

THE UNIVERSITY OF TEXAS AT AUSTIN
College of Education
Department of Educational Administration

EDA S381S (Unique # 08855)
Advanced Qualitative Research:
Spring, 2005

Class Meets: MWF
Time: 7:00-9:50 pm
Room: SZB 364 or Model Technology Classroom SZB 439E

Instructor: Dr. Danny McCoy
Office:
Office Hours: By appointment
Telephone: 581-0553 (home)
581-1155 (cell)
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Instructor: Dr. Norvell Northcutt
Office: SZB 310
Office Hours: By appointment
Telephone: 751-4079 (cell, the most reliable)
471-1623 (office, but only there now and again)
928-4634 (home)

Course Description: This course was developed to take the mystery out of research and to provide graduate students with a tool chest for dissertation research. Through a combination of lecture, discussions, and hands-on projects, the course will provide a systematic approach to qualitative research.

Interactive qualitative analysis (IQA) data collection and analysis techniques originated from Total Quality Management (TQM) processes designed to capture knowledge from organizational members to solve problems and improve processes. IQA data collection and coding techniques assist group members in describing and labeling their experiences, and the relationships among these experiences, to produce a *theory in perception* or a *conceptual map* (a collective one, in the case of a focus group), which is a systems representation of how a person or a group understands a particular phenomenon.

Course Objectives: The purpose of the course is to provide the student with the

background, tools, and methodology needed to perform an interactive qualitative research project and to analyze the results of the study.

In this course students will

- Identify the unique characteristics of IQA in comparison to other research methods
- Identify the components and analyze the implications of a system
- Develop research questions and construct a plan for answering them
- Identify how to generate data with a focus group
- Code the generated data
- Produce an illustration of the data
- Perform interviews with research subjects
- Identify a systematic approach to writing-up, analyzing, and comparing the data generated with IQA.

Course Structure:

The course is divided into two phases: an instructor-led demonstration of the IQA process and a hands-on project where students will be performing an IQA study.

The first few classes are designed to provide a theoretical foundation for IQA. Beginning in class 5, a mini research project will be modeled to demonstrate the phases of IQA. In preparation for each class, a foundation of skills will be developed first from readings. Interactions with the CD-ROM will further enhance skills. Class time will consist of a lecture followed by demonstrations and collaborative student activities designed to further build upon skills.

Class 10 begins the second phase of the course. During this phase, students will be using what they have learned to conduct a full IQA study. Each class member will be contributing to the same study. Class time will consist of brief lectures and discussions. Most of the class time is dedicated to the hands-on project and one-on-one tutoring sessions.

***Attendance,
Assignments, and
Class Participation:***

Students must attend each class with a firm understanding of the assignment for that day and a willingness to participate in class discussions so that each may benefit from the ideas of the others. When evaluating an individual's contributions, quantity and volume are much less important than quality and perceptiveness.

Because of the hands-on seminar nature of the course, students

are REQUIRED to attend all sessions. Students who miss more than TWO sessions will receive a failing grade no matter what their grades are on the assignments. If a class must be missed, the student is expected to contact the instructor prior to the absence. Medical or other excused absences will require proper documentation.

Class participation is an essential part of this course. Students are expected to be ready to participate in oral discussions and online (email, web forums, etc.) activities throughout the semester. A significant portion of the learning will occur in discussion and collaboration with the instructor and other members of the class. Do the readings and come to class prepared to talk. Students are expected to participate; however, their participation will not be quantified.

Study Groups:

Collaborative learning and sharing with classmates is not only encouraged but also designed into the course. In addition, students should seek out fellow students of similar ability and form study groups. These groups can be a tremendous help.

Collaborative Learning

To facilitate collaborative learning we will be using TeachNet, a computer-based system for communications and file sharing, as a means of communication. You are required to check your account daily and encouraged to post discussions often. Class updates and assignments will be posted on a regular basis.

Accommodations for Students With Disabilities:

At the beginning of the semester, students with disabilities who need special accommodations should notify the instructor by presenting a letter prepared by the Services for Students with Disabilities (SSD) Office. To insure that the most appropriate accommodations can be provided, students should contact the SSD Office at 471-6259 or 471-4641 TTY.

Dropping the Course:

The last day of the official add/drop period without administrative approval is Feb 14. A student seeking to drop the class after this date should go to the Office of the Dean.

Course Readings:

IQA: A Systems Method for Qualitative Research

Additional Materials:

You may need a 100 MB ZIP disk or some other storage device (USB Stick) for the storage and transport of files between lab and home.

You may want to purchase a copy of *Inspiration* so that you can work from home. They often offer student discounts if you

ask. <http://www.inspiration.com>

You will need an UT EID number and password to log into the computers.

You will need a login name and password to log into TeachNet.

Grading Standards:

A	=	90–100
B	=	80–89
C	=	70–79
D	=	60–69
F	=	0–59

Summary of Points:

Assignment	Points	Student's Score
Interview Transcript	10	_____
Interview Axial Code Table	10	_____
Interview Theoretical Code Table and ART	10	_____
Interview IRD	10	_____
Interview SID	10	_____
Axial Code Write-up	10	_____
Final Paper	40	_____
Total	100	_____

2005

January							February						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
						1			1	2	3	4	5
2	3	4	5	6	7	8	6	7	8	9	1	1	1
9	1	1	1	1	1	1					0	1	2
	0	1	2	3	4	5	1	1	1	1	1	1	1
1	1	1	1	2	2	2	3	4	5	6	7	8	9
6	7	8	9	0	1	2	2	2	2	2	2	2	2
2	2	2	2	2	2	2	0	1	2	3	4	5	6
3	4	5	6	7	8	9	2	2					
3	3						7	8					
0	1												

March							April							May						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
		1	2	3	4	5						1	2	1	2	3	4	5	6	7
6	7	8	9	1	1	1	3	4	5	6	7	8	9	8	9	1	1	1	1	1
				0	1	2	1	1	1	1	1	1	1			0	1	2	3	4
1	1	1	1	1	1	1	0	1	2	3	4	5	6	1	1	1	1	1	2	2
3	4	5	6	7	8	9	1	1	1	2	2	2	2	5	6	7	8	9	0	1
2	2	2	2	2	2	2	7	8	9	0	1	2	3	2	2	2	2	2	2	2
0	1	2	3	4	5	6	2	2	2	2	2	2	3	2	3	4	5	6	7	8
2	2	2	3	3			4	5	6	7	8	9	0	2	3	3				
7	8	9	0	1										9	0	1				

Course Schedule

Date	Subject	Activities
Class 1 (Jan 20)	Introduction to IQA <i>Course Overview</i>	<p>In Class</p> <ul style="list-style-type: none"> • Discuss Course Structure and Goals • Deconstructing IQA • Using Technology in the Classroom (TeachNet Tutorial) <p>Homework</p> <p>Read for next class:</p> <ul style="list-style-type: none"> • <i>Prologue</i> • <i>Ch. 1—Paradigm Wars: The Place of IQA</i> <p>CD for next class:</p> <ul style="list-style-type: none"> • <i>Paradigm Wars</i>
Class 2 (Jan 27)	Quantitative vs. Qualitative <i>Paradigm Wars: The Place of IQA</i>	<p>In Class</p> <ul style="list-style-type: none"> • What Is IQA and Where Does IQA Fit in Research (Lecture)

Homework

Read for next class:

- *Ch. 2—Systems as Representation*

CD for next class:

- *Systems as Representation*
-

Class 3
(Feb 3)

Systems

Systems as Representation

*Technology in the Classroom:
Inspiration*

In Class

- What Is a System (Lecture)
- Group Activity/Discussion: Identifying and Comparing Systems
- Using Technology in the Classroom (*Inspiration* Tutorial)
- Drawing Systems With *Inspiration* (Class Activity)

Homework

Read for next class:

- *Ch. 3—IQA Research Flow*
- *Ch. 4—Research Design: Thinking About the Problem*

CD for next class:

- *Research Design*
-

Class 4
(Feb 10)

**IQA Research Flow &
Research Design**

IQA Research Flow

*Research Design: Thinking About
the Problem*

In Class

- What Are the Steps in an IQA Study (Lecture)
- How Do I Begin to Do an IQA Study (Lecture)
- Group Activity/Discussion: Identifying the Problem, Constituents, Issues Statements, and Research Questions
- Mini Case Study (Identify Research Questions)

Homework

Read for next class:

- *Ch. 5—Group Reality: System Elements*

CD for next class:

- *System Elements*
-

Class 5 (Feb 17)	Affinity Production	In Class
	<i>Group Reality: System Elements</i>	<ul style="list-style-type: none"> • How Do I Facilitate a Focus Group? (Lecture/Demonstration) • Group Activity/Discussion: Facilitating a Focus Group and Creating Affinities • Mini Case Study (Focus Group Affinity Production and Theoretical Coding)
		Homework
		Read for next class:
		<ul style="list-style-type: none"> • <i>Ch. 6—Group Reality: System Relationships</i>
		CD for next class:
		<ul style="list-style-type: none"> • <i>System Relationships</i>
Class 6 (Feb 24)	Creating Mindmaps	In Class
	<i>Group Reality: System Relationships</i>	<ul style="list-style-type: none"> • How Do I Code Data and Illustrate the System (Lecture/Demonstration) • Group Activity/Discussion: Creating IRDs and SIDs Practice • Mini Case Study (Individual IRD and SID Production)
		Homework
		Read for next class:
		<ul style="list-style-type: none"> • <i>School Dress Codes</i> article
Class 7 (March 3)	Creating Mindmaps cont.	In Class
	<i>Group Reality: System Relationships</i>	<ul style="list-style-type: none"> • The Pareto Protocol (Lecture/Demonstration) • Group Activity/Discussion: Creating SIDs and SIDs Practice • Mini Case Study (Composite IRD and SID Production)
		Homework
		Read for next class:
		<ul style="list-style-type: none"> • <i>Ch. 7—Individual Reality: The IQA Interview</i>
Class 8 (March 10)	Interviewing	In Class
		<ul style="list-style-type: none"> • Why Do I Need to Do an

Individual Reality: The IQA Interview

Interview and How Do I Do One (Lecture/Demonstration)

- Group Activity/Discussion
- Mini Case Study (Interview Demonstration)

Homework

Read for next class:

- *Ch. 8—Individual Reality: System Relationships*
- *Ch. 9—Description*
- *Ch. 10—Interpretation*
- *Ch. 11—Examples*

CD for next class:

- *Advanced System Relationships*
-

March 17

Spring Break

Class 9
(March 24)

Interview Data Analysis

Individual Reality: System Relationships

In Class

- Creating the Individual Mind Map and Group SID (Lecture/Demonstration)
- Group Activity/Discussion
- Mini Case Study (Interview ACT and TCT Production)
- Mini Case Study (Interview IRD and SID Production)

Class 10
(March 31)

Project: Focus Group Affinity Production & IRD

In Class

- Focus Group Affinity Production
- Pareto Protocol Voting
- Focus Group IRD
- Focus Group SID
- Discuss Affinity Write-up

Homework

- Affinity Write-up

Due July 23

- Affinity Write-up
-

Class 11
(April 7)

Project: Interviewing

In Class

- Develop Interview Protocol
- Interviewing Each Other

Homework

-
- Clean up Transcripts

Class 12
(April 14)

***Project: Axial and
Theoretical Coding***

In Class

- Coding of Interviews
- Interview Theoretical Code Tables
- Interview Axial Code Tables

Homework

- Finish Code Tables

Due July 28

- Interview Axial Code Table
- Interview Theoretical Code Table and ART

Class 13
(April 21)

***Project: Individual SIDs
Composite SIDs***

In Class

Individual

- Work on Individual Mindmaps
- Discuss Comb Interview Axial Code Tables
- Discuss Comb Interview Theo Code Tables
- Create Frequency Chart
- Create Combined SID

Composite

- Create Composite SID

Homework

- Finish Individual Mind Map

Read for next class:

- *Ch. 9—Comparing Systems*
- *Ch. 10—Applications for IQA*

Due July 30

- Interview IRD
- Interview SID
- Combined Interview Axial Code Tables
- Combined Interview Theoretical Code Tables

Class 14
(April 28)

***Project: Writing a
Dissertation***

In Class

- What Does a Dissertation Look Like?
 - Group Activity/Discussion
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Class 15
(May 5)

***Project: Writing up the
Results***

*Comparing Systems and
Applications for IQA*

In Class

- What Do I Say in the Write-up (Lecture)
- Writing up the Individual
- Writing up the Group
- Comparisons

No Class

Due May 15
Write-up