

HRD 6353: ADVANCED QUALITATIVE RESEARCH IN HRD (81837)

FALL 2026

Department of Human Resource Development
Soules College of Business
The University of Texas at Tyler

Instructor:	Dr. Yonjoo Cho (ycho@uttyler.edu), Professor (COB 315.21)
Class Time & Place:	8/24-12/6 at COB 111 (Thanksgiving Week of 11/23 – no class)
In-Person Meetings:	9/5, 9/26, 10/17, 11/7, and 12/5 (Sat) at 8:00am to noon CT
Textbook:	Creswell and Poth (2025)
Draft Presentation:	12/6 (Sat) at 8:00am
Office Hours:	Tuesdays and Thursdays between 6:00pm and 9:00pm – Reserve 30-minute for an individual clinic via a Google Doc at Canvas Home (TBA)
Communication:	Canvas, email, Zoom, and telephone at 903-566-7260
Course Access:	https://uttyler.instructure.com/courses/54883
Zoom:	https://uttyler.zoom.us/my/yjcho

COURSE DESCRIPTION

In this course, students will learn the essential elements and principles of five qualitative research designs: basic qualitative research (or interpretive and descriptive research), phenomenology, grounded theory, ethnography, and qualitative case study that are used in HRD research. To that end, students will read textbook chapters, review cases of five qualitative research designs, and write a scaled-down qualitative research paper including introduction (problem statement and theoretical background), method, and findings and discussion, following the APA formatting guidelines (2020).

COURSE OBJECTIVES/LEARNING OUTCOMES

After completing this course, students will be able to:

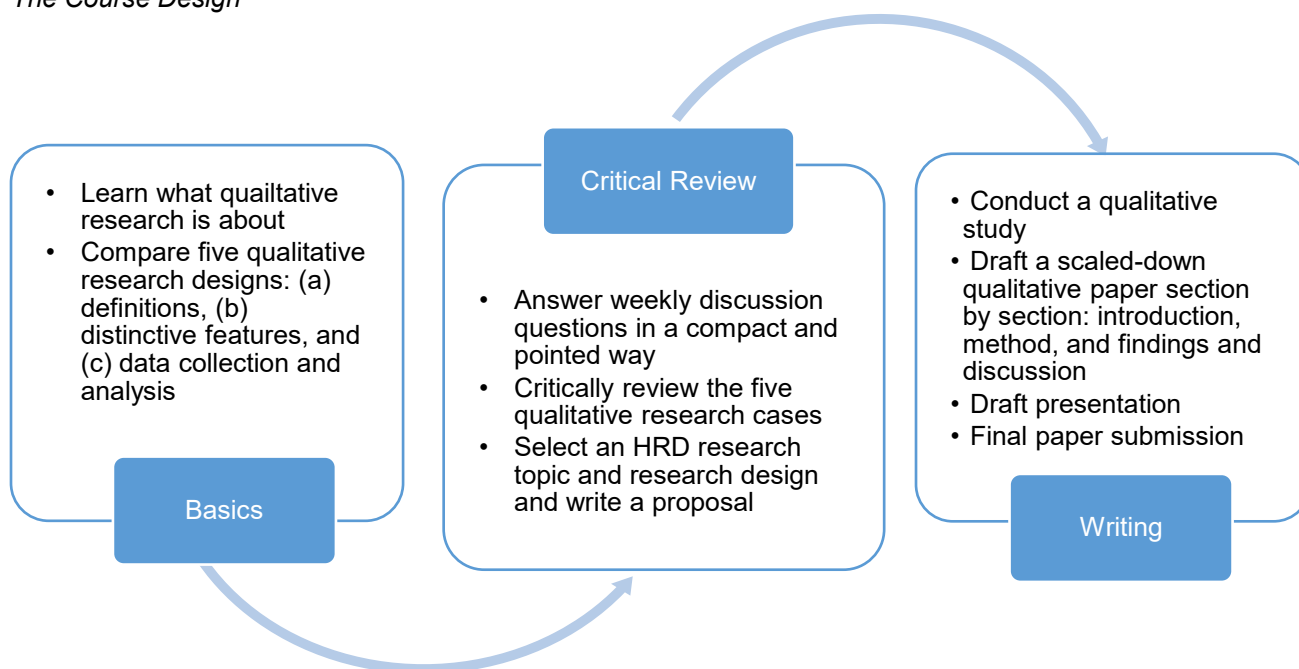
- Define what qualitative research means in comparison with quantitative research
- Answer weekly discussion questions in a compact and pointed way
- Critically review five select qualitative research cases
- Compare five qualitative research designs
- Choose the most appropriate qualitative research design - basic qualitative research or qualitative case study is encouraged - in a scaled-down qualitative study
- Conduct a qualitative study based on a research process in the second half of the semester
- Work through the data collection and analysis process
- Write a scaled-down qualitative paper section by section – I will provide detailed feedback on how to revise
- Peer-review an assigned student's writing to see how others are doing and help them improve their writing
- Reflect on the writing process of a qualitative research paper and on class activities at the end

COURSE OUTLINE

In this course, students will learn five qualitative research designs, conduct a qualitative study, and write a scaled-down qualitative paper as shown in Figure 1.

Figure 1

The Course Design



In this course, the following topics will be covered:

- Qualitative research: Basics
- Five qualitative research designs: basic qualitative research (or interpretive and descriptive research), grounded theory, phenomenology, ethnography, and qualitative case study
- Critical review of five qualitative research cases
- Conducting and writing a qualitative research paper
- Draft presentation and final paper submission
- Reflection: Lessons learned from answering weekly discussion questions, comparing five qualitative research designs, writing a qualitative research paper, and completing class activities

CLASS FORMAT: HYBRID LEARNING

This course is designed as a hybrid format combining in-person and Canvas online learning. Students are required to attend all five scheduled in-person classroom sessions, except for religious holidays and unpredicted emergencies. To act professionally, inform me of your absence, at least 24 hours before our scheduled meeting. Don't be late in class, as I begin the class on time.

READ ME FIRST (Canvas Modules)

Begin each week by reading Read Me First (Canvas Modules) that will be posted by **Friday at 3:30pm CT** in which I will guide you to the content that will be covered and class activities that need to be completed in the following week.

FEEDBACK-BASED

My teaching philosophy is that students can achieve excellence through my developmental feedback; therefore, I am going to provide quick, detailed feedback whenever needed. In the process, you will learn how to meet assignment guidelines as directed, improve quality writing as doctoral students, and correctly follow the APA formatting guidelines (2020) required in HRD and the College of Business.

To have seamless communication between students and me, do the following:

- If you want to have an individual clinic, sign up for a 30-min session on a [Google Doc](#) at Canvas Home during office hours on Tuesdays and Thursdays at 6:00pm to 9:00pm CT via [Zoom](#).
- If your message is urgent, send me an email at ycho@uttyler.edu.

INSTRUCTOR EXPECTATIONS

This course is based on two-way communication between students and me. I expect you to aim at achieving learning goals of quality standards at the doctoral degree level. It is YOU who should take responsibility to achieve the learning goals and completing all assignments and class activities within due dates. In each step of the process, I will be there to provide you with prompt, constant, and detailed feedback. If assignment guidelines are unclear, ask for my clarification. Based on my teaching over the past two decades at two U.S. institutions, I must say with confidence that the most critical success factors for student learning include hard work, strong work ethic, perseverance, and communication! You already know my teaching style and expectations as you took HRD 6312 before. 😊

ASSIGNMENTS AND DUE DATES

You are required to complete four assignments: weekly postings, a qualitative research paper, class activities, and a reflection paper. Submit all assignments **in Word** unless there are specific guidelines.

No	Topic		Point (%)	Due
1	Weekly discussion postings: (7 weeks x 20 pts)		140 (28)	1 Answer by Wed. 2 Comments by Sat.
2	Qualitative Research Paper	Topic selection (10)	230 (46)	10/4
		One-page proposal (20) & ppt (10)		10/11
		Introduction (20)		10/25
		Method (30) & ppt (10)		11/1
		Findings & Discussion (40)		11/22
		Draft paper (40) & ppt		11/30 (Mon)
		Draft presentation (20)		12/5
		Final paper (30)		12/7 (Mon)
3	Class Participation	Introduce yourself (10)	110 (22)	8/26 (Wed)
		Discussion lead (30)		8/26 (decision)
		One-page comparison of 5 qualitative designs (30)		9/27
		Peer Review of 4 Writings (10x4)		10/28, 11/4, 11/25 & 12/2
4	Reflection Paper		20 (4)	12/7 (Mon)
Total:			500 (100)	

WEEKLY DISCUSSION POSTINGS (140 pts)

Each week, I will post a discussion question on Canvas Discussion, and a discussion leader will lead the week's discussion. Post one compact and pointed answer **within four sentences** by the end of **Wednesday** and two comments on other students' answers by the end of **Saturday**. This assignment is worth 20 points each week: 10 points for an answer and 10 (5x2) points for two comments. Revise your answer based on my feedback by the end of Sat. to earn full 20 points. See the following sample answer in four sentences:

Question: What are the unique features of qualitative research?

Answer: Creswell and Poth (2025) stated that qualitative research is best suited for addressing research problems that require exploration, detailed understanding, and contextualization. Merriam and Grenier (2019) stated that qualitative approach emphasizes meaning-making, contextual understanding, and inductive reasoning with the researchers actively engaging in data collection. Peshkin (1988) emphasized the importance of systematically monitoring researcher subjectivity throughout a research process, as neglecting it can introduce bias and hurt credibility. Based on these readings, I would say that distinctive features of qualitative research include attention to subjectivity and meaning-making, context, and interpretive depth inherent in complex research problems (quoted from Carlo Demandante, Fall 2025).

To lead a discussion, choose a week of your choice on a [Google Doc](#) (due: 8/26). Discussion lead is an excellent opportunity to manage a week's discussion so that you learn how to strengthen your knowledge of the topic and to ask probing questions to engage students in in-depth discussion. To that end:

- Read all required and optional readings and all student postings
- Respond to interesting or intriguing postings, provide thoughtful feedback, and ask good questions for in-depth discussion
- To earn full **30 points** in this assignment, you must be present in the week for a minimum of **three days** and provide approximately **10 postings** total
- Avoid leading the discussion on Sat. afternoon as students are away

In weekly discussions, students will learn how to write well and develop critical thinking skills. I will provide feedback on your postings on an individual basis on Thursday morning, so that you can revise your answers by the end of Saturday. Post your answer and two comments early so that you can engage in in-depth discussion (see Appendix 1 for the postings rubric).

QUALITATIVE RESEARCH PAPER (230 pts)

Write a double-spaced, 15-page qualitative research paper on an HRD topic, including main body, tables, and references as well as appendices (out of the word limit). The purpose of this assignment is to see how much you understood a qualitative research design and research process learned in class and how well you know how to write, correctly following the APA writing style (2020). This scaled-down qualitative research paper must include key elements: introduction (problem statement and theoretical background), method, findings and discussion (implications for HRD research and practice), and references, along with tables and appendices.

To complete this assignment, choose an HRD topic of interest, write a one-page proposal and draft paper including the sections listed above, present a draft paper, and submit a final paper. To that end, work through the following steps:

One-Page Proposal (single-spaced): Write a one-page proposal that provides details on what needs to be done to write a qualitative research paper. This one-page proposal must include:

- The course title (on the left) and your name (on the right) in the header
- The title of your paper (boldfaced and centered)
- A purpose statement in one sentence
- Introduction: State the research problem of why you conduct a qualitative study and provide a brief review of the literature on the topic
- Method: Choose a qualitative research design (e.g., basic qualitative research or qualitative case study), provide a rationale for the selection, and present information about participants and sampling, data collection, and data analysis
- Discussion: Provide implications of the study for HRD research and practice
- References cited in text

Use Times, Arial, or Calibri 11pt font. This single-spaced one-page proposal will be evaluated for criteria: inclusion of key elements, being thorough, one-page limit, the number of revisions, and writing (APA 7th ed.) (see Appendix 2 for the proposal rubric and Appendix 3 for a sample).

Qualitative Research Paper (double-spaced): Write a double-spaced, 15-page qualitative research paper, including:

- Header: Add a page number on the upper right
- Cover: Title your paper (boldfaced and centered) and add the information needed on the cover, correctly following the APA writing style
- Introduction, state the purpose of the qualitative study in one sentence, provide a rationale for the selection of an HRD topic, state the research problem, present the theoretical background, and state how the study will contribute to HRD. Add a bridging sentence that gives readers an overview of the paper at the end
- Method: provide a rationale for the selection of a qualitative research design and details on the qualitative research process, including participants - at least three – and sampling, data collection, and data analysis, using *NVivo* or *Atlas.ti* as qualitative data analysis software, and trustworthiness statements
- Findings: present study findings in the form of three themes and add a few long, powerful block quotes as evidence when explaining themes
- Discussion: highlight the significance of the study findings, provide implications for HRD research and practice, and discuss study limitations
- References cited in the text
- Table 1: Interview Participants; Table 2: Sample Coding
- Appendix A: Interview Protocol

Use Times 12pt, or Arial or Calibri 11pt font to correctly follow the APA. The paper will be evaluated for criteria including: (a) required elements, (b) selection of a qualitative research design, (c) relevance to HRD, (d) organization and logical flow, (e) clarity, and (f) attention to details (e.g., APA) (see Appendix 4 for the final paper rubric).

CLASS PARTICIPATION (110 pts)

Actively participate in class activities including: (a) introduce yourself, (b) discussion lead, (c) one-page comparison, and (d) four peer-reviews of the assigned student's sections and paper.

The purpose of the **one-page comparison** is to see students' understanding of five qualitative research designs in terms of distinctive features, strengths, and limitations. In a one-page comparison, create a comparison table, followed by compact and pointed explanations.

The purpose of **peer review** of the assigned students' four writings (introduction, method, findings and discussion, and draft paper) is to give students the opportunity to see other students' writings and provide feedback on content and technicality. Each peer review is due by the end of Wednesday in the following week of the submission of four writings by the end of Sunday.

REFLECTION PAPER (20 pts)

Write a single-spaced, one-page reflection paper that includes lessons learned from class activities and writing assignments. To that end, title the paper aptly summing up the student's learning experience and add (a) a purpose statement and introduction, (b) key points of lessons learned, and (c) suggestions/conclusions. Use Times, Arial, or Calibri 11pt font and make it constructive.

GRADING GUIDELINES

See Assignment Guidelines on Canvas to ensure that you understand evaluation criteria before beginning an assignment. No incompletes will be provided unless there is an emergency (e.g., car accident). In case of a late submission, there will be one point subtracted from your grade per day. To receive no penalty for late submission, you must inform me of the reason why you need an extension **in advance**.

COURSE POLICIES

AI Use

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course (see below) is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

For this course, AI is not permitted. I expect all work students submit for this course to be their own. I have carefully designed all assignments and class activities to support your learning. Doing your own work, without human or artificial intelligence assistance, is best for your efforts in mastering course learning objectives. For this course, I expressly forbid using ChatGPT or any other artificial intelligence (AI) tools for any stages of the work process, including brainstorming. Deviations from these guidelines will be considered a violation of UT Tyler's Honor Code and academic honesty values.

Class Meeting Attendance

Attending all class sessions demonstrates the learner's personal commitment to learning. Therefore, physical attendance is expected for the accomplishment of course objectives. Excused absences for religious holydays or active military services are permitted according to the policies outlined in the UT Tyler Graduate Handbook. One unexcused absence may result in a final grade reduced by one letter grade. Two or more unexcused absences from class will likely result in a grade of Incomplete (I) requiring the student to retake the course. **Students must notify instructor about their absence at least 24 hours before.**

Late Work

No credit will be given for late assignments unless the student provider and/or UT Tyler's system prevents the student from submitting a discussion post, assignment, or quiz. The student is responsible for contacting the instructor, providing evidence of submitting any missed work within 24 hours.

Academic Dishonesty Statement

The faculty expects from students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment of the award of a degree, and/or the submission, as one's own work of material that is not one's own. As a rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

University regulations require the instructor to report all suspected cases of academic dishonesty to the Dean of Students for disciplinary action. If disciplinary measures are imposed on the student, it becomes part of the students' official school records. Also, please note that the handbook obligates you to report all observed cases of academic dishonesty to the instructor.

Plagiarism will not be tolerated, and learners should be aware that all written course assignments will be checked by plagiarism detection software. Violations of academic integrity will be reported and processed according to the guidelines established by the University.

UNIVERSITY POLICIES and UT TYLER RESOURCES FOR STUDENTS

Information is available on the Canvas Syllabus

COLLEGE OF BUSINESS STATEMENT OF ETHICS

The ethical problems facing local, national, and global business communities are an ever-increasing challenge. It is essential that the Soules College of Business help students prepare for lives of personal integrity, responsible citizenship, and public service. To accomplish these goals, both students and faculty of the Soules College of Business at The University of Texas at Tyler will:

- Ensure honesty in all behavior, never cheating or knowingly giving false information.
- Create an atmosphere of mutual respect for all students and faculty regardless of race, creed, gender, age, or religion.
- Develop an environment conducive to learning.
- Encourage and support student organizations and activities.
- Protect property and personal information from theft, damage, and misuse.
- Conduct yourself in a professional manner both on and off campus.

Furthermore, the Soules College of Business strongly adheres to the UT Tyler [Honor Code](#): *"Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do."*

RESOURCES

HRD PhD Program Handbook (2025)

HRD Dissertations at [UT Tyler](#) and [AHRD](#)

APA Formatting Guidelines: you are required to follow the APA (2020)¹ in all writing assignments. To get the hang of it:

- See mini lectures on ppt on APA: Basics and APA for doctoral students on Canvas Files
- See how I referenced publications in this syllabus

HRD Journals: five representative HRD journals include:

- *Advances in Human Resource Development* ([ADHR](#)),
- *European Journal of Training and Development* ([EJTD](#)),
- *Human Resource Development International* ([HRDI](#)),
- *Human Resource Development Quarterly* ([HRDQ](#)), and
- *Human Resource Development Review* ([HRDR](#)).

HRD Masterclass Podcast Series: the Academy of Human Resource Development ([AHRD](#)), which is the premier organization in HRD, has published several podcast series that explore the fundamentals and different aspects of HRD. Each episode includes a one-on-one interview with a guest, as well as a group discussion where two to three guests discuss their shared interest in the episode topic. This is an outstanding resource to understand the most current topics and foundations of HRD.

Qualitative Data Analysis (QDA) Software: use of QDA software is a must in this course. To that end, choose one from NVivo, Atlas.ti, MAXQDA, or Dedoose and apply for analysis of the interview data – you may access NVivo by UT Tyler!

UT Tyler Business Librarian: You may contact Melissa Watson (melissawatson@uttyler.edu) when needing help in search HRD literature.

Academic Writing Consultant: a writing consultant Dr. Marcus Hensel (mhensel@uttyler.edu) was hired by UT Tyler Research Lab (Director: Dr. Kim Nimon) you can get help.

UT Tyler Qualitative Book Club: co-led by Drs. Yonjoo Cho (HRD), Matt Stevenson (Education), and Ramiro Pesina (HRD), we will meet on Thursday at noon monthly to read Yin's (2018) on case research in Fall 2026. If you are interested, contact me.

TEXTBOOK

Creswell, J. W., & Poth, C. N. (2025). *Qualitative inquiry & research design: Choosing among five approaches* (5th ed.). SAGE.

RECOMMENDED

Merriam, S. B., & Grenier, R. S. (2019). *Qualitative research in practice: Examples for discussion and analysis* (2nd ed.). Jossey-Bass – [ebook](#) is available

Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative research: A guide to design and implementation* (4th ed.). Jossey-Bass.

Paulus, T. M., & Lester, J. N. (2022). *Doing qualitative research in a digital world*. SAGE.

¹ American Psychological Association. (2020). *Publication manual of the American Psychological Association: The official guide to APA style* (7th ed.).

- Pollock, T. G. (2025). *How to use storytelling in your academic writing: Techniques for engaging readers and successfully navigating the writing and publishing processes* (2nd ed.). Edward Elgar Publishing.
- Tisdell, E. J., Merriam, S. B., & Stuckey-Peyrot, H. L. (2025). *Qualitative research: A guide to design and implementation* (5th ed.). Jossey-Bass – [ebook](#) is available
- Yin, R. K. (2018). *Case study research and applications: Design and methods* (6th ed.). SAGE – [ebook](#) is available

QUALITATIVE RESEARCH CASES

Narrative Research

- Schabram, K., Bloom, M., & Didonna, DJ. (2023). Recover, explore, practice: The transformative potential of sabbaticals. *Academy of Management Discoveries*, 9(4), 441-468. <https://doi.org/10.5465/amd.2021.0100>

Basic Qualitative Research – Case 1

- Moore, K., & Cho, Y. (2024). How can we bridge the research-practice gap? Let's hear from HR practitioners!. *Human Resource Development International*, 27(5), 717-740. <https://doi.org/10.1080/13678868.2024.2396782>

Grounded Theory Research – Case 2

- Lundgren, H., Poell, R. F., & Kroon, B. (2019). "This is not a test": How do human resource development professionals use personality tests as tools of their professional practice? *Human Resource Development Quarterly*, 30, 175-196. <https://doi.org/10.1002/hrdq.21338>

Phenomenology – Case 3

- Hutchins, H. M., & Rainbolt, H. (2017). What triggers imposter phenomenon among academic faculty? A critical incident study exploring antecedents, coping, and development opportunities. *Human Resource Development International*, 20(3), 194-214. <https://doi.org/10.1080/13678868.2016.1248205>

Ethnography – Case 4

- Keshtiban, A. E., Callahan, J., & Harris, M. (2023). Leaderlessness in social movements: Advancing space, symbols, and spectacle as modes of "leadership". *Human Resource Development Quarterly*, 34(3), 19-43. <https://doi.org/10.1002/hrdq.21460>

Autoethnography

- Kwon, C.-k. (2023). Resistance from the margin: An autoethnographic account of academic ableism. *Human Resource Development Quarterly*, 35, 89-107. <https://doi.org/10.1002/hrdq.21498>

Qualitative Case Study – Case 5

- McClurg, N. O., Ellinger, A. D., McWhorter, R., & Osman-Gani, A. (2024). Exploring individuals' workplace spirituality in the context of their work teams: A qualitative multi-case, multi-team study. *Human Resource Development Quarterly*, 35, 133-163. <https://doi.org/10.1002/hrdq.21499>

REQUIRED READINGS

As a doctoral student, search all journal articles on your own through the UT Tyler library system or click on the hyperlinked doi numbers created by me. I posted all book chapters and optional readings on Canvas Files (under weekly readings), except Creswell and Poth (2025) book chapters.

Week 1 (8/24-8/30) - What is qualitative research?

- Creswell, J. W., & Poth, C. N. (2025). Chapter 1: Introduction to qualitative inquiry and research design. In *Qualitative inquiry & research design: Choosing among five approaches* (5th ed., pp. 1-15). SAGE.
- Peshkin, A. (1988). In search of subjectivity—One's own. *Educational Researcher*, 17(7), 17-21. <https://doi.org/10.3102/0013189X017007017>
- Tisdell, E. J., Merriam, S. B., & Stuckey-Peyrot, H. L. (2025). Chapter 1: What is qualitative research? *Qualitative research: A guide to design and implementation* (5th ed., pp. 5-25). Jossey-Bass

Week 1 – Optional

- Collins, C. S., Stockton, C. M. (2018). The central role of theory in qualitative research. *International Journal of Qualitative Methods*, 17, 1-10. <https://doi.org/10.1177/1609406918797475>
- Reio, T. G. (2021). The ten research questions: An analytic tool for critiquing empirical studies and teaching research rigor. *Human Resource Development Review*, 20(3), 374-390. <https://doi.org/10.1177/15344843211025182>

Week 2 (8/31-9/6) - Five Qualitative Research Designs [Meeting 1]

- Creswell, J. W., & Poth, C. N. (2025). Chapter 4: Five qualitative approaches to inquiry. In *Qualitative inquiry & research design: Choosing among five approaches* (5th ed., pp. 75-133). SAGE.
- Merriam, S. B., & Tisdell, E. J. (2016). Chapter 2: Six common qualitative research designs. In *Qualitative research: A guide to design and implementation* (4th ed., pp. 22-42). Jossey-Bass.
- Zarestky, J. (2023). Navigating multiple approaches to qualitative research in HRD. *Human Resource Development Review*, 22(1), 126-138. <https://doi.org/10.1177/15344843221142106>

Week 2 – Optional

- Cho, Y., Grenier, R., & Williams, P. (2022). Introduction: Innovation in qualitative research in HRD. *European Journal of Training and Development*, 46(7/8), 685-692. <https://doi.org/10.1108/EJTD-05-2022-0058>

Week 3 (9/7-9/13) - Study Focus with Case 1 (Basic Qualitative Research) & Case 2 (Grounded Theory Research)

- Creswell, J. W., & Poth, C. N. (2025). Chapter 6: Introducing and focusing the study. In *Qualitative inquiry & research design: Choosing among five approaches* (5th ed., pp. 155-174). SAGE.
- Lundgren, H., Poell, R. F., & Kroon, B. (2019). "This is not a test": How do human resource development professionals use personality tests as tools of their professional practice? *Human Resource Development Quarterly*, 30, 175-196. <https://doi.org/10.1002/hrdq.21338>
- Moore, K., & Cho, Y. (2024). How can we bridge the research-practice gap? Let's hear from HR practitioners!. *Human Resource Development International*, 27(5), 717-740. <https://doi.org/10.1080/13678868.2024.2396782>

Week 3 – Optional

- Bakker, J. I. (H.) (2019). Grounded theory methodology and grounded theory method: Introduction to the special issue. *Sociological Focus*, 52(2), 91-106. <https://doi.org/10.1080/00380237.2019.1550592>
- Tisdell, E. J., Merriam, S. B., & Stuckey-Peyrot, H. L. (2025). Chapter two: Six common qualitative research designs. *Qualitative research: A guide to design and implementation* (5th ed., pp. 27-51). Jossey-Bass.

Week 4 (9/14-9/20) – Qualitative Data Collection with Case 3 (Phenomenology) & Case 4 (Ethnography)

- Creswell, J. W., & Poth, C. N. (2025). Chapter 7: Data collection. In *Qualitative inquiry & research design: Choosing among five approaches* (5th ed., pp. 175-213). SAGE.
- Hutchins, H. M., & Rainbolt, H. (2017). What triggers imposter phenomenon among academic faculty? A critical incident study exploring antecedents, coping, and development opportunities. *Human Resource Development International*, 20(3), 194-214. <https://doi.org/10.1080/13678868.2016.1248205>
- Keshtiban, A. E., Callahan, J., & Harris, M. (2023). Leaderlessness in social movements: Advancing space, symbols, and spectacle as modes of “leadership”. *Human Resource Development Quarterly*, 34(3), 19-43. <https://doi.org/10.1002/hrdq.21460>

Week 4 – Optional

- Barley, S. R. (2016). Confessions of a mad ethnographer. In K. D. Elsbach & R. M. Kramer (Eds.), *Handbook of qualitative organizational research: Innovative pathways and methods* (pp. 465-475). Routledge.
- Kuchinke, K. P. (2023). Phenomenology and human resource development: Philosophical foundations and implications for research. *Human Resource Development Review*, 22(1), 36-58. <https://doi.org/10.1177/15344843221139352>

Week 5 (9/21-9/27) - Qualitative Data Analysis with Case 5 (Qualitative Case Study) & Comparison [Meeting 2]

- Creswell, J. W., & Poth, C. N. (2025). Chapter 8: Data analysis and representation. In *Qualitative inquiry & research design: Choosing among five approaches* (5th ed., pp. 215-256). SAGE.
- Lester, J., Cho, Y., & Lochmiller, C. (2020). Learning to do qualitative data analysis: A starting point. *Human Resource Development Review*, 19(1), 94-106. <https://doi.org/10.1177/1534484320903890>
- McClurg, N. O., Ellinger, A. D., McWhorter, R., & Osman-Gani, A. (2024). Exploring individuals' workplace spirituality in the context of their work teams: A qualitative multi-case, multi-team study. *Human Resource Development Quarterly*, 35, 133-163. <https://doi.org/10.1002/hrdq.21499>

Week 5 – Optional

- Paulus, T. M. (2023). Using qualitative data analysis software to support digital research workflows. *Human Resource Development Review*, 22(1), 139-148. <https://doi.org/10.1177/15344843221138381>
- Rashid, Y., Rashid, A., Warraich, M. A., Sabir, S. S., & Waseem, A. (2019). Case study method: A step-by-step approach guide for business researchers. *International Journal of Qualitative Methods*, 18, 1-13. <https://doi.org/10.1177/1609406919862424>

Week 6 (9/28-10/4) – Trustworthiness and Researcher positionality

- Anderson, V. (2017). Criteria for evaluating qualitative research. *Human Resource Development Quarterly*, 28(2), 125-133. <https://doi.org/10.1002/hrdq.21282>
- Holmes, A. G. D. (2020). Researcher positionality – A consideration of its influence and place in qualitative research – A new researcher guide. *International Journal of Education*, 8(4). <https://files.eric.ed.gov/fulltext/EJ1268044.pdf>
- Lochmiller, C. R., Cho, Y., & Lester, J. N. (2026). Designing trustworthy qualitative HRD research: Methodological considerations [Instructor's Corner]. *Human Resource Development Review*, 25(2), 212-226. <https://doi.org/10.1177/15344843261419651>

Week 7 (10/5-10/11) – Writing a One-Page Proposal

Bell, E., Bryman, A., & Harley, B. (2019). Chapter 7: Writing up business research. In *Business research methods* (5th ed., (pp. 137-159). Oxford University Press.

Creswell, J. W., & Poth, C. N. (2025). Chapter 3: Designing a qualitative study. In *Qualitative inquiry & research design: Choosing among five approaches* (5th ed., pp. 47-73). SAGE.

HRD 6353 COURSE SCHEDULE²

Meeting	Week	Topic	Reading	Assignment
Meeting 1 (9/5) - Overview	1 (8/24- 8/30)	Introduction: what is qualitative research?	Creswell and Poth (2025)-ch1; Peshkin (1988) ; Tisdell et al. (2025)-ch1	- Introduce yourself (8/26) - Discussion lead (8/26) - Discussion 1: 1 answer (8/26) & 2 comments (8/29)
	2 (8/31-9/6)	- Course overview 5 qualitative research designs	Creswell and Poth-ch4; Merriam and Tisdell (2016)-ch2; Zarestky (2023)	Discussion 2
Meeting 2 (9/26) – Comparison of Qualitative Research Designs	3 (9/7-9/13)	- Study focus - Case 1 (Basic qualitative research) - Case 2 (Grounded theory)	Creswell and Poth-ch6; Lundgren et al. (2019); Moore and Cho (2024)	Discussion 3
	4 (9/14- 9/20)	- Qualitative Data collection - Case 3 (Phenomenology) - Case 4 (Ethnography)	Creswell and Poth-ch7; Hutchins and Rainbolt (2017); Keshtiban et al. (2023)	Discussion 4
	5 (9/21- 9/27)	- Qualitative Data analysis - Case 5 (Case study) - Comparison of 5 research designs	Creswell and Poth-ch8; Lester et al. (2020); McClurg et al. (2024)	- Discussion 5 - One-page comparison (9/27)
Meeting 3 (10/17) – Writing a Proposal	6 (9/28- 10/4)	Trustworthiness & researcher positionality	Anderson (2017); Holmes (2020); Lochmiller et al. (2026)	- Discussion 6 - Topic selection (10/4)
	7 (10/5- 10/11)	Writing a one-page proposal	Bell et al. (2019)-ch7; Creswell and Poth-ch9	- Discussion 7 - One-page proposal & ppt (10/11)
	8 (10/12- 10/18)	Proposal presentation and reflection		
Meeting 4 (11/7) – Writing Method	9 (10/19- 10/25)	Writing Introduction	Pollock (2025)-ch5 & ch9	Introduction (10/25)
	10 (10/26- 11/1)	Writing Method	Pollock (2025)-ch7	- Peer review 1 (10/28) - Method and ppt (11/1)

² All due dates and assignments are subject to change depending on the circumstances throughout the semester.

Meeting	Week	Topic	Reading	Assignment
	11 (11/2-11/8)	Method: Presentation and reflection		Peer review 2 (11/4)
Meeting 5 (12/5) – Draft Presentation	12 (11/9-11/15)	Writing Findings and Discussion	Pollock (2025)-ch8	Findings & Discussion (11/22)
	13 (11/16-11/22)			
	14 (11/23-11/29)	Thanksgiving Week - no class		Peer review 3 (11/25)
	15 (11/30-12/6)	Draft Presentation (12/5), Final Paper, & Reflection		• Draft paper & ppt (11/30) • Peer review 4 (12/2) • Final paper (12/7) • Reflection paper (12/7) • Course Evaluation

APPENDIX 1
Weekly Discussion Postings

Rubric

Evaluation Criteria	Rating		
	Excellent	Needs Work	Unsatisfactory
Answer the Week's Question within Three Sentences to Make it Compact and Pointed	The answer was written within three sentences to make it compact and pointed	The answer was written in slightly more than three sentences	The answer was long, not meeting the three-sentence requirement
Meet the two deadlines (Wed & Sat)	Posts (an answer and two comments) were posted by the two deadlines	One of the posts was posted after the deadline	Posts were posted after the deadline, or posts were missing/not submitted
Follow the Recommended Logical Flow: Cite Required Readings and Answer the Question	Followed the recommended logical flow: Two required readings were cited, and the week's question was answered	Partially followed the recommended logical flow: Only one of the two required readings was cited, or the answer did not clearly answer the question	Did not follow the recommended logical flow: Required readings were not cited, or the answer did not answer the question
Engage in In-Depth Discussion	Actively engaged in discussion by responding to others' feedback and questions	Engaged in discussion by responding to others' feedback and questions	Did not engage in discussion by responding to others' feedback and questions
Follow the APA Formatting Guidelines (7 th ed.)	Correctly followed the APA formatting guidelines	There were minor mistakes in following the APA guidelines	Did not correctly follow the APA formatting guidelines

APPENDIX 2
One-Page Proposal Rubric

Evaluation Criteria	Rating		
	Excellent	Needs Work	Unsatisfactory
Key Elements	All key elements are included: title, purpose (one sentence), introduction (problem statement and theoretical background), method, and discussion (implications for HRD research and practice), and references	One or two of the key elements is/are missing: title, purpose (one sentence), introduction (problem statement and theoretical background), method, and discussion (implications for HRD research and practice), and references	Two or more of the key elements are missing: title, purpose (one sentence), introduction (problem statement and theoretical background), method, and discussion (implications for HRD research and practice), and references
Being Thorough	The proposal is thorough as it gives an excellent idea about the qualitative research process	The proposal is mostly thorough. It gives a good idea about the qualitative research process but needs more detail to be thorough	The proposal is not thorough since it doesn't give an idea about the qualitative research process and needs much more detail to be thorough
Page Limit	The proposal is written in one page as required	The proposal is a bit longer than one page, violating the assignment requirement	The proposal is more than one page, violating the assignment requirement
Revision	No revision is required after the first submission of the proposal	One revision is required after the first submission of the proposal	More than one revision is required after the first submission of the proposal
Writing	The proposal is written in a compact and pointed manner following the correct APA (7 th ed.) formatting guidelines	The proposal is mostly written in a compact and pointed manner, includes a few typos, and doesn't follow the correct APA (7 th ed.) formatting guidelines	The proposal is not written in a compact and pointed way, includes several typos, and doesn't follow the correct APA (7 th ed.) formatting guidelines

APPENDIX 3: One-Page Proposal Sample

Understanding How HRD PhD Students at UT Tyler Use AI for Work and Research

Purpose Statement and Research Question

The purpose of this study is to explore the lived experiences of HRD PhD students at UT Tyler in using artificial intelligence (AI) for work and research. The study will be guided by the research question: How do HRD PhD Students at UT Tyler experience using AI for work and research?

Introduction

As an adjunct faculty, I have observed students copy AI responses without verification, but they need to know how to use AI responsibly, understanding the required competencies to interact with AI in an ethical way. AI refers to systems that think and behave logically like a human (Russell & Norvig, 2016) and can perform tasks as humans, including perceiving visual information, recognizing speech, making decisions, and translating languages (Li & Kim, 2024). Students believe that AI is *smart* and can replace their cognitive work, but research has warned users to avoid blind trust in AI and use it ethically (Pandya & Wang, 2024; Wang & Pashmforoosh, 2024). However, a gap exists that few HRD studies have explored concerning what competencies users should have to interact with AI effectively and ethically.

In this context, HRD research calls for the improvement in the use of AI and promotes human-centered AI interaction (Li & Kim, 2024).

Method

I will conduct basic qualitative research (Merriam & Tisdell, 2016), a flexible qualitative research design featuring rich descriptions, allowing me to identify themes from the lived experiences of participants. I will use a purposive sampling to identify participants among HRD PhD students at UT Tyler and will conduct semi-structured interviews, ensuring the privacy of participants and confidentiality of the study. I will use member checking to ensure validity and will employ a thematic analysis (Lester et al., 2020) to analyze the interview data, using qualitative data analysis software (e.g., NVivo) to identify themes and maintain an audit trail, thereby safeguarding the trustworthiness of the research.

Discussion

In this study, I try to contribute to HRD research on the use of AI for work and research using a qualitative research design to explore the lived experiences of HRD PhD students who are the future scholars and business leaders. This study will provide HRD practitioners with insights into the competencies required to use AI effectively and ethically, offering the first step for training and creating a human-centered culture for AI use.

References

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- Lester, J., Cho, Y., & Lochmiller, C. (2020). Learning to do qualitative data analysis: A starting point. *Human Resource Development Review*, 19(1), 94-106. <https://doi.org/10.1177/1534484320903890>
- Li, H., & Kim, S. (2024). Developing AI literacy in HRD: Competencies, approaches, and implications. *Human Resource Development International*, 27(3), 345-366. <https://doi.org/10.1080/13678868.2024.2337962>
- Merriam, S. B., & Tisdell, E. J. (2016). Six common qualitative research designs. In *Qualitative research: A guide to design and implementation* (4thed., pp. 22-40). Jossey-Bass.
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- Russell, S. J., & Norvig, P. (2016). *Artificial intelligence: A modern approach*. Pearson.
- Wang, J., & Pashmforoosh, R. (2024). A new framework for ethical artificial intelligence: Keeping HRD in the loop. *Human Resource Development International*, 27(3), 428-451. <https://doi.org/10.1080/13678868.2024.2346492>

APPENDIX 4
Final Paper Rubric

Criteria	Rating			
	Excellent	Good	Needs Improvement	Unsatisfactory/ No Submission
Required Elements - <i>Did you include all key elements of the paper?</i>	The paper includes all the key elements: cover page (title), abstract with keywords, introduction, problem statement, literature review, method, findings, discussion, conclusion, and references	The paper includes all but one or two of the required elements as listed	The paper includes all but three or more of the required elements as listed	The paper is not submitted, or it does not include many of the required elements as listed
Selection of a Qualitative Research Design – <i>Did you select the most appropriate qualitative research design?</i>	The paper provides a clear rationale for the selection of a qualitative research design.	The paper provides a somewhat clear rationale for the selection of a qualitative research design	The paper does not provide a clear rationale for the selection of a qualitative research design	The paper is not submitted or does not provide a rationale for the selection of a qualitative research design
Relevance to HRD - <i>Is the paper relevant to HRD?</i>	The paper is grounded in HRD. Content is pointed and clear and sufficiently detailed	The paper is largely grounded in HRD. Content is largely pointed and clear but is not sufficiently detailed	The paper is rarely grounded in HRD. Content is not pointed and clear, and/or is not sufficiently detailed	The paper is not grounded in HRD. Content is not pointed and clear and not sufficiently detailed, or the paper is not submitted
Organization and Logical Flow - <i>Is the paper well-organized in a logical manner?</i>	The paper is well-organized, and ideas flow logically. Writing demonstrates a clear understanding of the HRD literature	The paper is adequately organized and flows and demonstrates an understanding of the HRD literature	The paper is somewhat organized, does not flow well, and does not demonstrate an understanding of the HRD literature	The paper lacks logical flow. Writing does not demonstrate a clear understanding of the HRD literature, or the paper is not submitted
Clarity - <i>Is the paper written in ways that HRD professionals can easily understand?</i>	The paper is well written, clear, free from grammatical and spelling errors. Ideas are clearly stated for HRD professionals to easily understand	The paper shows above-average quality and clarity. Ideas are mostly well-stated for HRD professionals to easily understand	The paper shows an average quality of writing. Most ideas are not well-stated for HRD professionals to understand	The paper shows a below-average writing quality. Ideas are not well-stated for HRD professionals to understand, or the paper is not submitted.
Attention to Details - <i>Did you correctly follow the APA (7th ed.) formatting guidelines?</i>	The paper demonstrates the author's ability to pay attention to detail, and the APA formatting guidelines are used in text and references	The paper demonstrates the author's ability to pay attention to detail, but minor issues are noted in APA in text and references	The paper does not demonstrate the author's ability to pay attention to detail. Several errors are noted in APA in text and references	The paper does not demonstrate the author's ability to pay attention to detail. Many errors are noted in APA in text and references, or the paper is not submitted