Global Executive Ph.D. Track in Industrial Engineering
http://engineering.wayne.edu/ise/get/index.php

IE 8951: Qualitative Research Design and Methods
Syllabus – Winter 2015

Instructor: Dr. Julia C. Gluesing, Professor, Global Executive Track
Industrial and Systems Engineering

Classroom: MEB Conference Room, Industrial & Systems Engineering Department

Contact:
Email: j.gluesing@wayne.edu
Office: Room 2074, 4815 Fourth Street, Detroit, MI 48202
Office Hours: By Appointment and Online
Web Site: http://blackboard.wayne.edu

Prerequisites: Executive Ph.D. Track Candidate

Software: Atlas.ti 7 (see next page for details)

Web Site: PowerPoint Slides, articles, handouts, syllabus, answers to homework, and online access to grades are available on http://blackboard.wayne.edu. Additionally, announcements will be posted on Blackboard and emailed out to the email addresses registered on Blackboard.

Program Mission: To provide the opportunity for working executives to combine real-world experience with academic skills to create a new class of technical leaders who embrace integrative thinking, are globally aware, and are capable of producing sustainable value to any organization throughout the world.

Course Goals and Approach

Goals
At the conclusion of this course, learning partners will:

1. Understand the fundamental paradigm and concepts that form the foundation of qualitative research.
2. Learn about basic qualitative research methods, such as interviewing, observation, and using secondary data.
3. Understand how qualitative research fits with quantitative research in a mixed methods study approach.
4. Design a qualitative research study and prepare a qualitative research proposal.
5. Conduct some “pilot” qualitative research.
6. Learn the basics of how to use qualitative research software.
7. Have a foundation for continuous learning about qualitative methods and mixed methods research design, tools, and resources.

Approach
This course is designed to provide a broad overview of qualitative research design and methods and some basic practice in designing and conducting qualitative research. The course provides a holistic and systemic approach to qualitative inquiry. Qualitative research is based on exploration of a situation or context through first-hand participation, by conducting interviews, and through other data sources to understand how people describe and interpret the world around them and why they
take the perspectives or behave the way they do. The approach to qualitative research taken in this course will provide learning partners with a solid foundation in how to conduct exploratory and explanatory research from “the ground up”, connecting practical problems with literature and previous research about a topic as well as using and generating theory that can be tested quantitatively if so desired.

Course Texts, Readings, and Required Software

Texts (you are required to purchase, borrow, share, or otherwise obtain yourselves):

We will be using extensively these three books as the basic texts for this course:


Additional Readings:

Additional readings, dissertations, e-books, articles or book chapters will be posted on Blackboard for you to access online. Refer to the requirements listed in this syllabus for specific reading assignments. Readings and assignments may be adjusted during the semester to target specific student interests and needs.

Software Tools Required for IE8951

These Atlas.ti qualitative data analysis software tool listed below will provide you with a solid qualitative (and partly quantitative) toolkit that will serve you in this class and through your dissertation work and beyond. Also listed are two quantitative text analysis packages, which are optional and can supplement and enhance your qualitative data analysis.

Required

1. Atlas.ti 7 [http://www.atlasti.com] - This software is available to students as a two-year license for $99 and a semester license (six months) for $51. The software is available for both the PC and the Mac. The Mac version of the software was just introduced to the market this past year and is available at a 30% discount on the full license. The Mac version of the software does not yet have all the capabilities of the PC version, but it would be fine for this class. More will be added to the Mac version this year. Atlas.ti 7 is one of the most sophisticated qualitative software packages available. The software handles multi-media data and quantitative surveys as well as textual data. Coded data can be exported to SPSS for quantitative analysis. A primary strength of the software is the theoretical model building capability.

Optional

2. WORDij [https://www.box.com/s/486cdae032c89a1cab9] - Free (for academic use) cross-platform (Windows, Mac, Linux) text analysis software with the capability to do frequency analysis on words and word pairs and to determine the statistical difference between text documents. Has mapping capability to create semantic word networks. Has built-in capability to conduct analysis of Lexis-Nexis newspaper articles, including proper noun extraction.
3. Linguistic Inquiry and Word Count (LIWC) [http://www.liwc.net] - A text analysis software that runs in Windows or Mac, and the full version is available for $89.95. There is a light version for about $30, and you can try a people use different categories of words across a wide array of texts, including emails, speeches, poems, or transcribed daily speech. With a click of a button, you can determine the degree any text uses positive or negative emotions, self-references, causal words, and 70 other language dimensions. A good reference is: Pennebaker, James. W. 2012 The Secret Life of Pronouns: What our Words Say About Us. New York: Bloomsbury Press.

Note: Each software package has video and/or text documentation.

You are expected to purchase, download and install the Atlas.ti 7 software no later than our second class on January 22nd, which will enable you to get a jump-start on using the tools.
Course Requirements

Class Format - “Flipping the Classroom”

The course requires that you do a significant amount of background work and practical application of what is being taught during class sessions – reading, formulating a research project and designing it, practicing research through doing it yourself in the field, and trying your hand at analyzing qualitative data. The class sessions themselves will be conducted in both face-to-face and online synchronous sessions. These class sessions will be devoted to explaining and discussing key concepts and practices that are part of the reading and research you will be designing. There will be a lot of hands-on practice in class sessions to help you thoroughly understand how to do qualitative research. Class sessions will be a forum for discussion with the instructor and with your peers to receive mentoring and solve problems. Therefore, some of the material that would usually be presented as in-class lectures will be something you will be responsible for acquiring primarily through reading on our own, videos, and other posted material. Flipping the classroom this way maximizes our opportunity to work together on designing and learning how to conduct the actual research.

Homework:

You will be required to complete six written homework assignments based upon the required readings (assignments 2 through 7 as the first assignment will not be graded). Each homework assignment will be worth five points. The homework will be designed to help you learn the key concepts in the readings and the tools that are central to the objectives of this class. The homework will also help you learn how to apply research strategies. Students will be required to place an electronic copy of their completed homework assignments on Blackboard on or before the day they are due.

Participation:

Class sessions will be conducted in graduate seminar format; that is, the class meetings are intended to be interactive, with participation of, and contribution from, all members, including those who will be participating online. The proportion of the grade (20%) assigned to presentations and class participation reflects this intention. You are expected to complete the readings or video lectures for each class session before you come to class. There is a reasonable amount of reading, but most of it is not technical, so if you pace yourselves throughout the semester, you should not have a problem completing it. You are expected to purchase and install the software and review the training videos or documentation before class. Class time will be used to troubleshoot, provide examples, and mentor you with your individual projects.

Term Qualitative Research Project:

In this course you will design a qualitative research study and prepare a proposal for conducting the research based upon your chosen problem of practice and research question. The course is designed so that you can work on your study design throughout the semester beginning with the first class when you will propose your general topic for study and state why you have chosen the topic. From problem definition and refinement, you will ground the topic in literature and design an original primary research study. The finished project proposal will constitute your term research project. You will be able to refer to case examples to guide you, as well as receive mentoring from peers and the instructor. Although the research proposal will involve only limited data collection and analysis experience due to the one semester timeframe, you will have a good feel for how to do qualitative research and evaluate its quality by understanding all and practicing all the required steps.

You are to make a presentation of your research proposal on the last day of class. See detailed instructions that will be posted on Blackboard for completing the specific research report and presentation.
**Other Activities and Guest Speakers:** On occasion there may be guest speakers to enhance learning of key qualitative research concepts and practices.

**Grading:**

<table>
<thead>
<tr>
<th>Component</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>20%</td>
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<tr>
<td>Homework</td>
<td>30%</td>
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<td>Term Project</td>
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<td><strong>TOTAL</strong></td>
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This class will use Blackboard extensively. Please check Blackboard frequently for class updates.

**Special Needs:** If you have a documented disability that requires accommodations, you will need to register with Student Disability Services for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-577-3365 (TDD only). Once you have your accommodations in place, we will be glad to meet with you privately during office hours to discuss your special needs. Please refer to the SDS website for further information about students with disabilities and the services we provide for faculty and students: [http://studentdisability.wayne.edu](http://studentdisability.wayne.edu)

**Attendance:** We strongly recommend that learning partners attend all classes in person. In case of travel, join the class remotely. Contact Mr. Mark Garrison at [mark.garrison@wayne.edu](mailto:mark.garrison@wayne.edu) for making arrangements for remote participation.

**Honesty:** Learning partners registered for this course should obey the rules of academic integrity and follow the code of conduct. Please look at the following document: [http://www.doso.wayne.edu/codeofconduct.pdf](http://www.doso.wayne.edu/codeofconduct.pdf)
Class 1 – Thursday, January 22, 5:00 PM – 10:00 PM  
Introduction and Course Overview  
Fundamentals of Qualitative Research

OBJECTIVES:
- Introductions
- Provide overview of course content, requirements and expectations
- Discuss administrative logistics
  - Blackboard
  - Online Classes
- Review approaches to qualitative inquiry
- Learn about basic qualitative research methods, such as interviewing, observation, and using secondary data.
- Discuss initial “problems of practice” and research questions

ASSIGNMENTS:
Homework #1 – Write before you come to class and present in class your “Problem of Practice” using 1 – 2 slides addressing the following:
- A statement of the problem of practice (specific area of research interest or topic.)
- State why this research area is an important topic for you and what you hope to contribute, both to science and to practice, with your research.

See Assignments tab in Blackboard Course for more details.

READINGS:

<table>
<thead>
<tr>
<th>Source</th>
<th>Reading</th>
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<tbody>
<tr>
<td>Maxwell, Qualitative Research Design (also posted on Blackboard)</td>
<td>Chapter 1 – A Model for Qualitative Research Design</td>
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<tr>
<td>Miles et al., Qualitative Data Analysis (also posted on Blackboard)</td>
<td>Chapter 1 - Introduction</td>
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<tr>
<td>Blackboard</td>
<td>Sherman – The Idea of Qualitative Research</td>
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OBJECTIVES:

- Understand how research goals inform study design
- Understand the relationship between research goals and the conceptual framework for a qualitative study
- Learn how to use prior theory and research to inform your study design

ASSIGNMENTS:

Homework #2: Literature Review and Problem of Practice/Research Question Refinement

See Assignments tab in Blackboard Course for more details.

READINGS:

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<thead>
<tr>
<th>Source</th>
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<tbody>
<tr>
<td>Maxwell, Qualitative Research Design</td>
<td>Chapter 2 – Goals: Why Are You Doing This Study?</td>
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<td></td>
<td>Chapter 3 – Conceptual Framework: What Do You Think Is Going On?</td>
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<tr>
<td>Alvesson and Kärreman, Qualitative Research and Theory Development</td>
<td>Chapter 1 – The use of empirical material for theory development</td>
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<td>Chapter 2 – The role of constructions and language in empirical research</td>
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Class 3 – Thursday, February 12, 5:00 PM – 10:00 PM
Designing a Qualitative Research Study

Research Questions

Mixed methods research

OBJECTIVES:

➢ Learn the basics of designing a qualitative study
➢ Learn how to formulate good research questions
➢ Understand the role of qualitative studies in mixed methods research

ASSIGNMENTS:

TBD

READINGS:

Source                  Reading
Miles et al., Qualitative Data Analysis
Alvesson and Karreman, Qualitative Research and Theory Development
Maxwell, Qualitative Research Design
Blackboard


Chapter 1 – Understanding Mixed Methods Research
Chapter 2 – Examining Preliminary Considerations
Class 4 – **ONLINE** Thursday, February 23, 5:00 PM – 10:00 PM

Designing a Qualitative Research Study

Choosing Methods

Issues of Validity

**OBJECTIVES:**
- Understand the interrelationships among research questions, design and methods
- Develop an initial interview protocol
- Learn how to evaluate the validity of research

**ASSIGNMENTS:**
TBD

**READINGS:**

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<th>Source</th>
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<tr>
<td>Maxwell, Qualitative Research Design</td>
<td>Chapter 5 – Methods: What Will You Actually Do?</td>
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<td>Chapter 6 – Validity: How Might You Be Wrong?</td>
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<tr>
<td>Alvesson and Kärreman, Qualitative Research and Theory Development</td>
<td>Chapter 4 – A methodology of sorts for theorizing from empirical materials</td>
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<td>Chapter 5 – Illustrating the development and resolution of mysteries</td>
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Writing a Qualitative Study Research Proposal

OBJECTIVES:
- Learn how to write a research proposal that presents and justifies a qualitative research study

ASSIGNMENTS:
TBD

READINGS:

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<tr>
<th>Source</th>
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<tr>
<td>Maxwell,</td>
<td>Chapter 7 – Research Proposals: Presenting and Justifying a</td>
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<tr>
<td>*Qualitative</td>
<td>Qualitative Study</td>
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<tr>
<td><em>Research Design</em></td>
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<tr>
<td>Blackboard</td>
<td>Examples of Introductions to Qualitative Research Proposals</td>
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Class 6 – ONLINE Thursday, March 25, 5:00 PM – 10:00 PM
Writing a Qualitative Study Research Proposal (Continued)
Qualitative Research Software and Tools
Analyzing Qualitative Data

OBJECTIVES:
 Continue work on the qualitative study research proposal
 Conduct “pilot” qualitative research
 Learn basics of how to use qualitative research software and analyze pilot qualitative study data (Classes 5 and 6).

ASSIGNMENTS:
TBD

READINGS:
Source                      Reading
Miles et al., Qualitative Data Analysis
Chapter 3 – Ethical Issues in Analysis
Chapter 4 – Fundamentals of Qualitative Data Analysis

Alvesson and Kärreman, Qualitative Research and Theory
Chapter 6 – Fieldwork techniques and mystery creation
Chapter 7 – Research guided or assisted by mystery?
Class 7 –Thursday, April 9, 5:00 PM – 10:00 PM
Writing a Qualitative Study Research Proposal (continued)
Interpreting and Writing Up Qualitative Data

OBJECTIVES:
- Continue refining the qualitative study research proposal
- Learn the basics of how to interpret the findings from qualitative research.
- Learn about writing up qualitative research

ASSIGNMENTS:
TBD

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<tr>
<td>Miles et al., Qualitative Data Analysis</td>
<td>Chapter 11 – Drawing and Verifying Conclusions</td>
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<td>Chapter 12 – Writing About Qualitative Research</td>
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<td>Chapter 13 -- Closure</td>
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Class 8 – Thursday, April 23, 5:00 PM – 10:00 PM
Presentations and Discussion

OBJECTIVES:
➢ Have a foundation for continuous learning about qualitative methods and mixed methods research design, tools, and resources.

ASSIGNMENTS:
Final Research Project Report and Presentation of Findings