

EDF/EDLD 803 Qualitative Research Methods in Educational Leadership

Course Description

Credit 3 hours. Future trends, issues and problems in academic educational systems. Understanding and developing a qualitative research design. To focus, identify potential problems and solutions and develop useful and relevant theory in qualitative research.

Conceptual Framework

Southeastern Louisiana University
College of Education and Human Development
Conceptual Framework

The COEHD's Conceptual Framework provides direction for the development of effective professionals. It is a living document that continuously evolves as opportunities and challenges emerge. All aspects of this course are aligned with the Conceptual Framework, including the course objectives, field experiences and assessments. The four components of the Conceptual Framework are the institutional standards used for candidate assessment in undergraduate and graduate programs. They are Knowledge of Learner (KL), Strategies and Methods (SM), Content Knowledge (CK), and Professional Standards (PS). Diversity (DV) and Technology (TY) are included in the assessment process as themes that are integrated throughout all programs in the educational unit. The following is the link to the conceptual framework on the COEHD website:

http://www.selu.edu/acad_research/colleges/edu_hd/about/conceptual_framework/index.html

(The University of Louisiana at Lafayette has a Conceptual Framework unique to its College of Education.)

Course Objectives

Upon completion of the course, the student will be able to

- explore the field of qualitative research through the written word and electronically, to get beyond initial conceptions and generate or revise conceptual frameworks. KL
- compare and contrast qualitative and quantitative methodology in terms of historical perspective and futuristic assumptions. CK
- analyze the various aspects of a qualitative research designed dissertation, i.e., ethnography, field methods, participant observation, case study, naturalistic methods and responsive evaluation. SM TY
- synthesize all relevant information pertaining to the student's choice of study for dissertation topic. CK
- critique and evaluate case studies of qualitative research designs to be able to explore the diverse nature of qualitative research. CK TY

Diversity

Students will be prepared to function in a diverse environment and/or community.

Technology

Students will be prepared to utilize technology in their professional environment or practice.

Methodologies

Teaching strategies may include, but is not limited to discussions, lecture, demonstrations, group work, field experiences, and on-line instruction. Course content will be drawn from theory and research, from student experiences, and from discussions in and out of class sessions.

Field Experiences

Field experiences may be required in this course in order to meet the course objectives.

Course Assessment/Evaluation Method

Students will be evaluated through a combination of methods including, but not limited to written examinations, practical examinations, projects, and class participation. Each instructor reserves the right to establish additional methods of assessment.

Unit (COEHD) Assessment

An artifacts to be designated by the instructor will be placed in the student's Portfolio on Pass-Port, the unit's required electronic portfolio system.