

## CLASS SYLLABUS

ANT 3497 –Introduction to Qualitative Research Methods

Section –RVC 1248 / Fall 2024

Professor - Sheilla R. Madera, Ph.D.

Office - SIPA #334

Office Hours – By appointment

Email: [shrodrig@fiu.edu](mailto:shrodrig@fiu.edu)

### COURSE DESCRIPTION:

This course introduces students to qualitative research (QR) methods applied to investigating social science issues related to health, culture, and policy. It addresses QR methods' theoretical underpinnings, uses, and ethical considerations. Through video lectures, reading-based lessons, discussion forums, case studies, and quizzes, students will acquire the basic skills and principles needed to design appropriate, original, and responsible QR applied to social sciences. The course focuses on diverse data collection techniques and provides an overview of practical skills for analyzing qualitative data.

### COURSE OBJECTIVES:

By the end of this course, students will be able to:

- Critically assess the theoretical underpinnings of different approaches to QR
- Contrast different QR methods commonly used in social sciences
- Understand the main ethical and validity issues related to QR methods
- Formulate applied QR questions
- Identify appropriate uses for different QR techniques
- Articulate an appropriate QR design
- Identify the differences between a discourse analysis and content analysis
- Describe the process of developing a codebook for qualitative data analysis
- Describe the components of data dissemination reports/manuscripts
- Develop a QR proposal

### COURSE STRUCTURE:

This course will combine diverse activities to stimulate active student participation and critical thinking. It provides students with the intellectual tools needed for qualitative research (QR), emphasizing the skills required to write and thoroughly understand the components of a research proposal. Educational strategies will include discussion forums, small group exercises, written work, video lectures, case studies, and assessments to evaluate the comprehension and mastery of the material learned in the different modules.

### REQUIRED TEXTS AND READINGS:

The professor will provide all reading materials via Canvas.

### PROCTORED EXAM POLICY:

There are no exams in this course.

### EXPECTATIONS OF THE COURSE:

This is an online course, which means that students are fully responsible for completing the assigned work within the established parameters and dates. Therefore, students must review and follow the course calendar and weekly outlines and submit assignments by the corresponding deadline. No late work will be accepted.

### OVERVIEW OF COURSE ASSIGNMENTS:

Students will have to complete weekly assignments that will be submitted via Canvas. Deadlines for completing assignments and assessments are listed in the syllabus.

### STUDENT LEARNING ASSESSMENT:

These are the activities through which the students' performance will be evaluated.

1 – Case study (small group exercise): (10 pts.) In the context of small groups, students will analyze the qualitative methods used in the provided case study. They will identify and discuss the strengths and weakness of the methods and suggest possible improvements. The submission format will be a **2-page written report per group** (Times New Roman 12-point font & 1.5 line spacing). The evaluation rubric is the following:

- **Identification and Discussion of Methods (4 pts):**
  - Clear identification of the qualitative methods used (2 pts).
  - Thorough discussion of the strengths and weaknesses of each method (2 pts).
- **Suggestions for Improvement (2 pts):**
  - Relevant and practical suggestions for improving or substituting the methods (2 pts).
- **Reflection on Impact (2 pts) -** Insightful reflection on how the selected methods impacted the study's findings
- **Clarity and Organization (2 pts):**
  - Well-organized and clearly presented analysis (1 pt).
  - Correct grammar and spelling (1 pt).

2 – Crafting a proposal step by step - Part 1: (12 pts.) For this assessment, students are required to develop the first components of a research proposal. Work with the guidelines developed for this assessment. The evaluation rubric is the following:

- Identify the Research Problem (2 pts.)
- Contextualize the Problem (2 pts.)
- Highlight the Significance (2 pts.)
- State the Purpose of the Study (2 pts.)
- Frame Research Questions (2 pts.)
- Transform Research Questions into Specific Aims (2 pts.)
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3 – Crafting a proposal step by step - Part 2: (16 pts.)

- Design (4 pts.)
- Participants (4pts.)
- Instruments (4pts.)
- Procedure (4pts.)

***Note: Assessments #2 and #3 are designed so that students can work through the parts of the proposal. However, for the final course proposal, students are expected to elaborate on these components. That means, the proposal is a much more comprehensive and detailed project than what is required for the alluded assessments.***

**4 – Qualitative research proposal:** (50 pts.) This is the final work of the course. The proposal must be written in Times New Roman 12-point font & 1.5 line spacing. Students must develop a QR proposal including the following:

- Title page (1pt.)
- Abstract (100 words) (2 pts.)
- Significance (Includes the problem statement, the justification and relevance, the theoretical framework, and the literature review) (20 pts.)
- Specific aims (5 pts.)
- Research design and methods (20 pts.)
  - Design (4 pts.)
  - Participants (4 pts.)
  - Instruments (4 pts.)
  - Procedure (4 pts.)
  - Analysis (4 pts.)
- References (1 pt.)
- Appendixes (optional - 1 extra pt.)
- Writing quality (Absence of spelling and/or grammatical errors and good organization of ideas) (1 pt.)

**5 – Self-assessment:** (10 pts.) On a 1.5-line spacing page, the students must share how they perceive their performance in the course and how their understanding of QR has changed due to the course experience.

**6 – Assignments:** (101 pts.) Each week students must complete different activities. Each assignment has a deadline. It is important to plan ahead of time in order to complete it in a timely manner.

### GRADE BREAKDOWN:

Final grades will be based on a point system (total = 199 pts.):

- Assessments (98 pts.) – 49% of total grade
- Assignments (101 pts.) – 51% of total grade

### GRADING SCALE:

100-92.6%	A
92.5-89.6%	A-
89.5-86.6%	B+
86.5-82.6%	B
82.5-80.0%	B-
79.9-77.0%	C+
76.9-70%	C
69.9-60%	D
< 59.9%	F

### OTHER CONSIDERATIONS:

The following issues are essential to be considered since they can influence the course's progress and students' grades.

- Canvas platform – All students must be registered in the Canvas platform. Written communication in this course will take place via the Canvas Inbox.
- Discussion forums – When we engage in virtual discussions, the learning process depends on the professor's and students' interactions. It is critical that students contribute to this conversational experience by asking questions, clarifying issues, or making relevant comments to extend the material. The professor may also consider online discussions to calculate the final course grade.
- Netiquette guidelines – Netiquette is a set of rules for behaving properly online. Your professor wishes to foster a safe online learning environment. Therefore, all opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of the academic environment. Students are encouraged to comment, question, or criticize an idea but may not disrespect others. A sensitive, polite, and respectful course community must be built.
- Style of written assignments – All written assignments (e.g., QR proposal) must be in APA format.
- Format – Use MS Word, 1-inch top, bottom, side margins, and Times New Roman 12-point font. Do not use footnotes. Documents must be submitted through Canvas unless otherwise instructed.
- Timeliness – Written assignments must be sent electronically through Canvas in a Word format before midnight on the due date. No late work will be accepted. The grade book will record a zero if students submit an assignment after it is due. The only exception to this rule is that students with a bona fide excuse (death in the immediate family, major illness, etc.) provide the evidence (obituary, doctor's note, etc.) to the professor within a few days of its occurrence. The professor will work out arrangements on a case-by-case basis.
- Participation – To succeed in this course, students are expected to participate in all online activities as listed on the course calendar. The professor will use Canvas's tracking tool, discussions, chat sessions, and group work to monitor their participation in the course.
- As students in this course (and at FIU), they are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class, and integrity in their behavior. Plagiarism or using artificial intelligence applications and programs to

generate work required in the course is inadmissible. Students who engage in this activity will be referred to the institutional committee for these cases.

- Before starting this course, please review FIU’s policies at <https://online.fiu.edu/html/canvas/policies/>
- Students with disabilities – Students who require academic accommodations should contact the Services for Students with Disabilities area of the Office of the Dean of Students at 471-6259 (voice) or 471-4641 as soon as possible to request an official letter outlining the needed and authorized accommodations.

COURSE SCHEDULE:

MODULE 0 – Introduction to the course

<b>Week 1</b>	Topics/Objectives	<p><b>Key topics:</b> Basic principles of qualitative research (QR)</p> <p><b>Learning objectives:</b></p> <ol style="list-style-type: none"> <li>1. Understand the expectations and responsibilities related to the course</li> <li>2. Describe what QR is</li> <li>3. Contrast between the epistemological bases for QR</li> <li>4. Identify the 5 Ws in QR</li> </ol>
	Learning Activities	<p>Lecture videos Discussion forums Quizzes Readings - article ‘Qualitative Research’</p> <p>Assignments: 0. Introduce yourself (5 pts.) 1. Quiz on Videos 1 &amp; 2 (5 pts.)</p>
	Assignments Due	<p>Introduce yourself on the forum before 11:59 PM, August 30.</p> <p>Complete the quiz before 11:59 PM, September 15.</p>
<p>Tasks required for this module:</p> <ul style="list-style-type: none"> <li>○ Read the syllabus (if you have doubts, write to the professor).</li> <li>○ Participate in the introductory forum.</li> <li>○ Watch the videos 1 &amp; 2.</li> <li>○ Read the article.</li> <li>○ Complete the quiz.</li> </ul>		

MODULE 1 - Positionality, intersectionality, and ethics

<b>Weeks 2 &amp; 3</b>	Topics/Objectives	<p><b>Key topics:</b> Positionality and intersectionality Decolonial production of knowledge Research ethics</p> <p><b>Learning objectives:</b></p> <ol style="list-style-type: none"> <li>1. Critically assess the theoretical underpinnings of different approaches to QR</li> <li>2. Problematize from an ethical perspective on issues related to positionality, intersectionality, and the domination and universalistic claims of the Global North</li> <li>3. Reflect on ethical considerations related to the implementation of QR</li> </ol>
	Learning Activities	<p>Lecture videos</p> <p>Readings – articles:</p> <ul style="list-style-type: none"> <li>- ‘North and South: Naming practices and the hidden dimension of global disparities in knowledge production’</li> <li>- ‘Ethical Considerations in Qualitative Research.’</li> </ul> <p>Assignments:</p> <ol style="list-style-type: none"> <li>2. Quiz on videos 3-5 (10 pts.)</li> <li>3. Quiz on ‘North and South... (2 pts.)</li> <li>4. Quiz on Ethical Considerations... (3 pts.)</li> </ol> <p><u>Note:</u> Students that complete the CITI certificate will have 10 bonus points.</p>
	Assignments Due	Complete the quizzes before 11:59 PM, September 22.
<p>Tasks required for this module:</p> <ul style="list-style-type: none"> <li>○ Watch the videos 3-5.</li> <li>○ Read the articles.</li> <li>○ Complete the quizzes.</li> </ul>		

MODULE 2 – Approaches and research design considerations

<p><b>Weeks 4 &amp; 5</b></p>	<p>Topics/Objectives</p>	<p><b>Key topics:</b>  Methods (i.e., phenomenology, ethnography, case study, grounded theory)  Research question  Objectives (aims)  Literature review  Framework</p> <p><b>Learning objectives:</b></p> <ol style="list-style-type: none"> <li>1. Contrast different QR methods commonly used in social sciences</li> <li>2. Formulate applied QR questions</li> <li>3. Articulate QR objectives</li> <li>4. Conduct a literature review for their QR proposal</li> <li>5. Select the theoretical/conceptual framework for the QR proposal</li> </ol>
	<p>Learning Activities</p>	<p>Lecture videos  Interview  Readings – articles:</p> <ul style="list-style-type: none"> <li>- ‘Phenomenological Qualitative Methods Applied to the Analysis of Cross-Cultural Experience in Novel Educational Social Contexts’</li> <li>- ‘Community Engagement in Health Related Research: A Case Study of a Community Linked Research Infrastructure, Jefferson County, Arkansas, 2011–2013’</li> <li>- ‘Meaning not measurement Using ethnography to bring a deeper understanding to the participant experience of festivals and events’</li> <li>- ‘How to do a grounded theory study: a worked example of a study of dental practices’</li> </ul> <p>Assignments:</p> <ol style="list-style-type: none"> <li>5. Quiz on videos 6-9 (10 pts.)</li> <li>6. Quiz on Phenomenological Qualitative Methods... (4 pts.)</li> <li>7. Quiz on Community Engagement in Health... (4 pts.)</li> <li>8. Quiz on Meaning not measurement... (4 pts.)</li> <li>9. Quiz on How to do a grounded theory study... (4 pts.)</li> </ol> <p>Additional resources:</p> <ul style="list-style-type: none"> <li>- ‘Ten Steps for Conceptualizing and Conducting Qualitative Research Studies in a Pragmatically Curious Manner’</li> <li>- ‘Qualitative Research from Start to Finish’</li> </ul>
	<p>Assignments Due</p>	<p>Complete the quizzes before 11:59 PM, September 30.</p>

		<p>Tasks required for this module:</p> <ul style="list-style-type: none"> <li>○ Watch the videos 6-9.</li> <li>○ Watch interview with Dr. Mark Padilla.</li> <li>○ Read the articles.</li> <li>○ Complete the quizzes.</li> </ul>
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### MODULE 3 – Sampling and data collection methods/techniques

<b>Weeks 6 to 9</b>	Topics/Objectives	<p><b>Key topics:</b>          Procedure          Recruitment and sampling          Research techniques (i.e., participant observation, interviews, focus groups)</p> <p><b>Learning objectives:</b></p> <ol style="list-style-type: none"> <li>1. Identify appropriate uses for different QR techniques</li> <li>2. Identify the sampling strategy and methodological techniques for their QR proposal’s data collection section</li> <li>3. Articulate the procedure for their QR proposal</li> </ol>
	Learning Activities	<p>Lecture videos          Readings – articles:</p> <ul style="list-style-type: none"> <li>- ‘Drafting the Methods’  <a href="https://pressbooks.bccampus.ca/undergradresearch/chapter/drafting-the-methods-section/">https://pressbooks.bccampus.ca/undergradresearch/chapter/drafting-the-methods-section/</a></li> <li>- Case study: Qualitative Research on University Students’ Experience During the COVID-19 Pandemic</li> </ul> <p>Assignments:          10. Quiz on videos 10-13 (10 pts.)          11. Quiz on Drafting the Methods... (5 pts.)</p> <p>Assessment activity #1 (10 pts.)</p> <p>Additional resources:</p> <ul style="list-style-type: none"> <li>- ‘Qualitative Research from Start to Finish’</li> <li>- ‘How to Conduct a Literature Review?’</li> <li>- ‘How to develop the conceptual/theoretical framework?’</li> <li>- See ‘Step by step: How to prepare your research proposal’ under Modules on Canvas.</li> </ul>
	Assignments Due	<p>Complete the quizzes and submit assessment 2 before 11:59 PM, October 15.</p>
<p>Tasks required for this module:</p>		



- Watch the videos 10-13.
- Read the article and case.
- Complete the quizzes.
- Submit assessment #1.

MODULE 4 – Data management and analysis

<b>Weeks 10 to 12</b>	Topics/Objectives	<p><b>Key topics:</b> Data analysis (i.e., thematic content analysis, discourse analysis) Codebook</p> <p><b>Learning objectives:</b></p> <ol style="list-style-type: none"> <li>1. Identify the differences between a discourse analysis and a content analysis</li> <li>2. Describe the process of developing a codebook for qualitative data analysis</li> </ol>
	Learning Activities	<p>Lecture videos Readings – articles:</p> <ul style="list-style-type: none"> <li>- ‘Doing a Thematic Analysis: A Practical, Step-by-Step Guide for Learning and Teaching Scholars Guide for Learning and Teaching Scholars’</li> <li>- ‘A General Critical Discourse Analysis Framework for Educational Research’</li> </ul> <p>Assignments: 12. Quiz on videos 14-16 (10 pts.) 13. Quiz on Doing a Thematic Analysis... (5 pts.) 14. Quiz on General Critical Discourse... (5 pts.)</p> <p>Assessment activity #2 (See guidelines) (12 pts.) Assessment activity #3 (See guidelines) (16 pts.)</p>
	Assignments Due	<p>Complete quiz 12 and assessment #2 before 11:59 PM, October 30. Complete quizzes 13 &amp; 14 and submit assessment #3 before 11:59 PM, November 15.</p>

Tasks required for this module:

- Watch the videos 14-16.
- Read the articles.
- Complete the quizzes.
- Read the guidelines for assessments #2 and #3.
- Submit assessments #2 and #3.

## MODULE 5 – Triangulation

<b>Week 13</b>	Topics/Objectives	<p><b>Key topics:</b></p> <ol style="list-style-type: none"> <li>1. Triangulation</li> </ol> <p><b>Learning objectives:</b></p> <ol style="list-style-type: none"> <li>1. Develop a comprehensive triangulation strategy that includes investigators, theories, methods, and data.</li> </ol>
	Learning Activities	<p>Lecture videos</p> <p>Reading – article:</p> <ul style="list-style-type: none"> <li>- ‘Principles, Scope, and Limitations of the Methodological Triangulation’</li> </ul> <p>Assignments:</p> <p>15. Quiz on video 17 (5 pts.)</p> <p>16. Quiz on Principles, Scope... (5 pts.)</p>
	Assignments Due	Complete the quizzes before 11:59 PM, November 30.
<p>Tasks required for this module:</p> <ul style="list-style-type: none"> <li>○ Watch the video 17.</li> <li>○ Complete the quiz.</li> </ul>		

## MODULE 6 – Data storytelling

		<p><b>Key topics:</b></p> <ol style="list-style-type: none"> <li>1. Report</li> <li>2. Publications</li> <li>3. Presentations</li> </ol> <p><b>Learning objectives:</b></p>
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<b>Weeks 14 &amp; 15</b>	Topics/Objectives	<ol style="list-style-type: none"> <li>1. Apply storytelling principles to qualitative data</li> <li>2. Identify the main components of the data report and the development of manuscripts for publication.</li> </ol>
	Learning Activities	<p>Lecture videos</p> <p>Readings – chapter 10 from the book</p> <ul style="list-style-type: none"> <li>- ‘Qualitative Research, from Start to Finish’</li> </ul> <p>Assignments:</p> <p>17. Quiz on video 18 (5 pts.)</p> <p>Assessment activity #4 (50 pts.)</p> <p>Assessment activity #5 (10 pts.)</p>
	Assignments Due	<p>Complete the quiz before 11:59 PM, December 10.</p> <p>Submit assessment activity #4 by December 5.</p> <p>Submit assessment activity #5 by December 10.</p>
<p>Tasks required for this module:</p> <ul style="list-style-type: none"> <li>○ Watch the video.</li> <li>○ Read the chapter.</li> <li>○ Complete the quiz.</li> <li>○ Submit assessments #4 and #5.</li> </ul>		