoming.

Proposal (25%)
Doctoral students will write a research proposal for a **100% qualitative** study. While relatively brief, this exercise will familiarize doctoral students with widely accepted conventions in the conception, composition, and planning of 100% qualitative research. It will be written in the future tense because it is a proposal. It will not have any collected data – only plans for what when where and how.
Expected will be sections on: introduction/background/problem statement; literature review; theoretical framing; a well- written method section that includes design and methodologies, data sources, plans for data collection, and plans for data analysis.
Since it will be a proposal (that is, you will not conduct the study in this course) you will **not** have a traditional "findings/results" section.
Specific instructions forthcoming.
Required:
1_*APA 7 Style:* Your written work should be typed (double-spaced, using a 12 pt. Times New Roman font, with one-inch margins, & pages numbered), properly labeled, carefully proofread, edited, and, your written work should show consistent and correct use of American Psychological Association (APA 7) style guidelines HERE (UT Tyler) or HERE (OWL Purdue) and/or for writing style, citations, and referencing. APA is the

style used in the scholarship of the social sciences including that of education. Also, see APA Resources folder in Course Documents.

2_*The UT-Tyler Writing Center:* Documented visits (in-person or virtual) with the UT-Tyler Writing Center https://www.uttyler.edu/writingcenter/ are required. Visit the center's webpage for more information on the schedule: www.uttyler.edu/writingcenter. The center is located in BUS 202 and they can tutor students face-to-face or digitally. *(You do not have to be on campus to use the Writing Center – they can do it virtually with you!).* As a student of UT-Tyler, you are paying for this excellent professional development service. **Pro Tip:** This is not "remediation" – *this is what scholars and writers do*—they seek expert and peer consultation to improved themselves. I have to pay for this kind of assistance and I do with every article I submit for publication.

3_*Show your Changes:* You will keep drafts of your project and respond to my feedback by showing evidence (highlighted and captioned in your revision) of having taken it up.

Final (5%)
Doctoral students can expect a final exam or experience serving as such. *Specific instructions forthcoming.*

Course Evaluation

The criteria for determining your final course grade are outlined below. Course grades will be determined based on percentage: no rounding up of grades – for example, if you earn for the course 89.9 you will get a B.

Assignment	Percentage of grade
E-learning activities	30%
Qualitative Article Analysis & Presentations & Responses	10%
Methodology Applications (a & b)	30%
Proposal	25%
Final	5%

Grading Criteria

Performance standards			
Points	**Percent**	**Grade**	**Standard**
90-100	90%+	A	Outstanding
80-89	80%+	B	Good
70-79	70%+	C	Fair
60-69	60%+	D	Poor
00-59	59.9% or below = "F"	F	Unacceptable

Course Policies

Internet; email; Canvas
  Everything *Canvas***: http://www.uttyler.edu/canvas/**
    Technology will serve as our main tool for communication. Important announcements and readings will be posted on Canvas. UT-Tyler email and emails generated through Canvas will be utilized as a communication tool, as well. This is an online course – it is up to you to have reliable and continuous access to high speed internet. **This class is formatted for computer use – that is, laptop or desktop.**
      - **It is expected that you will check your UT-Tyler email daily**, and Canvas regularly for information and announcements.
      - **It is expected that everyone will have and use his/her email account associated with UT-Tyler and keep their information current with the university.**
      - **You have elected to take an online class**, and it is your responsibility to find and maintain a stable internet connection. I suggest you locate two or three back up Wi-Fi friendly sites (e.g. Starbucks, your local public library; a friend or family member's home) in the event that your home internet service fails.

  Technology Troubles?
    Start here: http://www.uttyler.edu/canvas/
      For any difficulties associated with technology, you may contact **IT Support** on their 24/7 student webpage, http://www.uttyler.edu/it/support/student-support.php
    Or by phone, 800-UT TYLER or 903-565-5555 or, by email itsupport@uttyler.edu

  Computer Literacy Requirement
    You are expected to use word processing for all assignments (unless otherwise instructed); that is, a document submitted in Plain Text or Pages is not acceptable, while Times New Roman in Microsoft Word *is* acceptable. Submit your work in MS Word or pdf. All assignments (unless instructed otherwise) must be typed, doubled-spaced and formatted in APA style.

    Bookmark UT-Tyler's Information Technology (IT) page https://www.uttyler.edu/it/
    The university has deep discounts available to students for software packages
    From here, https://www.uttyler.edu/it/ on the left margin, click on "Campus Computing Services". Then, on the left margin, click on "Campus Computing Purchases". The last item on the drop-down menu is "Discount Software". Explore this page – and for Microsoft software, click on the Microsoft icon at the top of the page. Go here to explore MS Office packages that are very deeply discounted for students https://store.hied.com/products/Microsoft/Office

When you post something to a Discussion Forum:
    Do not attach a document unless the assignment specifically instructs you to do so. **Do not expect myself or classmates to have to open your documents to read your post or your response. We won't. You'll lose points.**

PDF is the most stable of the formatting options; however, MS Word will work for uploading assignments.

Internet research: Throughout this course, you will be expected to use the Internet as a source of research, as well as that of library sources.

UT-Tyler Online Library: As a student at The University of Texas at Tyler, you are paying for and have access to a robust and networked university library and professional librarians whose job it is to help you. *You are expected to use the library, and to ask for help when you need it.* http://library.uttyler.edu This link is the homepage of the UTT library, visit it and note the CHAT feature. This can be a lifesaver!!!! Check out this help page too http://library.uttyler.edu/help

Clear identification of work: Name, Date, Topic
> **All** work must be neat, paginated, and properly identified with your name and page number on subsequent pages. All files and posts must be labeled logically and informatively (e.g. Consalvo_InterviewsData-A; or Consalvo_ArticleB). At the top of your submitted work, you must have your first and last name, name of assignment, date due, date completed (if applicable). I *will not spend my time* figuring out (for example) what chapter questions you have turned in if it is not clearly stated in your heading. You will get a zero.

Plan for Printing and Scanning
> You may discover that you need to work both on- and off-line. Some readings and some writing tasks are simply better learning experiences done using paper and pencil. To that end, it is important that you establish immediately **regular and reliable access to printing and scanning services** whether you own your own printer, or that you locate two or three printers on campus and understand how they work, how to pay for copies, etc. Or, you may need to find out where the nearest copy shop is to you and set aside money for that. Access to a scanner can be a lifesaver – as some assignments may require you to hand draw or write, and to scan in those documents as a required part of the assignment as a whole.

Neatness and professionalism in submitted work:
> **I will not accept bits and pieces of assignments, rather, it is up to you to compile your projects and submit each as a single and continuous pdf.**
>> To do this you may have to:
>>> 1) format each individual page;
>>> 2) print it out; and/or
>>> 3) scan it in to make a single pdf out of the whole document.
>> This is where access to a print shop, like Staples; Kinkos, or Office Max can be a life-saver. The design of your work is an important factor in its readability.

APA Citation help:
> Correct attribution of work that someone else did is expected of an educated person.
> In this class**, *as educators*, you will adhere to the accepted "style" called APA (version 7)** – for the American Psychological Association.
>
> **The OWL at Purdue**: The Online Writing Lab at Purdue University is a powerhouse of accessible, understandable, correct, and relevant resources for you; use it!
> - The OWL at Purdue http://owl.english.purdue.edu/owl/section/2/10/
> - Here at UTT we have many citation resources available to you. Style and Citation Guides available through UT-Tyler http://libguides.uttyler.edu/citations

Timeliness and Participation: REALLY IMPORTANT!
> Since this class meets online, you are expected to keep up with assignments (readings, discussions, etc.), and to complete and turn them in according to timeline in the syllabus' Activities Schedule and/or by the timeline on any given assignment's handout. To not do so WILL affect your grade. Assignments are due on the day and by the time on which they appear in the Activities Schedule.

As a professional preparation class, engagement in every session is critical for ongoing building of your knowledge. As such, you are expected to complete all assignments to the best of your ability and according to the timelines established. Moreover, you are to communicate with the instructor regarding any extenuating circumstances that may arise, in advance. Your timeliness and participation are factored into my assessment of your readiness and suitability for the being a teacher-leader and a change-leader and are factored into your grades.

Students who must miss a number of classes due to extenuating circumstances should contact the Dean's Office. **Students are responsible for all work despite any missed modules/classes.**

Late/Incomplete Work

Unless otherwise stated, all work will be completed and turned in on the day, and by the time it is due. Late assignments without prior, written permission from the instructor or without the presence of documentable (by you), extenuating circumstances will result in a lowering of the assignment grade. If you have gotten written instructor permission, print out the email and attach to your work. I am not responsible for keeping track of such matters. It falls on you to present your documentation in a professional manner.

Artificial Intelligence Artificial Intelligence (AI)

AI is permitted only for specific assignments or situations, and appropriate acknowledgment is required.

1. During some class assignments, we may leverage AI tools to support your learning, allow you to explore how AI tools can be used, and/or better understand their benefits and limitations. Learning how to use AI is an emerging skill, and we will work through the limitations of these evolving systems together. However, AI will be limited to assignments where AI is a critical component of the learning activity. I will always indicate when and where the use of AI tools for this course is appropriate.
2. In this course, we may use AI tools (such as ChatGPT and Copilot) to examine how these tools may inform our exploration of the class topics. You will be notified as to when and how these tools will be used, along with guidance for attribution. Using AI tools outside of these parameters violates UT Tyler's Honor Code, constitutes plagiarism, and will be treated as such.

*Policy from [UT Tyler's AI policy options](#).

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