

Fall 2015

EDAD 6890

Adrienne Dixson
University of New Orleans

Follow this and additional works at: <https://scholarworks.uno.edu/syllabi>

This is an older syllabus and should not be used as a substitute for the syllabus for a current semester course.

Recommended Citation

Dixson, Adrienne, "EDAD 6890" (2015). *University of New Orleans Syllabi*. Paper 218.
<https://scholarworks.uno.edu/syllabi/218>

This Syllabus is brought to you for free and open access by ScholarWorks@UNO. It has been accepted for inclusion in University of New Orleans Syllabi by an authorized administrator of ScholarWorks@UNO. For more information, please contact scholarworks@uno.edu.

THE UNIVERSITY OF NEW ORLEANS
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
Department of Educational Leadership, Counseling and Foundations

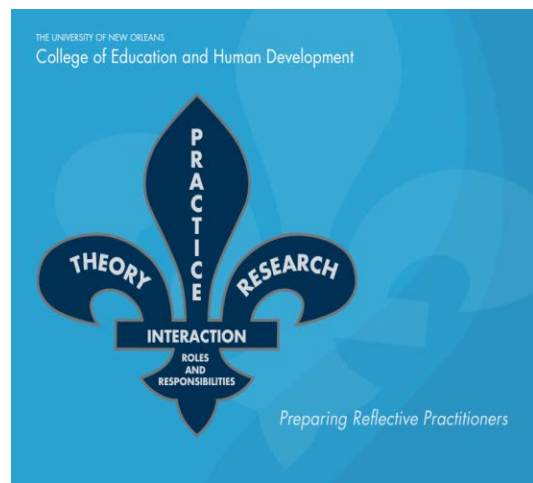
EDAD 6890 Section 601
SEMINAR IN EDUCATIONAL ADMINISTRATION
Fall 2014, Thursdays 7:00 PM – 9:45 PM
Bicentennial Education Center - Room 308B

Instructor, Adrienne Dixon, Ph.D.
Office Hours: by appt.
Email: adixon@gmail.com

College Mission: The mission of the College of Education and Human Development is to improve teaching and leadership, advance lifelong learning, and promote health and wellness through enhanced community partnerships.

Conceptual Framework

Our conceptual framework, the theory-practice-research interaction model, permeates the programs preparing candidates for professional roles in school settings. As candidates progress through their professional studies, they are introduced to formal theories and concepts that are validated by research, which along with their personally held beliefs and assumptions, inform their professional practice. The roles and responsibilities set out the broad domains for developing competence of teacher candidates viewed through the lens of the theory-practice-research interaction model. As candidates engage in various clinical and field experiences included in their program of study, observation and study of professional practices inform and refine the educational theories and concepts they construct. Our goal is to have our candidates internalize the theory-practice-research interaction model, as they develop into reflective practitioners constantly reassessing the educational theories, beliefs, and assumptions they embrace.



Course Overview:

This seminar is intended for advanced doctoral students in educational administration. Both the content and activities of the seminar will prepare students to eventually compose the dissertation proposal. In brief, the purposes of this course are to facilitate students'

- identification and elaboration of the research problem, purpose, objectives, questions and/or hypotheses;
- review of literature related to the research problem;
- development, refinement and explanation or interpretation of a conceptual framework that clearly relates the research problem to relevant themes represented in and drawn from the literature on previous research; and finally
- development of methodological plans for the collection and analysis of data to be undertaken in order to achieve the purpose of the study.

Course Goals:

- The exploration of various research traditions in education, the assumptions underlying these traditions, and the varying purposes of research within these traditions.
- The analysis of research in education and social sciences in order to develop an advanced understanding of the concepts, terms, and symbols used in research within the field.
- Application of skills in reading, analyzing, and critiquing research articles and scholarly publications in order to develop a framework for these activities, and to determine strengths and weaknesses of research designs and methods.

Course Objectives

- Students will develop skills in scholarly writing, the use of *APA* style guidelines, editing manuscripts in progress, and giving and receiving constructive feedback regarding their writing.
- Students will examine and understand a) the identification of tentative research topics; b) the process of research for qualitative, quantitative, and mixed method approaches; and c) the assumptions or knowledge claims, strategies of inquiry, and methods of data collection/analysis that underlie, characterize, and distinguish between the qualitative, quantitative & mixed methods research approaches.
- Students will carefully identify and submit, in the form of a research prospectus, a topical outline of their pre-dissertation or other research proposal (complete with research topic, background, statement of purpose/problem statement, question(s) and/or hypotheses, theoretical framework, participants, materials, and procedure).
- Students will examine the literature on leadership theory relevant to their proposed research topics.
- Students will develop a theoretical framework to support proposed research.
- Students will review the components of the dissertation and UNO's guidelines for its completion.
- Students will review the policy and procedures set forth by UNO's Institutional Review Board (IRB).
- Students will read and critique sample dissertations in their field.
- Students will conduct a comprehensive, critical and integrative review of the literature related to their research topic or problem.

- Students will examine carefully and outline thoroughly – with narrative explanation of each point – an appropriate set of methodological plans for conducting the proposed study, using a qualitative, quantitative, or mixed method approach.

Course Requirements

In this course, scholarship is viewed as a communal activity. Consistent with this theme, students will share their writing – and their reflections upon it – with others of the seminar on a regular basis in an interactive setting. Additionally, all members of the seminar are expected to post thoughtful responses to class discussions, prompts, etc. online and to complete all assignments in a timely manner, and be well prepared for class activities.

Based on the premise that writing is thinking, students are expected to complete regular writing assignments in order to formulate, express, and refine their ideas throughout the semester. The written assignments are intended specifically to help students think through the issues related to their research problems, their literature reviews, their theoretical frameworks, and methodological plans for their pre-dissertations and research projects informing their dissertations. All written work in this course is aimed toward the accomplishment of the overarching goal of the two-semester sequence of dissertation seminars (EDAD 6890 & 6997), which is the development of the dissertation proposal. Each additional written assignment should constitute a refinement of previous efforts, reflecting additional reading of the literature and incorporating feedback from the instructor, other students, and your major professor, as appropriate.

Evaluated Activities Course Assignments and Expectations

All assignments are to be submitted on time. Late submission of assignments will not be accepted unless a written request is submitted by the student and approved by the professor. The following evaluated activities are assigned to facilitate learning opportunities. Your grade in this course is derived from these assignments, which are structured to aid you in your doctoral journey. As a student in this course, much of your performance will be evaluated according to your overall participation as demonstrated through your performance on the following activities:

ACTIVITIES AND ASSIGNMENTS	
Class Participation	= 15 points
Developing a Theoretical Framework	= 10 points
Statement of the Problem	= 20 points
Review of the Literature	= 15 points
Research Methods	= 15 points
Final Submission of Research Prospectus	= 25 points
Total Possible Points = 100 points	

GRADING SCALE

100 – 90 = A

89 – 80 = B

79 – 70 = C
69 – 60 = D
Below 60 = F

Class discussion is a primary learning tool for this course and therefore your participation and adequate preparation are essential. Students are expected to bring questions, issues, critical comments, and insights from readings, media resources, and personal experiences that relate to leadership theory, leader behavior, and organizations to each discussion. Together with the instructor, students are expected to exhibit behaviors that create a mutually supportive and challenging dialogue.

Required Textbooks

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association. ISBN#: 978-1-4338-0561-5

Leedy, P. D., & Ormrod, J. E. (2009). *Practical research: Planning and design* (9th ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall. ISBN #: 978-0-13-715242-1

Rudestam K.E., & Newton, R.R. (2007). *Surviving your dissertation: A comprehensive guide to content and process* (3rd ed.). Thousand Oaks, CA: Sage Publications. ISBN#: 978-1-4129-1679-0

On-line Journals

Academic Leadership: The Online Journal

http://www.academicleadership.org/empirical_research/index.shtml

Educational Leadership Journals and Holdings

<http://library.ucf.edu/Reference/Guides/EducationJournals/EducationalLeadership.asp>

Journal of Cases in Educational Leadership

<http://www.sagepub.com/journalsProdManSub.nav?prodId=Journal201765>

International Journal of Leadership in Education

<http://www.tandf.co.uk/journals/cfp/tedlcfp.pdf>

Equity and Excellence in Education

<http://www.eee-journal.com>

<http://www.tandf.co.uk/journals/titles/10665684.asp>

On-line Resources

Online Resources in Educational Leadership and Policy

<http://www.edst.purdue.edu/mcinerney/main/edadmin.htm>

Boote, D. N., & Beile, P. (2005). Scholars before researcher: On the centrality of the dissertation literature review in research preparation. *Educational Researcher*, 34(6), 3-15.

http://www.era.net/uploadedFiles/Publications/Journals/Educational_Researcher/3406/Boote.pdf

Hofmann, R. Eight Questions About Qualitative and Quantitative Research. Miami University.

<http://kerlins.net/bobbi/research/qualresearch/bibliography/8questions.html>

Johnson, B., & Christensen, L. (2nd Edition). Educational research quantitative, qualitative, and mixed approaches. http://www.southalabama.edu/coe/bset/johnson/dr_johnson/2textbook.htm

Levine, S. J. (1998). *Writing and Presenting Your Thesis or Dissertation*. East Lansing, Michigan: Michigan State University. <http://www.learnerassociates.net/dissthes/>

On-line Resources (cont.)

Olson, H. Quantitative “versus” Qualitative Research: The Wrong Question. University of Alberta.
<http://www.ualberta.ca/dept/slis/cais/olson.htm>

Taylor, D. (2005). *The Literature Review: A Few Tips on Conducting It*. Toronto, Canada: University of Toronto. <http://www.utoronto.ca/writing/litrev.html>

The University of Melbourne (2002). *Conducting a Literature Review*. The University of Melbourne.
<http://www.lib.unimelb.edu.au/postgrad/litreview/gettingstarted.html>

Tillman, L. C. (2002). Culturally sensitive research approaches: An African-American perspective.
Educational Researcher, 31(9), 3-12.
http://35.8.171.42/aera/pubs/er/pdf/vol31_09/AERA310902.pdf

UW-Madison Writing Center (2004). Review of Literature University of Wisconsin- Madison.
<http://www.wisc.edu/writing/Handbook/ReviewofLiterature.html>

Statement on Students with Disabilities:

It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities should contact the Office of Disability Services as well as their instructors to discuss their individual needs for accommodations. For more information, please go to <http://www.ods.uno.edu>.

Statement on Academic Integrity: Academic integrity is fundamental to the process of learning and evaluating academic performance. Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to, the following: cheating, plagiarism, tampering with academic records and examinations, falsifying identity, and being an accessory to acts of academic dishonesty. Refer to the Student Code of Conduct for further information. The Code is available online at <http://www.studentaffairs.uno.edu>.

Other Course Policies and Expectations:

University of New Orleans policies as articulated in the UNO Student Policy Manual apply in this course.

SEMINAR IN EDUCATIONAL ADMINISTRATION EDAD 6890 – Section 601 COURSE OUTLINE Fall 2015	
Week of...	Assignment/Activity
Ongoing	Class Participation (15 points)
August	
Week#1 8/20	Instructor at American Sociological Ass'n
Week#2 8/27	<p>Review of Syllabus Introductions</p> <p>The Research Enterprise Assigned Reading: L & O: What is Research? (9th Ed.Ch 1, 10th Ed. Ch. 1 pp.1-7) R&N: the Research Process (chpt. 1)</p> <p>Exercise: Sustained Silent Reading of Selected Reading Materials</p> <ul style="list-style-type: none"> ○ <i>The Practice of Social Research</i> (Babbie) ○ <i>Making Social Science Matter</i> (Flyvbjerg) ○ <i>Action Research for Teacher: Traveling the Yellow Brick Road</i> (Arhar, Holly, & Kasten) ○ <i>Educational Research: Planning, Conducting and Evaluating Qualitative and Qualitative Research</i> (Creswell) ○ <i>Issues in Education Research: Problems and Possibilities</i> (Lagemann & Shulman) <p>Establishing a Foundation for Setting My Research Agenda</p> <p>Exercise: Realms of Concern and Influence Preliminary Problem Statement (6 statements activity)</p>
September	
Week#3 9/3	<p>The Research Problem 2Assigned Reading: L & O - Tools of Research (9th Ed. ch. 2, 10th Ed. ch. 1 pp.7-26) L & O - The Problem: The Heart of Research (9th Ed. ch. 3, 10th Ed. ch. 2) Dissertation Craftsmanship by Kerchner R & N – Selecting a Suitable Topic (chpt. 2) and Literature Review and Statement of the Problem (chpt. 4)</p> <p>Exercise: Finding a Legitimate Problem Framing a Researchable Question Planning the Intro for Chapter 1: Locating the “Hook”</p>

Week#4 9/10 Post 9/10 Replies: 9/13	Thinking About the Theoretical / Conceptual Framework Class Meeting Via Moodle Assigned Reading: A World Apart: New Paradigms of Leadership – ASHE Higher Education Report A World Anew: Latest Theories in Leadership – ASHE Higher Education Report
Week#5 9/17 Moodle	Writing a Conceptual/Theoretical Framework Exercises: Prepping for and Drafting the Framework Assigned Reading Conceptual Framework: What do you think is Going On? (Maxwell, 2005) Exercise Drafting your Theoretical Framework Assignment: Developing a Theoretical Framework (10 points) – Due October 9th
Week#6 9/24	The Research Prospectus Assigned Reading: L&O: Planning Your Research Project (9 th Ed. ch. 5, 10 th Ed. ch. 4) L&O: Writing the Research Proposal (9 th Ed. ch. 6, 10 th Ed. ch. 5) Assignment: Developing a Theoretical Framework (10 points) – Due October 9th
October	
Week#7 10/1	The Best of What's Around: Recent Dissertations and Dissertators Assigned Reading: Selected Dissertations- Read one complete dissertation on the same topic as you've selected. Ask your advisor for a recommendation. Guest Panelists Exercises: Dissertation Review Debrief Assignment: Research Problem: First Draft (20 points) – Due October 23rd
Week#8 10/8 Moodle	Human Subjects Class Meeting Via Moodle Assignment due: Theoretical Framework Assigned Reading: R & N – Informed Consent and Other Ethical Concerns (Chpt. 13) Explore the Webpage for UNO's Institutional Review Board. http://www.humansubjects.uno.edu/ Assignment: Complete the 2-hour tutorial found under Helpful Links, NIH Certification. http://cme.cancer.gov/clinicaltrials/learning/humanparticipant-protections.asp
Week#9 10/15	UNO Mid-semester break. NO CLASS

Week#10 10/22	Reviewing the Literature Assigned Reading: L & O Review of the Related Literature (9th Ed. ch. 4, 10 th Ed. ch. 3) Re-visit R & N chpt. 4 (Lit. review sections) Exercise: Cataloging relevant literature (<i>Note: Bring pertinent literature to class with you.</i>) Assignment: Literature Review: Organizing the Literature to Support Your Stance (15 points) – Due Nov. 13th
Week#11 10/29 Library/ Lit. Review Day	Research Day Note: The Class will not meet formally. You may opt to meet with your classmates or study partner(s) at the library to complete work on your literature review or you may work independently from another location. Exercise: Creating an Excel spreadsheet for literature analysis

November	
Week#12 11/5	Research Methods (Qual.) Assigned Reading: L&O: Qualitative Research (9th Ed. ch. 7, 10 th Ed. ch. 6) L&O: Historical Research (9 th Ed. ch. 8, 10 th Ed. ch. 7) Exercise: Draft a 1 page proposal related (but not directly) to your topic
Week#13 11/12	Research Methods (Quant.) Class Meeting Via Moodle Assigned Reading: L&O: Descriptive Research (9 th Ed. ch. 9, 10 th Ed. ch. 8) L&O: Experimental and Ex Post Facto Designs (9 th Ed. ch. 10, 10 th Ed. ch. 9) L&O: Mixed Methods Research (ch. 10 only in 10 th Ed.) Exercise: Understanding Quantitative Research <u>External Links</u> 1. Go to http://www.wilderdom.com/tools.html Exercise: Draft a 1 page proposal related (but not directly) to your topic Upcoming Assignment: Outlining Your Methodology: Chapter 3 (15 points) – Due November 30th
Week#14 11/19	Writing the Methods Section Assigned Reading: R & N: The Method Chapter (chpt. 5) L & O: Technical Details: Style, Format, and Organization of the Research Report Ch 12 (same in 9 th / 10 th Eds.) R & N: Guidelines for the Presentation of Numbers in the Dissertation (chpt. 12) Exercise:

	<p>Methodology: Moving Past the Chapter 3 Outline</p> <p>Guest Speaker: Amanda Athey, UNO Graduate School (Submitting the Dissertation)</p> <p>Developing a Defensible First Draft: Research Prospectus for Dissertation (25 points) Due November 30th</p>
11/26	<p>NO CLASS MEETING – THANKSGIVING DAY</p> <p>Due by 11/30: Defensible First Draft: Research Prospectus for Dissertation via email (addixson@gmail.com)</p>
December	
Week#15 12/3	<p>EDAD Poster Session / Mock Defenses part 1</p> <p>Class will participate in the EDAD program winter poster session from 7-8 PM</p> <p>Mock defense will begin at 8:15</p> <p>Exercise: Mock Defense of Research Prospectus Final Draft: Research Prospectus for Dissertation (25 points) Due December 11TH</p>
Week#16 12/10	<p>Mock Defenses part 2</p> <p>Submit final Deliverable: Research Prospectus to bbeabout@uno.edu</p> <p>Reading Assignment: R & N – Overcoming Barriers (chpt. 9) and Writing (chpt. 10)</p> <p>Mock Defense of Research Prospectus Naming and Confronting Dissertation Research Fears Making Time to Make It Happen – Calendar / Scheduling</p>

Bibliography of Recent Works

- Bickman, Leonard & Rog, Debra, J. (eds.). 2009. [The Sage handbook of applied social research methods](#). 2nd ed. Thousand Oaks: Sage Publications.
- Bogdan, Robert & Biklen, Sari Knopp. 2007. [Qualitative research for education: an introduction to theory and methods](#). 5th ed. Boston: Pearson/Allyn and Bacon.
- Briggs, Ann R.J. & Coleman, Marianne.(eds.). 2007. Research methods in educational leadership and management. 2nd ed. Los Angeles ; London: Sage Publications.
- Burton, Neil & Brundrett, Mark & Jones, Marion. 2008. [Doing your education research project](#). Los Angeles: SAGE.
- Cohen, Louis & Manion, Lawrence & Morrison, Keith. 2008. [Research methods in education \[electronic book\]](#). 6th ed. London; New York: RoutledgeFalmer.
- Cox, James, & Cox, Keni Brayton. 2008. [Your opinion, please: how to build the best questionnaires in the field of education](#). 2nd ed. Thousand Oaks, CA : Corwin Press.
- Creswell, John W. 2008. [Educational research: planning, conducting, and evaluating quantitative and qualitative research](#). 3rd ed. Harlow: Prentice Hall.
- Dressman, Mark 2008. [Using social theory in educational research: a practical guide](#). New York; London: Routledge: [Imprint of the] Taylor & Francis Group.
- Fowler, Floyd J. 2009. [Survey research methods](#).. (Applied social research methods series; 14th ed). Thousand Oaks: Sage Publications.
- Hatch, J. Amos. (ed.) 2007. [Early childhood qualitative research](#). New York: Routledge.
- Kelly, Anthony E. & Lesh, Richard A. & Baek, John Y. (eds.). 2008. [Handbook of design research methods in education : innovations in science, technology, engineering, and mathematics learning and teaching](#). New York: Routledge.
- Latess, Joseph, D. 2008. [Focus-group research for school improvement: what are they thinking?](#) Lanham: Rowman & Littlefield Education.
- Mills, Geoffrey, E. 2007. [Action research: a guide for the teacher researcher](#). 3rd ed. Upper Saddle River, N.J.: Pearson Merrill Prentice Hall.
- O'Donoghue, Tom A. 2007. [Planning your qualitative research project: an introduction to interpretivist research in education](#). London; New York: Routledge.
- Slavin, Robert E. 2007. [Educational research in an age of accountability](#). Boston: Pearson.

- Teddlie, Charles & Tashakkori, Abbas. 2009. [Foundations of mixed methods research: integrating quantitative and qualitative techniques in the social and behavioral sciences](#). London: SAGE.
- Wyse, Dominic. 2007. [The good writing guide for education students](#). 2nd ed. Los Angeles: SAGE Publications.

Bibliography of Less Recent Works

- Bentz, V. M. and Shapiro, J. J. (1998). *Mindful Inquiry in Social Research*. Sage Publications.
- Bickman, L., and Rog, D. J. (eds.) (1988). *Handbook of Applied Social Research Methods*. Thousand Oaks, CA: Sage.
- Bloome, D. (Nov. 2006). What Counts as Evidence in Researching Spoken and Written Discourses? *Research in the Teaching of English*, 41(2).
- Bogdan, R. C. and Biklen, S. K. (1992). *Qualitative Research for Education: An Introduction to Theory and Methods*. Boston, MA: Allyn and Bacon.
- Chalmers, A. F. (1990). *Science and its Fabrication*. Milton Keynes: Open University Press.
- Coffey, A., and Atkinson, P. (1996). *Making Sense of Qualitative Data: Complementary Research Strategies*. Thousand Oaks, CA: Sage.
- Cook, T. D. and Shadish, W. R. (1986). Program evaluation: The Worldly Science. *Annual Review of Psychology*, 37, 193-232.
- Creswell, J. W. (1997). *Qualitative Inquiry and Research Design : Choosing Among Five Traditions*. Thousand Oaks, CA: Sage.
- Creswell, J. W. (1994). *Research design: Qualitative and quantitative approaches*. Thousand Oaks, CA: Sage.
- Crotty, M. (1998). *Foundations of Social Research: Meaning and Perspective in the Research Process* ISBN: 186448604X
- Denzin, N. K. (1978). *The Research Act*. Chicago, IL: Adline.
- Denzin, N. K. (1989). *Interpretive Interactionism*. Newbury Park, CA: Sage Publications.
- Denzin, N. K. and Lincoln, Y. S. (Eds.) (1994). *Handbook of Qualitative Research*. Thousand Oaks, CA: Sage Publications.

- Eisner and Peshkin (Eds) (1990). *Qualitative Inquiry in Education: The Continuing Debate*. Teachers College, Columbia University.
- Erickson, F. (1986). *Qualitative Methods in Research on Teaching*. In M. C. Whittrock (ed.), *Handbook of Research on Teaching*. (3rd ed.) Old Tappan, NJ: Macmillan.
- Festinger, L. (1954). A Theory of Social Comparison Processes. *Human Relations*, 5, 117-140.
- Feyerabend, P. (1981). *Problems of Empiricism*. Cambridge: Cambridge University Press.
- Flinders, D. J., and Mills, G. E. (1993). *Theory and Concepts in Qualitative Research*. New York: Teachers College Press.
- Foddy, W. (1993). *Constructing Questions for Interviews and Questionnaires: Theory and Practice in Social Research*. Cambridge, UK: Cambridge University Press.
- Frost, P. and Stablein, R. (Eds) (1992). *Doing Exemplary Research*. Newbury Park, CA: Sage Publications.
- Guba, E. G. and Lincoln, Y. S. (1981). *Effective Evaluation: Improving the Usefulness of Evaluation Results Through Responsive and Naturalistic Approaches*. San Francisco, CA: Jossey-Bass.
- Guba, E. (Ed.) (1990). *The Paradigm Dialog*. Newbury Park, CA: Sage Publications.
- Hakim, C. (1987). *Research Design: Strategies and Choices in The Design of Social Research*. London: Allen & Unwin.
- Kirk, J. and Miller, M. L. (1986). *Reliability and Validity in Qualitative Research*. Beverly Hills, CA: Sage Publications.
- Kuhn, T. S. (1986). *The Structure of Scientific Revolutions*. (2nd Edition) Chicago, IL: University of Chicago Press.
- Lakatos, I. and Musgrave, R. (Eds) (1972). *Criticism and the Growth of Knowledge*. London: Cambridge University Press.
- Lakoff, George and Johnson, Mark. (1980). *Metaphors We Live By*. Chicago: University of Chicago Press.
- Lancy, D. F. (1993). *Qualitative Research in Education: An Introduction to the Major Traditions*. White Plains, NY: Longman.

- Lawler, E. E., III, Mohrman, A. M., Jr., Mohrman, S. A., Ledford, G.E., Jr. and Cummings, T. G., (Eds) (1985). *Doing Research that is Useful for Theory and Practice*. San Francisco, CA: Jossey-Bass.
- LeCompte, M. D., Millroy, W. L. and Preissle, J. (1992). *The Handbook of Qualitative Research in Education*. San Diego, CA: Academic Press.
- Lincoln, Y. S. and Denzin, N. K. (1994). *The Fifth Moment*. In Norman K. Denzin and Yvonna S. Lincoln, (Eds.), *Handbook of Qualitative Research*. Thousand Oaks, CA: Sage Publications.
- Marshall, C., and Rossman, G. (1995). *Designing Qualitative Research*. (2nd ed.) Thousand Oaks, CA: Sage.
- Maxwell, J.A. (1998). *Designing a Qualitative Study*. In L. Bickman and D. J. Rog (eds.), *Handbook of Applied Social Research Methods*. Thousand Oaks, CA: Sage.
- Meloy, J. M. (1995). *Writing the Qualitative Dissertation: Understanding by Doing*. Hillsdale, NJ: Lawrence Erlbaum Associates.
- Minnis, J. R. (1985). *Ethnography, Case Study, Grounded Theory and Distance Education Research*. *Journal of Distance Education*, 6(2), 189-198.
- Morgan, G. (Ed.) (1983). *Beyond Method: Strategies for Social Research*. Beverly Hills, CA: Sage Publications.
- Olesen, V. (1994). *Feminisms and Models of Qualitative Research*. (1994). *Rethinking Critical Theory and Qualitative Research*. In Norman K. Denzin and Yvonna S. Lincoln, (Eds.), *Handbook of Qualitative Research*, p. 158-174, Thousand Oaks, CA: Sage Publications.
- Patton, M. Q. (1985, April). *Quality in Qualitative Research: Methodological Principles and Recent Developments*. Address to the American Educational Research Association, Chicago.
- Patton, Michael Quinn. (1990). *Qualitative Evaluation and Research Methods* (2nd edition). Thousand Oaks, CA: Sage.
- Phillips, D. C. (1987). *Philosophy, Science and Social Inquiry: Contemporary Methodological Controversies in Social Science and Related Applied Fields of Research*. Oxford: Pergamon Press.
- Poland, B. (1995). *Transcription quality as an aspect of rigor in qualitative research*. *Qualitative Inquiry*, 1, 3, 290-310, Sage.
- Punch, M. (1986). *The Politics and Ethics of Fieldwork*. *Qualitative Research Methods Series*. Vol. 3. Thousand Oaks, CA: Sage.

Ragin, C. C. (1987). *The Comparative Method: Moving Beyond Qualitative and Quantitative Strategies*. Berkeley: University of California Press.

Research Methods Resources on the WWW

Author Mary Sue Stephenson, Ph.D. The School of Library, Archival and Information Studies The University of British Columbia.

http://www.slais.ubc.ca/resources/research_methods/general1.htm

Reason, P. (Ed.) (1988). *Human Inquiry in Action: Developments in New Paradigm Research*. Newbury Park, CA: Sage Publications.

Rist, R. C. (1994). *Influencing the Policy Process with Qualitative Research*. In Norman K. Denzin and Yvonna S. Lincoln, (Eds.), *Handbook of Qualitative Research*. Thousand Oaks, CA: Sage Publications.

Richardson, J.T.E. (Ed.) (1996). *Handbook of Qualitative Research Methods for Psychology and the Social Sciences*. BPS Books.

Robson, C. (1993). *Real World Research: A Resource for Social Scientists and Practitioner-Researchers*. Oxford, UK: Blackwell.

Schwandt, T. A. (1993). *Theory for the Moral Sciences: Crisis of Identity and Purpose*. In D. J. Flinders and G. E. Mills (eds.), *Theory and Concepts in Qualitative Research*. New York: Teachers College Press.

Scriven, M. (1991). *Evaluation Thesaurus*. (Fourth Edition). Newbury Park, CA: Sage Publications.

Shank, Gary D. (2002). *Qualitative Research: A Personal Skills Approach*. Columbus, Ohio: Merrill Prentice Hall. [Review by David Fetterman, Stanford](#)

Sherman, R. R., and Webb, R. B. (Eds) (1988). *Qualitative Research In Education: Focus and Methods*. New York, NY: Falmer Press.

Rodriguez, N. and Ryave, A. (2002). *Systematic Self-Observation*. Sage Publications.

Taylor, S. J., and Bogdan, R. (1984). *Introduction to Qualitative Research Methods: The Search for Meanings*. (2nd ed.) New York: Wiley.

Tierney, W. G. and Lincoln, Y. S. (1994). *Teaching Qualitative Methods in Higher Education*. *Review of Higher Education*, 17(2), 107-124.

Trochim, W. [Knowledge Base](#). An online textbook by Bill Trochim for an introductory course in research methods.

Walker, R. (1985). *Applied Qualitative Research*. Aldershot, UK: Gower.

Wolcott, H. F. (1990). *Writing Up Qualitative Research*. Thousand Oaks, CA: Sage.

Wolcott, H. F. (1992). Posturing in Qualitative Inquiry. In M. D. Lecompte, W. L. Millroy, and J. Preissle (eds.), *The Handbook of Qualitative Research in Education*. Orlando, FL: Academic Press.

Wolcott, H. F. (1994). *Transforming Qualitative Data: Description, Analysis, and Interpretation*. Thousand Oaks, CA: Sage.

Wolcott, H. F. (1995). *The Art of Fieldwork*. Walnut Creek, CA: Altamira.