



Chaminade University

OF HONOLULU

EDUC 802 Course Syllabus

[Chaminade University Honolulu](https://www.chaminade.edu)

3140 Waialae Avenue - Honolulu, HI 96816

www.chaminade.edu

Course Number: EDUC 802

Course Title: Qualitative Research Methods

Term: Summer 2024 / July 1 – September 8

Credits: 3

Instructor Name: Blendine Hawkins, Ph.D., LMFT

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University Course Catalog Description

Introduces the characteristics and approaches in designing qualitative research methods. Participants will develop an understanding on how to select the appropriate qualitative research method to address a research question.

Mission Statement for Doctorate of Education in Organizational Leadership for Adaptation and Change

The program's mission is based on Marianist values and focused on developing strong leaders who use their knowledge and skills to value diversity, promote social justice, and help organizations adapt and change. Drawing on the Marianist Educational Values of formation in faith; quality education; family spirit; service, justice and peace; and adaptation and change, the program builds on a program of leadership that promotes continuous self-reflection and personal growth.

Marianist Values

1. Educate for formation in faith
2. Provide an integral quality education
3. Educate in family spirit
4. Educate for service, justice and peace
5. Educate for adaptation and change

Program Learning Outcomes (PLO)

1. *Apply advanced knowledge and competencies of research and evaluation methods utilized by organizations.
2. Employ advanced knowledge and competencies of leadership and innovation which are grounded in social justice, ethical practices, and cultural awareness.
3. Synthesize advanced knowledge and competencies related to how organizations and the people within them develop.
4. Express advanced knowledge and competencies of scholarly behaviors for designing, implementing, evaluating, and communicating research relevant to effective organizations.

(* indicates PLO focus of this course)

Course Learning Outcomes (CLO)

Students completing this course will be able to:

1. Express the characteristics, language and logic of qualitative research methods.
2. Utilize qualitative research techniques, methods, tools, and procedures for investigating research questions.
3. Recognize and assess quality and rigor in evaluating qualitative research studies.
4. Describe a variety of research methods, including survey research, interviewing, participant observation, case studies, comparative analysis, and the use of documentary/primary sources.
5. Explain the rationale for research ethics and the importance of Institutional Review Board (IRB) review.
6. Describe cultural and social justice issues related to qualitative research with diverse populations.

Learning Materials

Required

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

Recommended

- Lochmiller, C. R. (Ed.). (2018). *Complementary research methods for educational leadership and policy studies*. Springer.
- Rossman, G. B., & Rallis, S. F. (2017). *An introduction to qualitative research* (4th ed.). SAGE Publications, Inc.
- Moustakas, C. (1994). *Phenomenological research methods*. SAGE Publications, Inc. American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
- Camic, P. M., Rhodes, J. E., & Yardley, L. E. (2003). *Qualitative research in psychology: Expanding perspectives in methodology and design*. American Psychological Association.

Course Readings

- Birks, M., Chapman, Y., & Francis, K. (2008). Memoing in qualitative research: Probing data and processes. *Journal of research in nursing*, 13(1), 68-75.

- Boote, D. N., & Beile, P. (2005). Scholars before researchers: On the centrality of the dissertation literature review in research preparation. *Educational Researcher*, 34(6), 3-15.
- Damianakis, T., & Woodford, M. R. (2012). Qualitative research with small connected communities: Generating new knowledge while upholding research ethics. *Qualitative health research*, 22(5), 708-718.
- Bowen, G. (2009). Document analysis as a qualitative research method. *Qualitative Research Journal*, 9(2), 27—40.
- Brayboy, B. M., & Dehyle, D. (2000). Insider-outsider: Researchers in American Indian communities. *Theory Into Practice*, 39(3), 163—169.
- Helm, S., Lee, W., Hanakahi, V., Gleason, K., McCarthy, K., & Haumana. (2015). Using Photovoice with Youth to Develop a Drug Prevention Program in a Rural Hawaiian Community. American Indian & Alaska Native Mental Health Research: *The Journal of the National Center*, 22(1), 1–26. <https://doi.org/10.5820/aian.2201.2015.1>
- Jacob, S. A., & Furgerson, S. P. (2012). Writing interview protocols and conducting interviews: tips for students new to the field of qualitative research. *Qualitative Report*, 17, 6.
- Lei, S. A. (2009). Strategies for finding and selecting an ideal thesis or dissertation topic: A review of literature. *College Student Journal*, 43(4), 1324—1332.
- Kara, H., & Pickering, L. (2017) New directions in qualitative research ethics, *International Journal of Social Research Methodology*, 20:3, 239-241, DOI: 10.1080/13645579.2017.1287869
- Liamputtong, P. (2009). Qualitative data analysis: conceptual and practical considerations. *Health promotion journal of Australia*, 20(2), 133-139.
- McLellan, E., MacQueen, K. M., & Neidig, J. L. (2003). Beyond the qualitative interview: Data preparation and transcription. *Field methods*, 15(1), 63-84.
- Milner, H. R. (2007). Race, culture, and researcher positionality: Working through dangers seen, unseen, and unforeseen. *Educational Researcher*, 36(7), 388—400.
- Salmi, I., Pietiläinen, V., & Syväjärvi, A. (2021). The experience qualities approach to leadership and employee well-being 1. *Nordic Journal of Working Life Studies*, 11(2), 3-23.
- Shaw, I. F. (2003). Ethics in qualitative research and evaluation. *Journal of social work*, 3(1), 9-29.
- Srivastava, P., & Hopwood, N. (2009). A practical iterative framework for qualitative data analysis. *International journal of qualitative methods*, 8(1), 76-84.
- St. Pierre, E. A., & Jackson, A. Y. (2014). Qualitative data analysis after coding. *Qualitative Inquiry*, 20(6) 715–719
- Taylor, K. H. (2008). Hawaiian history revisited: illuminating silenced perspectives and Hawaiian resistance in the writings of American missionaries. *Svensk Missionstidskrift*, 96(2), 105–126.
- Thomas, D. R. (2003). A general inductive approach for qualitative data analysis. School of Population Health, University of Auckland, August 2003 <https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.462.5445&rep=rep1&type=pdf>
- Yeong, M. L., Ismail, R., Ismail, N. H., & Hamzah, M. I. (2018). Interview protocol refinement: Fine-tuning qualitative research interview questions for multi-racial populations in malaysia. *The Qualitative Report*, 23(11), 2700-2713.

***Readings (chapters or articles) will be posted on the course learning site, Canvas.**

Assessment

Course Learning Outcomes (CLO)	Assessment & Description	Contribution to final grade
<p>CLO 4: Describe a variety of research methods, including survey research, interviewing, participant observation, case studies, comparative analysis, and the use of documentary/primary sources.</p> <p>CLO 5: Explain the rationale for research ethics and the importance of Institutional Review Board (IRB) review.</p>	<p>Research proposal For this assessment, you will construct a brief research proposal. An outline will be provided and you will have to select an epistemology and methodology that is congruent with your methods of inquiry. (4-6 pages)</p>	25%
<p>CLO 2: Utilize qualitative research techniques, methods, tools, and procedures for investigating research questions.</p>	<p>Interview Paper This paper has a few steps:</p> <ol style="list-style-type: none"> 1. Construct interview script and questions (Submit) 2. Interview someone and record the interview 3. Construct reflective memos (Submit) 	25%
	<p>Analysis Paper You will be provided with a transcribed interview to engage in initial analyses of the data. You will use coding methods and write a short reflection of your process. (2-3 pages)</p>	20%
<p>CLO 1: Express the characteristics, language and logic of qualitative research methods.</p> <p>CLO 3: Recognize and assess quality and rigor in evaluating qualitative research studies.</p> <p>CLO 6: Describe cultural and social justice issues related to qualitative research with diverse populations.</p>	<p>Discussions and Reflections <i>For this assessment, you will engage in three online discussions with your colleagues.</i> <i>For the first discussion you will introduce yourself to your colleagues and explore a little about your research topic interests.</i> <i>For the second discussion you will be provided with a qualitative study and you will conduct an evaluation of the qualitative methods for integrity, bias, trustworthiness, transferability, and rigor. You will post your critique of the methods and also comment on a colleagues critique.</i> <i>For the third discussion you will elaborate about the populations you most want to serve and the cultural and diversity considerations for qualitative research with this population. You will also offer perspectives and respond to a colleague's post.</i></p>	30%

Points Breakdown

Assignments	Points
Research Proposal	15
Interview Paper	25
Analysis Paper	20
Qualitative Study Reviews 1 & 2	20
Research Protocol Description	10
Discussions and Reflections	10
Total	100%

Late assignments submitted one-day late will receive a 10% deduction and two-days late with a 25% deduction. Unexcused late assignments will not be accepted after. If there is an emergency, make sure to contact me before the due date of an assignment. No work will be accepted after the last day of the course.

Grading scale

Percent	Grade
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
79 or lower	Re-take course

Student Engagement Credit Hour Policy

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in a minimum of 45 hours of engagement, regardless of varying credits, duration, modality, or degree level. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester. Terms that have alternative lengths, such as 10-week terms, should have an equivalent amount of faculty instruction and out-of-class student work to meet each credit hour. Direct instructor engagement and out-of-class work result in a total student engagement time of 45 hours for one credit. The number of engagement hours may be higher, as needed to meet specific learning outcomes.

Doctoral students are expected to perform work of higher quality and quantity, however typically a minimum of forty-five hours of student engagement for each student credit hour is required, although instructors may require roughly a third more work than this minimum undergraduate credit hour requirement. Therefore, a 3-credit doctoral course would typically require engagement of approximately 135 hours for the average student for whom the course is designed. The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

Number of hours per class activity:

Educational activity	Expected hours of Student Engagement:	Details (if any):
Assigned readings	80	There will be assigned readings posted online including a primary text
Key assessments/Writing assignments	35	Research Proposal, Interview Script and Reflection, Analysis Paper, Qualitative Study Evaluation Table
Online Discussions	20	
Total hours:	135	

Schedule

Week	Topic	Readings & Tasks	Assignments Due
Week 1 7/1 – 7/7	Introductions, finding a research topic Overview of qualitative research	Cresswell & Poth (2016) Ch. 1 Boote & Beile (2005) Lei (2009)	<i>Introduction Discussion 1 DUE 7/7</i>
Week 2 7/8 – 7/14	Philosophical Assumptions Designing a Qualitative Study	Cresswell & Poth (2016) Ch. 2-3 Rossman & Rallis (2017) Ch. 5 Jacob & Furgerson (2012). Moustakas (1994). Ch 1 & 3	<i>Submit Interview Idea: Who and What DUE 7/14</i>
Week 3 7/15 – 7/21	Qualitative Approaches	Cresswell & Poth (2016) Ch. 4-6 Salmi, Pietiläinen & Syväjärvi (2021) Taylor (2008) Helm et al. (2015)	<i>Submit Interview Script & Questions DUE 7/21</i>
Week 4 7/22 – 7/28	Data collection: Interviewing Qualitative Research Ethics	Cresswell & Poth (2016) Ch. 7-8 Rossman & Rallis (2017) Ch. 2-3 Kara & Pickering (2017) Shaw (2003) Brinkmann & Kvale (2015)	<i>Discussion 2 (Initial Post Thursday Response(s) to Colleague Sunday)</i>
Week 5 7/29 – 8/4	Observations and analysis	Rossman & Rallis (2017) Ch. 7	<i>Interview Reflective Memos DUE 8/4</i>
Week 6 8/5 – 8/11	Coding and memo-writing	McLellan, MacQueen & Neidig (2003) Birks et al., (2008)	<i>(Start Evaluation of Dissertation Study)</i>
Week 7 8/12 – 8/18	Data analysis I	Rossman & Rallis (2017) Ch. 10 Liamputtong (2009) pg 133-137 Thomas (2003) Bowen (2009)	<i>Discussions 3 (Initial Post Thursday Response(s) to Colleague Sunday)</i> <i>Evaluation of Qualitative Dissertation study DUE 8/18</i>
Week 8 8/19 – 8/25	Data analysis II	Srivastava & Hopwood (2009). St. Pierre & Jackson (2014).	<i>Analysis Paper DUE Sunday 8/25</i>
Week 9 8/26 – 9/1	Positionality and role of the researcher	Yeong, et al. (2018) Damianakis & Woodford (2012) Milner (2007) Brayboy & Dehyle (2000)	
Week 10 9/2 – 9/8	Closing reflections & course evaluations	Theoretical & Methodological Congruence	<i>Research Proposal DUE Friday, 9/6</i>

May be subject to change based on the dynamics of current events.

Writing Standards

All work submitted by Chaminade University students must meet the following writing standards. Written assignments should:

1. Use correctly the grammar, spelling, punctuation, and sentence structure of Standard Written English.
2. Develop ideas, themes, and main points coherently and concisely.
3. Adopt modes and styles appropriate to their purpose and audience.
4. Be clear, complete, and effective.
5. Carefully analyze and synthesize material and ideas borrowed from sources. In addition, the sources of the borrowed material should be correctly acknowledged to avoid plagiarism (see Plagiarism).

Academic Honesty

Violations of the Honor Code are serious. They harm other students, your professor, and the integrity of the University. Alleged violations will be referred to the Office of Judicial Affairs. If found guilty of plagiarism, a student might receive a range of penalties, including failure of an assignment, failure of an assignment and withholding of the final course grade until a paper is turned in on the topic of plagiarism, failure of the course, or suspension from the University.

Violations of Academic Integrity: Violations of the principle include, but are not limited to:

- Cheating: Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise.
- Fabrication and Falsification: Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of inventing or counterfeiting information for use in any academic exercise.
- Multiple Submissions: The submission of substantial portions of the same academic work for credit (including oral reports) more than once without authorization.
- Plagiarism: Intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgment of the source).
- Abuse of Academic Materials: Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource materials.
- Complicity in Academic Dishonesty: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Plagiarism includes, but is not limited to:

- Copying or borrowing liberally from someone else's work without his/her knowledge or permission; or with his/her knowledge or permission and turning it in as your own work.
- Copying of someone else's exam or paper.
- Allowing someone to turn in your work as his or her own.
- Not providing adequate references for cited work.
- Copying and pasting large quotes or passages without properly citing them.

Title IX Compliance

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Disability Access

The University is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Disability Services. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations to Kokua Ike: Center for Student Learning by the end of week three of the class, in order for the instructor to plan accordingly. Failure to provide written documentation will prevent your instructor from making the necessary accommodations. If you would like to determine if you meet the criteria for accommodations, contact ada@chaminade.edu.

Attendance Policy

As stated in the Chaminade University Catalog, students are expected to attend all classes for courses in which they are registered. Students are expected to attend all classes in which they are registered. The student should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assignments. Not meeting the attendance requirements may result in lowering of the grade, withdrawal from the course, or failing the course. The instructor will specify and enforce expectations for online participation and receipt of assignments appropriate to the design of the course.

Excused Absences

Since it is expected that students will participate in all class sessions, excused absences are only granted in exceptional situations where evidence is provided by the student to the instructor. Students should notify their instructors when a situation prevents them from attending class and make arrangements to complete missed assignments. While notification of the instructor by a student that he/she will be absent is courteous, it does not necessarily mean the absence will be excused.

Unexcused Absences

Chaminade University student policy states that in cases where unexcused absences are equivalent to more than a week of classes, the instructor has the option of lowering the grade.