



COUN9365: Advanced Qualitative Methods
New Orleans Baptist Theological Seminary
Church and Community Ministries Division
Summer 2020

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Mission Statement

New Orleans Baptist Theological Seminary and Leavell College prepare servants to walk with Christ, proclaim His truth, and fulfill His mission.

Core Value Focus

The seminary has five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. The core value focus for this academic year is Spiritual Vitality.

Curriculum Competencies

All graduates of NOBTS are expected to have at least a minimum level of competency in each of the following areas: Biblical Exposition, Christian Theological Heritage, Disciple Making, Interpersonal Skills, Servant Leadership, Spiritual and Character Formation, and Worship Leadership. The curriculum competencies addressed in this course are: Interpersonal Skills and Servant Leadership.

Course Description

This course examines the theoretical and conceptual frameworks for qualitative research methods, including training to do a qualitative data analysis, participant observation, organizational observation, structured and non-structured interviewing, discourse analysis, and interpretation and presentation of original research.

Student Learning Outcomes

Upon completion of this course students will be able to:

- 1) Design, implement and analyze qualitative research (CACREP Doctoral Standard II.C.5)
- 2) Understand qualitative designs and approaches to qualitative data analysis (CACREP Doctoral Standard IV.E.2).

Textbooks

Brinkmann, S. & Kvale, S. (2015). *InterViews: Learning the craft of qualitative research interviewing* (3rd ed.). Los Angeles: Sage.

Creswell, J. W. (2018). *Qualitative inquiry & research design: Choosing among five approaches* (4th ed.). Thousand Oaks, CA: Sage.

Guest, G., Namey, E.E. & Mitchell, M.L. (2013). *Collecting qualitative data: A field manual for applied research*. Los Angeles: Sage.

Saldana, J. (2016). *The coding manual for qualitative researchers* (3rd ed.). Thousand Oaks, CA: Sage.

Optional Textbooks

Babbie, E. (2015). *The practice of social research*. Boston, MA: Cengage.

Creswell, J.W. & Creswell, J.D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th Ed.). Thousand Oaks, CA: SAGE.

Devlin, A.S. (2018). *The research experience: Planning, conducting, and reporting research*. Thousand Oaks, CA: SAGE.

Miles, M.B., Huberman, M.A. & Saldana, J. (2020). *Qualitative data analysis: A methods sourcebook* (4th Ed.). Thousand Oaks, CA: SAGE.

Pan, M.L. (2017). *Preparing literature reviews: Qualitative, quantitative approaches*. New York: Routledge.

Course Teaching Methodology

The course will involve the following methodologies:

Reading & discussing key texts related to the field of qualitative inquiry and methods, practice using qualitative data collection methods and data analysis, presentation of research findings, proposal development, and weekly meetings via Skype, Blue Jeans or other live remote media, with professor to discuss readings, review assignments, and develop the methodological elements of student's dissertation proposal.

Course Requirements

- 1) Students will engage in original research using qualitative methods of participant observation, semi-structured in-depth interviewing and focus groups.
- 2) Students will prepare and evaluate an interview script using open-ended questions and pre-prepared probe questions.
- 3) Students will code and analyze data collected via original research.
- 4) Students will present their findings during class using powerpoint or similar programs during a 15-20 minute presentation.
- 5) Students will subscribe to a qualitative distribution list, a peer-reviewed, online, monthly journal devoted to writing and discussion of and about qualitative, critical, action, and collaborative inquiry and research. Subscribe here: [www://www.nova.edu/ssss/QR/qualrpt.html](http://www.nova.edu/ssss/QR/qualrpt.html).
- 6) Students will download and create a Zotero account: <https://www.zotero.org>. Zotero is a research tool that automatically senses content in your web browser, allows you to add it to a personal library, and stores it in a single, searchable interface. This is a valuable organizing tool for articles you collect for a lit review.

Evaluation of Grade

1. **Research Question:** Students will formulate a research problem statement, research purpose statement, research question and subquestions that focuses the central research issue to be explored via their dissertation in light of a specific theoretical orientation driving the study (10%).
2. **Research Methodology:** Students will identify the qualitative methodology that best informs the nature of the data to be collected and present a clear rationale for the method's relevance to their research. Choices include: Narrative, Phenomenology, Grounded Theory, Ethnography, or Case Study (10%).
3. **Data Collection:** Students will conduct and transcribe one semi-structured, in-depth interview, and will present other data for analysis (10%).
4. **Data Analysis:** Students will transcribe the interview, provide an accompanying journal of notes taken during the interviews, and will present other data (e.g., document, film, observation with field notes, pictures or other materials), code the data, and theme the data (20%).
5. **Presentation:** Students will present the data via presentation software (e.g. Powerpoint or Prezi) that shows the relevant theoretical orientation, lists existing research and the specific literature informing the study (5-10 relevant studies), lists the research question, addresses methodology/design, summarizes the data collected, lists the specific codes derived from the data, shows the themes derived from the coding, and explains avenues for future research (20%).
6. **Research Proposal:** Students will generate a research proposal that incorporates the elements of the class into a written proposal for future research, that includes: an abstract, introduction, relevant theory, problem and purpose statements, research question and subquestion, literature review, an explanation of the qualitative method chosen and its relevance to the study, the research design, methods and data, data analysis techniques, the role of the researcher, methods used to assure validity and reliability, a summary of work completed to date, next steps, and bibliography. Proposal will be written in APA style and will form the basis of the dissertation proposal to be defended (30%).

Technical Assistance

For assistance regarding technology, consult ITC (504-816-8180) or the following websites:

1. Selfserve@nobts.edu - Email for technical questions/support requests with the Selfserve.nobts.edu site (Access to online registration, financial account, online transcript, etc.)
2. BlackboardHelpDesk@nobts.edu - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System NOBTS.Blackboard.com.
3. ITCSupport@nobts.edu - Email for general technical questions/support requests.
4. www.NOBTS.edu/itc/ - General NOBTS technical help information is provided on this website.

Help for Writing Papers at “The Write Stuff”

NOBTS maintains a Writing Center designed to improve English writing at the graduate level. Students can receive writing guides, tips, and valuable information to help in becoming a better writer.

Plagiarism on Written Assignments

NOBTS has a no tolerance policy for plagiarism. Plagiarism in certain cases may result in expulsion from the seminary. See the NOBTS Student Handbook for definition, penalties, and policies associated with plagiarism.

Course Schedule

Week One (prepare by reading Creswell chas. 1-5; Guest, cha. 1-2; and Kvale cha. 1)

- Review Syllabus and Review Class Expectations
- Student will describe current conceptualization of research agenda and possible methods
- Review current status of students' research agenda
- Types of Qualitative Research
- Philosophical Paradigms

Week Two (prepare by reading Creswell cha. 6-8, Guest cha. 2-5, Kvale chas. 2-5)

- Problem and Purpose Statements
- Research Questions and Subquestions
- Zotero
- Sampling: strategies, size, approaches
- Validity and Reliability

Week Three (prepare by reading Creswell chas. 9-11, Guest chas. 6-7, Saldana 1-2)

- Interviewing
- Focus Groups
- Observations
- Additional Data Collection Methods
- Coding
- Matrix of Codes and Themes

Week Four (prepare by reading Kvale chas. 6-16)

- The Proposal Defense
- The Dissertation Defense
- Preparing interview script
- Interviewing an informant (you will perform, record and transcribe an interview during the week)

Week Five (prepare by reading Saldana 3-6, other readings as assigned)

- Discussing the interview
- Coding the Interview (you will code the interview this week using Saldana's technique)
- Other Data (you will provide other sources of qualitative data to expand upon the interview data)
- Research Question (you will write a quality research question and 2-3 sub-questions for your dissertation)

Week Six (readings as assigned)

- Research Methodology (choose a specific methodology for your dissertation and write 4-5 paragraphs explaining the methodology, its philosophical underpinnings and justifying the choice using relevant literature, must include a section on sampling)
- Data Collection (you will write 3-4 paragraphs on your choice of data collection methods and justify the choice using the literature)

Week Seven (readings as assigned)

Data Analysis (you will write 3-4 paragraphs regarding how you will analyze the data you have collected using relevant literature to justify your choice, including sections on validity & reliability)
You will compile the assignments from the semester into a coherent document which will serve as the methods section of your dissertation (research question, methodology, data collection, analysis).

- Week 1: June 1-7
- Week 2: June 8-14
- Week 3: June 15-21
- Week 4: June 22-28
- Week 5: June 29-July 5
- Week 6: July 6-12
- Week 7: July 13-20
- Week 8: July 20-29 (catch-up, writing final assignment, submission of project)

Selected Bibliography

- Babbie, E. (2013). *The practice of social research* (13th ed.). Belmont, CA: Cengage.
- Bogdan, R.C. & Biklen, S. (2006). *Qualitative research for education: An introduction to theory and methods*. Needham Heights, MA: Allyn & Bacon.
- Brinkmann, S. & Kvale, S. (2015). *InterViews: Learning the craft of qualitative research interviewing* (3rd ed.). Los Angeles: Sage.
- Coffey, A. & Atkinson, P. (1996). *Making sense of qualitative data*. Thousand Oaks, CA: Sage.
- Creswell, J.W. & Creswell, J.D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Thousand Oaks, CA: Sage.
- Crotty, M. (1998). *The foundations of social research: Meaning and perspective in the research process*. Thousand Oaks, CA: Sage.
- Glesne, C. (2011). *Becoming qualitative researchers* (4th ed.). Upper Saddle River, NJ: Pearson.
- Josselson, R. (2013). *Interviewing for qualitative inquiry: A relational approach*. New York: Guilford.
- Lichtman, M. (2013). *Qualitative research in education: A user's guide* (3rd ed.). Los Angeles: Sage.
- Marshall, C. & Rossman, G.B. (2016). *Designing qualitative research* (6th ed.). Los Angeles: Sage.
- Maxwell, J. (2005). *Qualitative research design: An interactive approach* (2nd ed.). Thousand Oaks, CA: Sage.
- Merriam, S.B. & Tisdell, E.J. (2016). *Qualitative research: A guide to design and implementation* (4th ed.). San Francisco: Jossey-Bass.
- Miles, M.B. & Huberman, A.M. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). Thousand Oaks, CA: Sage.
- Pascale, C.M. (2011). *Cartographies of knowledge: Exploring qualitative epistemologies*. Los Angeles: Sage.
- Patton, M.Q. (2015). *Qualitative research and evaluation methods* (4th ed.). Thousand Oaks, CA: Sage.
- Rubin, H.J. & Rubin, I.S. (2012). *Qualitative interviewing: The art of hearing data* (3rd ed.). Los Angeles: Sage.
- Seidman, I. (2006). *Interviewing as qualitative research: A guide for researchers in education and the social sciences* (3rd ed.). New York: Teachers College Press.
- Tracy, S.J. (2013). *Qualitative research methods: Collecting evidence, crafting analysis, communicating impact*. Malden, MA: Wiley-Blackwell.

Wertz, F.J., Charmaz, K., McMullen, L.M., Josselson, R., Anderson, R. & McSpadden, E. (2011). *Five ways of doing qualitative analysis*. New York: Guilford.

Weiss, R.S. (1995). *Learning from strangers: The art and method of qualitative interview studies*. New York: Simon and Schuster.