

George Mason University
College of Education and Human Development

EDRS 826-002
QUALITATIVE CASE STUDY METHODS
Fall, 2015
Monday, 10am-12:40pm; Room TH1010

Instructor: Earle Reybold
Office: TH1506
Office hours: By appointment (before class)
Email: ereybold@gmu.edu

Catalog: This course is an advanced research seminar on qualitative case study design and application in educational research. Topics include descriptive, theoretical, evaluation, and policy case study design and methods. Students will conduct and critique a case study appropriate to their discipline. (3 credit hours)

COURSE OUTLINE

General Information

This class will be collaborative and interactive—be prepared for discussion! Questions are encouraged and expected, and alternative viewpoints are welcome. I value contributions to our discussions and ask you to speak up! However, I do expect you to support your assertions. Also, I expect all of us to create an educational climate of open debate that is respectful and democratic. Further, be familiar with the [GMU Honor System and Code](#).

Your participation as a team member and a class member will be evaluated, not by the *quantity* of your contribution, but by the *quality* and *integrity* of your contribution. (See participation rubrics.) Discussion threads will be posted to Blackboard

I suggest that you keep a journal throughout this course to document questions and ideas about the process of qualitative research. Notes about class discussion should be included, but personal memos about methodology and questions for group-work are encouraged. This journal is for personal reflection only and will not be turned in or graded!

Reading assignments are listed for the day on which they will be discussed. Also note assignment due dates. Contact me if you have questions or concerns about this material. I am available via e-mail or scheduled appointments.

PREREQUISITE: EDRS 812 or permission of instructor

Course Goals & Objectives

1. Understand the essential characteristics of qualitative case study research and the key ways in which this approach differs from other research strategies. Students will identify designs for various forms of qualitative case study research, as well as appropriate methods of data collection and analysis, depending on purpose and design of a qualitative case study research project.
2. Design and conduct a qualitative case study. Students will apply their personal philosophies of qualitative research to the development and implementation of a case study project.
3. Understand the assumptions embodied in the major approaches to qualitative case study research, and the implications of these for doing and evaluating qualitative case studies. Students will situate their studies in an appropriate problem related to their field of study.
4. Communicate (both verbally and in writing) the design and process, and critique the process of the study. Students will identify appropriate avenues for dissemination of their research. Also, students will critique their own and peers' research projects, and they will suggest areas for improvement.

Course Structure

There are four main components of the course:

1. **Class meetings.** Each class will incorporate a blend of mini-lectures on key topics, demonstrations, class exercises, and/or discussion.
2. **Discussion.** We will dedicate a considerable amount of time to discussion; be prepared to connect your specific interests to the readings and to offer feedback to peer projects.
3. **Assigned readings.** These readings are an essential part of the course; they provide necessary preparation for class lectures, activities, and discussions, and they cover important aspects of qualitative case study research for further learning and understanding. Additional readings are provided to support individual exploration of case study research methods and application.
4. **Case study project.** An individual (or collaborative) pilot qualitative case study research project. Guidelines for this project are provided below; guidelines for the final project report will be given out in class and posted on the course Blackboard site.

NOTE: When printing non-graded assignments or reading material, you are encouraged to print front and back. Also, when printing reading materials, you are encouraged to print front and back OR use recycled materials from previous print jobs. **Graded assignments must be printed on front only and conform to APA style requirements.**

Assignments

Research Proposal/Draft Report. You will develop a research proposal or draft report that communicates your design choices and rationale. We will discuss formats in class. However, if you want to use this as a part of your dissertation, I suggest strongly that you talk with your advisor about technical expectations. I want this to be a useful foundation for both your class research project and academic development. The assignment should not exceed 10 pages (double space, one-inch margins); this page limitation does not include title page, abstract, references, and appendices. (Be careful, though, about over-relying on appendices; if you cannot make the argument in the manuscript itself, appendices will not be useful.)

Research Project. You will develop and conduct a qualitative case study based on your research interests and program of study. This project results in a comprehensive paper that may be submitted for presentation and/or publication, and/or used toward your dissertation. The research project is a major part of the work of this course. The range of possible projects that you can conduct is extremely broad.

If you are studying a setting where you have a prior role, or are interviewing people with whom you have a prior relationship, you need to **discuss with me the special issues that this raises**, and will need to address these issues in your final report.

You are free to use as a setting for your research project the same site that you are using in work for another course or for an internship. However, if you do this, the amount of work involved must be appropriate for the total amount of credit--normally, you can't use the same work (e.g., turning in the same report) to get credit for two courses. In any case, if you are using the work to satisfy two different courses or requirements, you **must submit, both to me and to the other instructor or supervisor, a written description of how you will use your work in this setting to satisfy the requirements of both courses**, and get our signatures indicating our approval of your plans.

As part of the project, you will write a research report. This final report should not exceed 20 pages (double space, one-inch margins): this page limitation does not include title page, abstract, references, and appendices.

The final project portfolio includes the research proposal/draft and paper, data collection guides, and non-graded assignments.

Other Assignments. Other short non-graded assignments might be expected during the course. These assignments contribute to your final project report. If you don't complete the course assignments and project on time, you won't be able to participate adequately in class discussions, and you won't get as much out of the course. I will not accept late non-graded assignments.

Course Evaluation

<u>Assignment</u>	<u>Points</u>
Research Proposal/Draft	25
Research Paper/Portfolio	50
Participation (This is NOT attendance, although it does include attendance!)	25

Total 100

Grades on assignments turned in late will be reduced 10%, and assignments more than one week late will not be accepted. Data collection and analysis assignments are required for completion of the research paper. These assignments are not graded, but they are the foundation of your research project. To receive timely feedback, assignments must be completed by due date.

NOTE: HSRB approval is required for this project. Since this project is expected to contribute directly to your dissertation or other project, your advisor should review and sign the paperwork. If you do not have an HSRB-approved project, please discuss with me immediately. YOU MAY NOT COLLECT DATA WITHOUT HSRB APPROVAL.

Readings✓ **Required Texts**

Stake, R. E. (1995). *The art of case study research*. Thousand Oaks, CA: Sage.
 Stake, R. E. (2006). *Multiple case study analysis*. New York: Guilford Press.

Other readings as assigned; please check Blackboard for readings not included in the required texts. Suggested and Supplemental Texts are listed below; while not required reading, they might be quite useful depending on your level of experience and/or interests.

✓ **Suggested Texts**

*Patton, M. Q. (2015). *Qualitative research and evaluation methods* (4th ed.). Thousand Oaks, CA: Sage. [**HIGHLY SUGGESTED.**] **The OLD edition is not the one to purchase.**

Byrne, D., & Ragin, C. C. (Eds.). (2013). *The SAGE handbook of case-based methods*. Thousand Oaks, CA: Sage. [Edited text and highly theoretical, but also emphasizes mixed methods more than qualitative case study texts.]

Saldaña, J. (2012). *The coding manual for qualitative researchers* (2nd ed.). Thousand Oaks, CA: Sage.

*Yin, R. K. (2014). *Case study research: Design and methods* (5th ed.). Thousand Oaks, CA: Sage. [**HIGHLY SUGGESTED.**] **The OLD edition is not the one to purchase.**

- ✓ **Supplemental Texts (These are FYI only! We will discuss in class which texts might be personally useful based on your interests.)**

General/Comprehensive OR Texts

- Denzin, N. K., & Lincoln, Y. S. (Eds.). (2005). *The handbook of qualitative research* (3rd ed.). Newbury Park: Sage.
- Gallagher, K. (Ed.). (2008). *Methodological dilemma: Creative, critical, and collaborative approaches to qualitative research*. London: Routledge.
- Hesse-Biber, S. N., & Leavy, P. (Eds.) (2006). *Emergent methods in social research*. Thousand Oaks, CA: Sage.
- Jackson, A. Y., & Mazzei, L. A. (Eds.). (2008). *Voice in qualitative inquiry*. London: Routledge.
- Luttrell, W. (Ed.). (2010). *Qualitative educational research: Readings in reflexive methodology and transformative practice*. New York: Routledge.
- Miller, G., & Dingwall, R. (Eds.). (1997). *Context and method in qualitative research*. Thousand Oaks, CA: Sage.
- Pascale, C. (2010). *Cartographies of knowledge*. Thousand Oaks, CA: Sage.
- Schram, T. H. (2006). *Conceptualizing and proposing qualitative research* (2nd ed.). Upper Saddle River, NJ: Pearson.
- Willis, J. W. (2007). *Foundations of qualitative research: Interpretive and critical approaches*. Thousand Oaks, CA: Sage.

Grounded Theory

- Charmaz, K. (2006). *Constructing grounded theory: A practical guide through qualitative analysis*. Newbury Park: Sage.
- Clarke, A. E. (2005). *Situational analysis: Grounded theory after the postmodern turn*. Thousand Oaks, CA: Sage.
- Corbin, J., & Strauss, A. (2015). *Basics of qualitative research: Techniques and procedures for developing grounded theory*. Thousand Oaks, CA: Sage.

Narrative and Phenomenology

- Gubrium, J. F., & Holstein, J. A. (Eds.). (2008). *Analyzing narrative reality*. Thousand Oaks, CA: Sage.
- Moustakas, C. (1994). *Phenomenological research methods*. Thousand Oaks, CA: Sage.
- Riessman, C. K. (2008). *Narrative methods for the human sciences*. Thousand Oaks, CA: Sage.

Interview & Observation

- Holstein, J. A., & Gubrium, J. F. (Eds.). (2008). *Inside interviewing: New lenses, new concerns*. Thousand Oaks, CA: Sage.
- Rose, G. (2007). *Visual methodologies: An introduction to the interpretation of visual materials* (2nd ed.). Thousand Oaks, CA: Sage.

SECTION 1 PHILOSOPHY & DESIGN OF QUALITATIVE CASE STUDIES

08/31 Introduction to Case Study Research

09/07 NO CLASS

09/14 Principles of Case Study Research

Required

Flyvbjerg (2006) Case Study Misunderstandings
Stake (1995), Chpts. 1, 3, 10

09/21 Designing a Case Study

Required

Anaf, Drummond, & Sheppard (2007) CS & Systems Theory
Reybold, Lammert, & Stribling (2013) Selection
Stake (1995), Chpts. 2, 6-7
Stake (2006), Chpts. 1-2

09/28 DIALOGUE: Philosophy & Design of Qualitative Case Study Research

For in-class discussion, prepare a one-page visual and/or narrative conceptual framework/design of your proposed qualitative case study (10 copies). Be sure to identify the principles of your study that align with case study research, your unit of analysis, and general proposed methods. This is not graded! However, it is the foundation for your proposal/draft and final paper.

SECTION 2 CASE STUDY DATA COLLECTION METHODS

10/05 Methods of Data Collection (Interviews)

Required

Stake (1995), Chpt. 4
Goldring et al. (2003) CS Transitional Leadership

Recommended

You might be tempted to think there are three—and only three—methods options.

In class, we will discuss different ways of thinking about methods and how they can be adapted to your projects. Meanwhile, browse journals that focus on QR methods (and your own discipline-based journals) for alternatives.

Some of my favorites include:

- [Qualitative Inquiry](#)
- [Qualitative Studies in Education](#)
- [Qualitative Research](#)

10/12 NO CLASS

10/19 Methods of Data Collection (Observations & Documents)

Required

Lipka (2005) CS Math in Culture
 Perry, Reybold, & Waters (2014) MM CS Occupational Choice
 Ramos (2007) CS FotoDialogo Method
 Zembylas (2005) CS Emotions in Teaching

Recommended

Ditto

DUE: Research Proposal/Draft (include HSRB approval page)

10/26 DIALOGUE: Data Collection Methods

For in-class discussion, prepare a one-page visual or narrative of your proposed data collection methods (12 copies). Identify the rationale for each choice.

SECTION 3 ANALYZING CASE STUDY RESEARCH DATA

11/02 Analysis: Topical, Thematic Techniques

Required

Stake (1995) Chpt. 5
 Adair & Pastori (2011) Coding Frameworks
 Influence of researcher expectations on collaborative interpretation.
 Attride-Stirling (2001) Thematic Networks
 Basic organization of emergent coding-to-analysis schema.
 Hsieh & Shannon (2005) Content Analysis in QR
 Offers types of coding relevant to theory- or concept-initiated analysis.

Recommended

Ditto

11/09 Analysis: Iterative, Theorizing Techniques

Required

Stake (2006) Chpt. 3, 9
 Corbin & Strauss (1990) Grounded Theory methods, CCA
 Reybold et al. (2014) CS Counselor Educators' Practitioner-Faculty Dialectic

Recommended

Ditto

11/16 Analysis: Topical? Theoretical? Grounded Theory?Required

Reybold (2003) Pathways to the Professorate*
 Reybold et al. (2012) CS Dissertation Advising**

Recommended

*Choose at least one article from this list (articles are from my longitudinal GT study of faculty identity; we will discuss these in relation to the Pathways article).

1. Reybold (2005) Surrendering the Dream, Faculty Disillusionment
2. Reybold (2008) Practitioner-Faculty Dialectic
3. Reybold (2008) Social & Political Structuring of Faculty Ethics
4. Reybold & Alamia (2008) Academic Transitions
5. Reybold & Corda (2011) Faculty Service

**Choose at least one article from this list (articles include institution-based analyses/evaluations).

1. Halx & Reybold (2005) CS Pedagogy of Force
2. Reybold, Halx, & Jimenez (2008) CS Prof'l Integrity in Student Affairs
3. Reybold & Halx (2012) CS Meaning of Interdisciplinarity

11/23 DIALOGUE: Qualitative Methods of Analysis

For in-class discussion, prepare a one-page visual and/or narrative of your proposed data analysis methods (10 copies). Be sure to identify the rationale for each choice and how each contributes to your research questions and goals of your study. This is not graded! However, it is integral to your paper.

SECTION 4 DISSEMINATION OF CASE STUDY RESEARCH

11/30 Writing the Case StudyRequired

Stake (1995) Chpts. 8-9
 Stake (2006) Chpt. 5

Recommended

See student examples posted to Blackboard.

12/07 CASE STUDY REPORTS

DUE: Final project portfolio (paper and ALL original graded and non-graded assignments WITH MY COMMENTS).

Participation Criteria

Participation is not equivalent to attendance! The following criteria are expected:

- Prepared for discussion and tasks. This includes reading material and attending any team meetings.
- Maintains balance between speaking and listening roles. I do not expect you to ‘time’ yourself; be aware, though, ‘strong’ personalities overpower a discussion. Monitor your team and classroom interactions!
- Listens attentively and offers constructive feedback. All contributions should be considered and negotiated.
- Accepts diversity in viewpoints and negotiates differences. You are not expected to agree with one another at all times! However, we will be respectful and professional.
- Shares leadership roles. While it is comfortable to let ‘managers’ and ‘organizers’ plan team strategy, this will result in a vision defined by one person.

Project Proposal Guidelines

Quality research stems from a well-thought-out proposal. The research proposal includes three general areas: (1) what you are interested in studying—purpose and research focus, (2) why you should conduct the study—significance and benefits to practice and society, and (3) how you will go about doing the study—methodology.

- The purpose of the study should be a well-worded, concise statement of research intent. Keep in mind your resources, unit of analysis, and audience. Remember, your purpose guides the entire research process—keep it relevant, balanced, and doable!!!
- The significance of the study should include a statement of how your research will contribute to either your field of study or to practice. This section requires you to think ahead of your project and to envision the impact of the study.
- Your methodology is a statement of expected methods choices—this section will evolve during the research process. This section should address design, site and/or sample selection, data collection methods, and data analysis techniques.

A research proposal is written in narrative form, and departments/fields of practice usually have expectations/guidelines for research proposals. Please check with your program about proposal format. Also, please keep in mind the expectations for good writing. (Maximum length is 10 pages, not including title page, abstract, references, and appendices.)

Research Paper & Presentation Guidelines

Assignment: You will conduct a case study based on your research interests. A minimum of three data collection event per person are required to complete the study and may include face-to-face depth interview, observation, and journal or document analysis. Data will be transcribed, coded, and analyzed according to criteria discussed in class.

Length: Suggested minimum length is 15 pages. Maximum length is 20 pages. (Title page, abstract, references, and appendices are not included in page count.)

Style Format: APA 6th edition

This assignment requires the integration of knowledge and application of basic data collection and analysis techniques for case study research projects. It is a research study and will be evaluated according to general standards of qualitative research criteria. The presentation and paper should address the following:

- Introduction (introduction to study, problem statement, purpose of study, research questions)
- Literature Review (conceptual/theoretical framework only)
- Methods (design, methods of data collection and analysis, sample selection, rigor)
- Findings (emerging themes/categories, supporting evidence)
- Discussion and Recommendations (critique of methods, limitations, further research)

The research paper will also include appendixes and references. (Appendixes should include a copy of your IRB approval page.)

Points are not based on the findings of the study—this assignment is to evaluate your knowledge and use and critique of qualitative case study methodology. However, the findings should be relevant, supporting the purpose of the study. The following areas will be evaluated:

- Logic—reasoning is rational, conclusive, and well supported
- Clarity—presentation is clear and concise
- Flow—material is arranged logically
- Support—evidence supports findings/arguments
- Defense—answers to questions are concise, direct, and well supported
- Fit—findings/discussion fit purpose/problem
- Rigor—attention to rigor in research design and project implementation
- Writing style—logic, clarity, flow, technical (grammar, spelling, punctuation)

Assignments: General Guidelines/Assessment Rubric

___	20%	Problem/Purpose Development	R/C___	I/E___	T___
___	20%	Methodology	R/C___	I/E___	T___
___	20%	Findings/Discussion	R/C___	I/E___	T___
___	20%	Critique of Methodology	R/C___	I/E___	T___
___	20%	Technical	R/C___	I/E___	T___
___	100% Total Score: Final Paper				

Reflection and Critique: avoids surface presentation and summary of topic; identifies and meets relevant need; provides neutral presentation of strengths and weaknesses of topic; evaluates strengths and weaknesses; states and supports position.

- B- Reflective on experience and personal opinions; no critique
- B Reflective on experience; reflection of material and/or theory embedded
- B+ Reflective of material and/or theory
- A- Critique initiated; critique lacks validity and is not maintained
- A Critique initiated; critique is valid but not maintained
- A+ Critique initiated; critique is valid and well maintained

Integration and Evidence: provides comprehensive connections across course material (*i.e.*, readings, discussions, previous learning, and personal experiences); balances theory and practice; provides appropriate and adequate support for ideas, facts, and propositions.

- B- Material **OR** experience integrated to some degree; inadequate support
- B Material **AND** experience integrated to some degree; inadequate support
- B+ Material **AND** experience integrated well; inadequate support
- A- Material **OR** experience integrated well; limited support
- A Material **AND** experience integrated well; partial support is valid but not maintained
- A+ Material **AND** experience integrated well; conclusive support is valid and maintained

Technical Soundness: characterizes professionalism and scholarship; attends to audience composition and needs; exhibits drafting and editing appropriate for graduate-level work. Marked items require attention:

___ Grammar	___ Readability	___ APA Style
___ Punctuation	___ Tone/Voice	___ Cover page
___ Spelling	___ Language	___ Abstract
___ Agreement	___ Flow	___ Citations
___ Sentence structure	___ Transitions	___ Quotations
___ Paragraph structure	___ Preview/Summary	___ References

GMU POLICIES AND RESOURCES FOR STUDENTS

- a. Students must adhere to the guidelines of the George Mason University Honor Code (See <http://oai.gmu.edu/the-mason-honor-code/>).
- b. Students must follow the university policy for Responsible Use of Computing (See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (See <http://caps.gmu.edu/>).
- e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester (See <http://ods.gmu.edu/>).
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (See <http://writingcenter.gmu.edu/>).

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website <http://gse.gmu.edu/>.