



EDD 7111

Advanced Qualitative Research

Fall 2019

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Office Hours: Mondays & Wednesdays, 1:00pm-3:00pm, or by appointment

Department of Educational Leadership Mission Statement

The mission of the Department of Educational Leadership of the College of Education and Integrative Studies is to prepare educational leaders to serve the needs of diverse learners in a changing global society. We are committed to values of critical inquiry, social justice, reflective practice, reciprocal learning, ethical leadership, collaboration, and culturally proficient leadership in educational leadership practices, research, and scholarship in the preparation of educational leaders who will champion equity, access, advocacy, and inclusion in the educational process.

Course Description

Building on EDD 7060 (Qualitative Research Methods for School Improvement), this course aims to prepare students to design and conduct qualitative research regarding problems of practice in educational leadership. In particular, the purpose of this course is to support students in developing key methodological skills needed for their doctoral dissertations. While the main emphasis of this course is on qualitative research, we will also touch on mixed-method designs.

The central focus of the course is a pilot study—a small-scale, individual research project relevant to the student’s planned dissertation topic and methodology. Course readings have been selected in order to support the development of the pilot study. We will begin by reviewing perspectives on the development of strong research questions, explore various qualitative methodologies, practice qualitative observations and survey design, and examine strategies for approaching research ethics, positionality, trustworthiness, and limitations. We will also delve into qualitative data analysis strategies, and approaches to writing about qualitative and mixed-method findings. The course will conclude with student presentations of their pilot research, delivered in the style of an academic conference.

Learning Outcomes

As a result of taking this course, students will be able to:

1. Design a qualitative or mixed-method research study to investigate a problem of practice in educational leadership.
 - a. Develop closely aligned research questions and methods, grounded in scholarly literature.
 - b. Anticipate ethical challenges and plan to minimize risk to participants.
 - c. Plan strategies to ensure trustworthiness of findings.
 - d. Identify key limitations of the research design.
2. Collect data using qualitative methods, such as observations and interviews.
3. Design effective survey questions.
4. Analyze qualitative data through iterative cycles of memos, coding, and data displays, leading to the development of findings in response to research questions.
5. Critically reflect on the role of researcher positionality in research design, data collection, and analysis.
6. Write a qualitative research report with a detailed articulation of methods, the rationale for method selection, and findings.
7. Critically analyze qualitative research in education, and apply qualitative scholarship to leadership practice.

Prerequisites

The required prerequisite is admission to the CPP doctoral program in Educational Leadership. This course also assumes that students have successfully completed EDD 7010 (Introduction to Doctoral Studies and Dissertation Research) and EDD 7060 (Qualitative Research Methods for School Improvement).

Course Expectations

Program Norms

1. Students are expected to engage as co-participants in all courses working closely and consistently with program faculty and student colleagues.
2. Students are expected to show human concern for each of those with whom they work and study, while presenting a positive attitude and professional demeanor.
3. Students are expected to attend each class meeting, and inform the instructor in advance if an emergency arises.
4. Just as students expect instructors to be prepared, students are expected to come to class prepared, having read assignments beforehand in order to contribute fully and thoughtfully to class discussions.
5. Students are expected to work with team members collaboratively, and obtain their input when working on group exercises and projects.
6. Students are expected to engage respectfully in a dynamic classroom environment, creating and maintaining a safe place in which ideas can be explored, shared, and evaluated.

7. Students are expected to submit work that meets the academic honesty standards of Cal Poly Pomona.
8. Students are expected to respect the rights and dignity of each member of the campus community.
9. Students are expected to contact the instructor with questions, concerns, or issues that need to be addressed.
10. Students are expected to produce high-quality doctoral work consistent with doctoral academic standards, maintaining a grade point average of 3.0 (B) or better in all courses.
11. Students are expected to review their Cal Poly Pomona email address regularly and often. All course-related correspondence will be sent to official Cal Poly Pomona student email accounts. Students must also maintain storage capacity within their university email account to prevent email rejection due to a full incoming mailbox. Students are responsible for receiving information contained in email that was rejected due to a full email account.
12. Cal Poly Pomona is dedicated to complete respect for human rights and the development of the full potential of each of its individual members. Cal Poly Pomona is committed to providing an environment where all share in the common responsibility to safeguard each other's rights, encourage a mutual concern for individual growth and appreciate the benefits of a diverse campus community.

Course-Specific Norms

In addition to the program-wide norms outlined above, students are asked to:

- **Minimize the use of electronic devices.** To support active listening and a respectful classroom environment, please only use laptops/tablets when it supports, rather than interferes with, learning—such as to take notes, consult the readings, or during writing workshops. Please refrain from checking email or social media during class. If you need to respond to an urgent phone call or text, please step outside.
- **Care for yourself.** Prioritizing self-care may be difficult with the demands of doctoral study on top of your personal and professional obligations, but maintaining your health and well-being will support your success in all of these domains. Please seek out ways to manage stress and stay healthy during this especially challenging time. Counseling resources are available through [Counseling and Psychological Services](#).

Required Materials

1. Saldaña, J. (2016). *The coding manual for qualitative researchers* (third edition). Thousand Oaks, CA: SAGE Publications.
 - *Please ensure that you obtain the third edition. You will need this book by October 5th.*

2. An additional book related to the selected methodology for your pilot study. *See the recommended list at the end of this syllabus, or the recommendations at the end of Marshall & Rossman Ch 2.*
 - *Please obtain this book by September 7th.*
3. Marshall, C., & Rossman, G. B. (2014). *Designing Qualitative Research*. SAGE Publications. *(Assigned in a previous course.)*
4. Merriam, S. B., & Tisdell, E. J. (2015). *Qualitative Research: A Guide to Design and Implementation*. John Wiley & Sons. *(Assigned in a previous course.)*
5. Creswell, J. W. (2017). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. SAGE Publications. *(Assigned in a previous course.)*
6. Materials on Blackboard
7. Students will need a plan to transcribe interviews. Students may transcribe their own interviews, or they can use a transcription service. Audio transcription typically costs \$1/minute. Rev.com is one widely used transcription service. Automated transcription services are also available and are less expensive, though those tend to work only if your sound is of near-perfect quality.
8. Students are expected to have access to a computer, Microsoft Office, and internet. For data collection, students may require a field notebook, an audio recorder (a smartphone works for this), and a printer for informed consent documents.
9. Due to the relatively small amount of data for this pilot study, students are encouraged to code data by hand. However, if students wish, they may use a qualitative data analysis software package. [Dedoose](#), [Atlas.ti](#), and [NVivo](#) are popular software programs. Atlas.ti is available on lab computers. Currently in beta-testing, [Delve](#) is a new program that aims to provide a user-friendly interface for coding interview transcripts (contact me if you'd like an invitation to beta-test Delve).

Recommended Materials

Students may find the following materials to be helpful in supplementing or extending course content:

- American Psychological Association (2009). *Publication Manual of the American Psychological Association, 6th Edition*. American Psychological Association (APA). *Note: the 7th edition will be coming out in October 2019.*
- Cochran-Smith, M., & Lytle, S. L. (2015). *Inquiry as Stance: Practitioner Research for the Next Generation*. Teachers College Press.
- Maxwell, J. A. (2013). *Qualitative research design: An interactive approach*. Thousand Oaks, CA: SAGE Publications.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook*. Thousand Oaks, CA: SAGE Publications.

Course Assignments

Dissertation Pilot Study

Students will complete a pilot study relevant to their intended dissertation topic using qualitative methods. For the time restrictions of this class, students are encouraged to develop a study design that will require roughly 4-6 hours of qualitative data collection (for example, 4 half hour interviews and a 2-hour observation).

In order to take advantage of the qualitative focus of this course and develop a pilot study that can be completed within a single semester, students planning a mixed method dissertation study are invited to pursue one of two options:

1. Students might choose to focus solely on the qualitative aspect of their design for this pilot project in order to explore those methods in-depth. The pilot study, while qualitative, will nevertheless offer useful implications for the final mixed-method design. This approach is analogous to the qualitative phase of an exploratory sequential mixed methods design.
2. Students may pursue a simple mixed-method pilot study that includes rigorous qualitative methods as well as descriptive analyses of quantitative data (such as a survey or administrative data). Due to the limited time and the course emphasis on qualitative methods, more advanced quantitative approaches (e.g., regression analyses, hierarchical linear modeling, quasi-experimental designs) are beyond the scope of this assignment.

The final pilot study paper will include:

- A. Introduction (What is the problem this study addresses, and why is this study needed? How will this study inform practice? What are your research questions?)
- B. Literature Review and Conceptual Framework (What does existing research say about this issue? What theoretical framework(s) are you using to guide your inquiry? Based on existing research or theory, what are the key concepts that are important to examine, and how do they relate to one another?)
- C. Method (What is this methodology, and why is it appropriate for this study? How did you collect and analyze data? How did you address issues of ethics, positionality, and trustworthiness? What are the limitations of your study? Be sure to cite your selected methodology book and course readings in this section.)
- D. Findings (What answers did your data reveal in relation to your questions? What key themes emerged in the data?)
- E. Reflection and Implications for Dissertation and Practice (What did you learn from conducting this pilot study? What are the implications for your dissertation project? What are the implications for your practice as an educational leader?)

- F. An appendix with data collection protocols, informed consent documents, and analysis tools (codes, displays).

This assignment is broken down into the following steps (see the course schedule, below, for deadlines):

1. Pilot Study Part 1: a draft of the front end of your study, including your introduction, literature review and conceptual framework, selected methodology, and plan for data collection, 5-10 pages. Also include your data collection protocols and informed consent documents.
2. Pilot Study Part 2: a draft of your statements regarding ethics, positionality, trustworthiness, and limitations, 1-3 pages.
3. Memos: three informal reflections on the process of data collection and analysis (see Saldaña, 2016, for details on drafting analytic memos), roughly 1 page each.
4. Pilot Study Part 3: an outline or rough draft of your findings and implications (for peer feedback in class).
5. Final Pilot Study: parts 1-3 integrated, revised, and polished into a final paper, 15-20 pages.
6. Research Presentation: a 10-15 minute research presentation with accompanying slides, in the style of an academic conference, communicating the design, findings, and implications of your pilot study.

All page counts exclude references, tables, figures, and appendices.

Qualitative Article Analysis

In this assignment, students will closely examine the structure of a high-quality qualitative journal article. The purpose of this assignment is to strengthen students' own abilities to write qualitative research reports through careful analysis of an exemplary text, and also support students in practicing critical review and application of education research.

Students will select a qualitative article from a widely-cited, peer-reviewed education journal (see recommended list at the end of this syllabus) of relevance to educational leadership.

Students may also select a mixed-methods article that strongly emphasizes qualitative methods. This may be an article they have read in a previous class. Students should select an article that includes the following clearly identified elements:

- Research questions
- Literature review
- Conceptual or theoretical framework
- Methods (look for detailed descriptions of qualitative methods)
- Findings (look for findings that are organized into several clear themes or categories tied to the questions)

Students will analyze this article through several assignments throughout the course.

Design Map. Students will create a concept map that includes the following aspects of the project:

1. Goals (what is the study's main purpose?)
2. Conceptual framework (what are the concepts, assumptions, and lenses guiding the study?)
3. Research questions
4. Methods
5. Strategies to ensure trustworthiness.

The map will be accompanied by brief reflection (1-3 pages) that explains how the elements relate to one another (e.g., To what extent do the questions align with the conceptual framework? To the methods?)

Review of Findings. Students will describe and analyze the qualitative findings presented in the article. Focus on the findings, *not* on the discussion or conclusion. This review should be 2-4 pages, not including the outline. The review will include:

1. An outline of the article's research questions and findings (list the main headline of each finding)
2. Briefly describe the data presented to support findings. Are there quotes included, and from what sources? About how many quotes are used? Are there tables or figures used to display data? Do the author(s) use paraphrases or other strategies to describe data?
3. Discuss how the author(s) connect the raw data to the overall finding argument. Do the authors let the data stand on its own? Do the authors explain the data? Do the authors bring in elements from the conceptual framework? Are there a combination of strategies used? Give examples from the text to show the kinds of strategies the authors use to tie the data to the findings.
4. Reflect on whether you feel that the author(s) present a solid case for the relationship between the data and the findings. To what extent have they convinced you that these data support these claims? What, if anything, might be needed to strengthen these findings further? What, if anything, makes the findings compelling?

Critique. Students will write a brief reflection (3-5 pages) on the strengths, weaknesses, and applicability of the article. The reflection will include the following:

1. A brief summary of the article, including the central focus, conceptual framework, methods and findings.
2. The student's perspective on the overall strengths and/or weaknesses of this article as an example of qualitative research. Consider strengths and/or weaknesses of the research questions, methods, and approach to writing up the findings.
3. The student's reflections on the implications of this article for educational leadership. How might this article be useful to leaders? How could this article be applied in the student's own practice? If the implications are limited, what would be needed to make this article more applicable to practitioners?

Grading

Assignment Weights

- **Class Participation (10%)**
- **Article Reflection (25% total)**
 - Design Map (5%)
 - Findings Review (10%)
 - Critique (10%)
- **Pilot Study (65% total)**
 - Part 1 Draft (5%)
 - Part 2 Draft (5%)
 - Memos (5%)
 - Part 3 Outline or Rough Draft (5%)
 - Final Paper (35%)
 - Presentation (10%)

Grading Scale

93-100 = A 90-92 = A-
88-89 = B+ 83-87 = B 80-82 = B-
78-79 = C+ 73-77 = C 70-72 = C-
68-69 = D+ 63-67 = D 60-62 = D-
50-59 = F (I do not give grades below 50%)

Course Policies

- **Communication.** Please use email to reach me. I check email during business hours (M-F) and prior to our Saturday classes. I typically respond to email within one business day.
- **Office Hours.** Since the program meets on weekends, please schedule and confirm office hour appointments in advance via email.
- **Attendance.** In-class discussion and activities are a crucial element of this course, and each student's presence is a key aspect of the learning community. For this reason, attendance is required at each session and is part of the student's participation grade. If a student is unable to attend class due to an unavoidable reason such as illness, please inform me as soon as possible. I will determine an alternate assignment to complete in lieu of attending the session. If absent, students should arrange to get class notes and materials from other students.

- **Confidentiality.** Information shared about individuals, workplaces, or other potentially sensitive topics is considered to be confidential and used only for professional learning and collaboration.
- **Assignment Submission.** Deadlines allow me to plan sufficient time for grading and feedback, and to design the course around students' progress on assignments. For this reason, it is important that students submit all assignments on time. Assignments are due at 11:59pm on the due date unless otherwise specified. In the event that a deadline is not feasible due to an emergency or other obligations, please contact me via email as soon as possible to make appropriate arrangements. Without my approval for a late submission, the assignment score will be reduced by 10% per day, and assignments more than three days late will not be accepted.
- **Writing Style and Formatting.** All papers should be in APA format, 12 point Times New Roman font. This is the formatting required by the majority of education journals and is thus the norm in our field. Submit documents via Blackboard as Word files (.docx). Filenames should include the student's last name and the name of the assignment ("allbright literature review.docx"). As the writing process requires multiple rounds of feedback and revision, students are encouraged to have a peer review their drafts. All assignments should be thoroughly proofread before submission.
- **Academic Integrity.** Cal Poly Pomona students are expected to uphold standards of professionalism and academic integrity, which includes avoiding plagiarism. Incidents of plagiarism will result in an F grade on the assignment, and will be reported to the Office of Student Conduct and Integrity. Cal Poly Pomona defines plagiarism as "presenting words, ideas or work of others as one's own work. Plagiarism includes copying homework, copying lab reports, copying computer programs, using a work or portion of a work written or created by another but not crediting the source, using one's own work completed in a previous class for credit in another class without permission, paraphrasing another's work without giving credit, and borrowing or using ideas without giving credit."

University Resources

- The [Disability Resource Center](#) prescribes appropriate accommodations and provides services to students with disabilities.
- Enrolled Cal Poly Pomona students are eligible for counseling services at no charge from [Counseling and Psychological Services](#) (CAPS) and free or low-cost health care from [Student Health Services](#).
- The [Veterans Resource Center](#) offers specific support and resources for veterans.

Course Schedule

A note on previously assigned texts: Throughout the course, students are asked to revisit readings that were assigned in previous methods courses (such as the assigned chapters in Marshall & Rossman, Merriam & Tisdell, and Creswell). The purpose of this is to support students in developing an in-depth understanding of these excellent resources through multiple visits, and to minimize the cost of textbook purchasing. Students may find that, as they are now more experienced scholars than they were when they first reviewed these texts, the readings will have new and unexpected value.

Students are invited to use their judgment to determine how closely to reread—if they remember the readings vividly, they might just skim to refresh their recollection. If students do not remember the readings, or did not fully understand them in their first encounter, they are encouraged to read these texts closely.

| # | Date | Class Topic and Readings | Assignments |
|---|------|--|--|
| 1 | 8/24 | <p>Conceptual frameworks and research questions</p> <p>Luker, K. (2008). What is this a case of, anyway? In <i>Salsa dancing into the social sciences: Research in an age of info-glut</i>. Harvard University Press. (pp. 51-75)</p> <p>Marshall & Rossman, Ch. 4, The What of the Study: Building the Conceptual Framework</p> <p>Tashakkori, A., & Creswell, J. W. (2007). Editorial: Exploring the Nature of Research Questions in Mixed Methods Research. <i>Journal of Mixed Methods Research</i>, 1(3), 207–211.</p> <p>Eckerson, J. M. (2015). <i>Teacher Perspectives on Professional Development Needs for Better Serving Nebraska’s Spanish Heritage Language Learners</i>. (Doctoral dissertation). The University of Nebraska, Lincoln, Nebraska. (Review as an example of research design and method for practice-based doctoral dissertation study. Read Chapters 3 and 4 closely, skim the rest.)</p> | <p>Post initial thoughts on pilot study topic, questions, and method on Blackboard, due Tues 8/27</p> <p>Pose questions in response to 4+ peers’ pilot study ideas on Blackboard, due Tues 9/3</p> |
| 2 | 9/7 | <p>Qualitative methodologies</p> | <p>Obtain book on selected pilot study methodology by Sat 9/7</p> |

| # | Date | Class Topic and Readings | Assignments |
|---|------|--|---|
| | | <p>Merriam & Tisdell, Ch. 2, Six Common Qualitative Research Designs, and Ch. 3, Expanding the Qualitative Paradigm</p> <p>Anderson, G. L., & Herr, K. (2009). Practitioner action research and educational leadership. In S. E. Noffke & B. Somekh (Eds.), <i>Handbook of Educational Action Research</i>. Thousand Oaks, CA: SAGE.</p> <p>Solórzano, D. G., & Yosso, T. J. (2002). Critical Race Methodology: Counter-Storytelling as an Analytical Framework for Education Research. <i>Qualitative Inquiry: QI</i>, 8(1), 23–44.</p> <p>Stanton, C. R. (2014). Crossing Methodological Borders: Decolonizing Community-Based Participatory Research. <i>Qualitative Inquiry: QI</i>, 20(5), 573–583.</p> <p>Delgado Bernal, D., Burciaga, R., & Flores Carmona, J. (2012). Chicana/Latina Testimonios: Mapping the Methodological, Pedagogical, and Political. <i>Equity & Excellence in Education</i>, 45(3), 363–372.</p> <p>Design-Based Research Collective. (2003). Design-Based Research: An Emerging Paradigm for Educational Inquiry. <i>Educational Researcher</i>, 32(1), 5–8.</p> | <p>Article design map due Fri 9/6</p> |
| 3 | 9/21 | <p>Methods: Observations and surveys</p> <p>Read your selected methodology book (skim full book; read relevant sections closely to inform pilot study design)</p> <p>Emerson, R. M., Fretz, R. I., & Shaw, L. L. (2011). <i>Writing Ethnographic Fieldnotes, Second Edition</i>. University of Chicago Press. Chapters 2-3</p> <p>Creswell Ch. 10, Mixed Methods Procedures</p> | <p>Pilot Study Part 1 due Fri 9/20</p> <p>Make initial data collection plans (schedule observations and interviews, etc.)</p> |

| # | Date | Class Topic and Readings | Assignments |
|---|-------|---|--|
| | | <p>Gehlbach, H. (2015). Seven Survey Sins. <i>The Journal of Early Adolescence</i>, Vol. 35, pp. 883–897.</p> <p>Gehlbach, H., & Artino, A. R., Jr. (2018). The Survey Checklist (Manifesto). <i>Academic Medicine: Journal of the Association of American Medical Colleges</i>, 93(3), 360–366.</p> | |
| 4 | 10/5 | <p>Ethics, positionality, trustworthiness, and limitations</p> <p>Marshall & Rossman, Ch. 3, Trustworthiness and Ethics, and pp. 117-126 (“The Researcher’s Role”)</p> <p>Merriam & Tisdell, Ch. 9, Dealing with Validity, Reliability, and Ethics</p> <p>Mockler, N. (2014). When “research ethics” become “everyday ethics”: the intersection of inquiry and practice in practitioner research. <i>Educational Action Research</i>, Vol. 22, pp. 146–158.</p> <p>Milner, H. R. (2007). Race, Culture, and Researcher Positionality: Working Through Dangers Seen, Unseen, and Unforeseen. <i>Educational Researcher</i>, 36(7), 388–400.</p> <p>Allen, L. (2006). Trying not to think “straight”: Conducting focus groups with lesbian and gay youth. <i>International Journal of Qualitative Studies in Education: QSE</i>.</p> | <p>Begin data collection after receiving feedback on Pilot Study Part 1</p> <p>Memo #1 due Fri 10/4</p> <p>Pilot Study Part 2 due Sun 10/6</p> |
| 5 | 10/19 | <p>Data analysis: memos and first cycle coding</p> <p>Saldaña Ch. 1-3</p> | <p>Memo #2 due Fri 10/18</p> <p>Aim to complete data collection before 10/19</p> |

| # | Date | Class Topic and Readings | Assignments |
|---|-------|---|--|
| 6 | 11/2 | <p>Data analysis: Second cycle coding and data displays</p> <p>Saldaña Ch 4-6</p> <p>Bush-Mecenas, S., & Marsh, J. A. (2018). The DIVE Approach: Using Case-Ordered Meta-Matrices and Theory-Based Data Displays to Analyze Multiple Case Study Data. In C. R. Lochmiller (Ed.), <i>Complementary Research Methods for Educational Leadership and Policy Studies</i> (pp. 33–56). Cham: Springer International Publishing.</p> | <p>Transcribe interviews, finalize fieldnotes, and begin data analysis by 10/26 at the latest</p> <p>Memo #3 due Fri 11/1</p> <p>Article findings review due Tues 11/5</p> |
| 7 | 11/16 | <p>Developing and writing about findings</p> <p>Merriam & Tisdell, Ch. 10, Writing Up Qualitative Research</p> <p>Ponterotto, J. G., & Grieger, I. (2007). Effectively Communicating Qualitative Research. <i>The Counseling Psychologist</i>, 35(3), 404–430.</p> <p>Bryman, A. (2007). Barriers to Integrating Quantitative and Qualitative Research. <i>Journal of Mixed Methods Research</i>, 1(1), 8–22.</p> | <p>Outline or rough draft of Part 3 due Fri 11/15</p> <p>Article critique due Tues 11/19</p> |
| 8 | 12/7 | <p>Writing workshop and reflections</p> <p>Hochbein, C., & Perry, J. A. (2013). The Role of Research in the Professional Doctorate. <i>Planning & Changing</i>, 44.</p> | <p>Final Pilot Study due Sun 12/8</p> |
| 9 | 12/14 | <p>Final presentations</p> | <p>Final presentations in class (submit slides by Fri 12/13)</p> |

Recommended Methodology Books

Obtain at least one of the following books to support your pilot study. Consider a book that might also be useful for developing your dissertation proposal after this course. See also the recommended reading list in Marshall and Rossman, pp. 33-40.

Action Research and Participatory Action Research

- Cammarota, J., & Fine, M. (2010). *Revolutionizing Education: Youth Participatory Action Research in Motion*. Routledge.
- Kemmis, S., McTaggart, R., & Nixon, R. (2013). *The Action Research Planner: Doing Critical Participatory Action Research*. Springer.
- Stringer, E. T. (2013). *Action Research*. SAGE Publications.
- Reason, P., & Bradbury, H. (2001). *Handbook of action research: Participative inquiry and practice*. Sage.

Case Study

- Stake, R. E. (1995). *The Art of Case Study Research*. SAGE Publications.
- Yin, R. K. (2013). *Case Study Research: Design and Methods*. SAGE Publications.

Critical Methodological Approaches

- DeCuir-Gunby, J. T., Chapman, T.K., & Schultz, P.A. (2018). *Understanding Critical Race Research Methods and Methodologies*. Routledge.
- Denzin, N. K., Lincoln, Y. S., & Smith, L. T. (2008). *Handbook of Critical and Indigenous Methodologies*. SAGE Publications.
- Fairclough, N. (2013). *Critical discourse analysis: The critical study of language*. Routledge.
- Madison, D. S. (2012). *Critical ethnography: Method, ethics, and performance*. SAGE Publications.
- Nash, C. J. (2016). *Queer Methods and Methodologies: Intersecting Queer Theories and Social Science Research*. Routledge.
- Paris, D., & Winn, M. T. (2013). *Humanizing Research: Decolonizing Qualitative Inquiry With Youth and Communities*. SAGE Publications.
- Young, M. D., & Skrla, L. (2003). *Reconsidering Feminist Research in Educational Leadership*. SUNY Press.

Ethnography

- Emerson, R. M., Fretz, R. I., & Shaw, L. L. (2011). *Writing Ethnographic Fieldnotes, Second Edition*. University of Chicago Press.
- Fetterman, D. M. (2009). *Ethnography: Step-by-Step*. SAGE Publications.
- Wolcott, H. F. (2005). *The Art of Fieldwork*. Rowman Altamira.

Grounded Theory

- Charmaz, K. (2006). *Constructing Grounded Theory: A Practical Guide Through Qualitative Analysis*. SAGE.

- Corbin, J.M., & Strauss, A. (2014). *Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory* (4th edition). SAGE Publications, Inc.

Mixed Methods and Survey Research

- Burch, P., & Heinrich, C. J. (2015). *Mixed Methods for Policy Research and Program Evaluation*. SAGE Publications.
- Creswell, J. W., & Plano Clark, V. L. (2017). *Designing and Conducting Mixed Methods Research* (Third edition). SAGE Publications.
- Dillman, D. A., Smyth, J. D., & Christian, L. M. (2014). *Internet, Phone, Mail, and Mixed-Mode Surveys: The Tailored Design Method*. John Wiley & Sons.
- Ruel, E., Wagner, W. E., & Gillespie, B. J. (2015). *The Practice of Survey Research*. SAGE.

Narrative Inquiry

- Clandinin, J. D., & Connelly, M. F. (2004). *Narrative Inquiry: Experience and Story in Qualitative Research*. Wiley.
- Daiute, C. (2013). *Narrative Inquiry: A Dynamic Approach*. SAGE Publications.

Phenomenology

- Moustakas, C. (1994). *Phenomenological Research Methods*. SAGE Publications.
- Van Manen, M. (2016). *Researching lived experience: Human science for an action sensitive pedagogy*. Routledge.

Recommended Journals

Below is a list of recommended peer-reviewed journals for qualitative and mixed methods research in education. I have *'d some of my personal favorites. You can subscribe to new content alerts on journals' websites—this is a great way to keep up with new literature.

American Educational Research Journal*
American Journal of Education*
Anthropology & Education Quarterly
Computers & Education
Comunicar
Educational Administration Quarterly* (focuses on educational leadership)
Educational Evaluation and Policy Analysis*
Educational Policy*
Educational Psychologist
Educational Researcher*
Gender and Education
Harvard Educational Review
Higher Education
International Journal of Qualitative Methods (focuses on qualitative research, not education-specific)
International Journal of Qualitative Studies in Education (focuses on qualitative research)
The Internet and Higher Education
Journal for Research in Mathematics Education
Journal of College Student Development
Journal of Experimental Education
Journal of Higher Education
Journal of Mixed Methods Research (focuses on mixed methods research, not education-specific)
Journal of the Learning Sciences
Journal of Teacher Education
Learning and Instruction
Modern Language Journal
Qualitative Inquiry (focuses on qualitative research, not education-specific)
Qualitative Research (focuses on qualitative research, not education-specific)
Race Ethnicity and Education
Reading Research Quarterly
Research in Higher Education
The Review of Higher Education
Sociology of Education
Studies in Higher Education
Studies in Science Education
Teachers College Record
TESOL Quarterly
Theory into Practice
Urban Education*