MU College of Education Qualitative Research Courses
Course Registration Information ~ Updated September 2017

Link to info about upcoming qualitative courses, course descriptions, and information about the graduate Certificate in Qualitative Research: https://education.missouri.edu/degrees-programs/certificates-minors/qualitative-research/

In this document are the following:
1. Schedule of upcoming Mizzou Ed qualitative I and II research courses with the policy on permission numbers for Qual I and Qual II
2. Schedule and course descriptions for Qual III (advanced qualitative) courses

This is a tentative schedule, please check CQR website for updates periodically and email the instructor to find out more details about a course.

Qualitative Research I and II Courses
Qual I is offered on Tuesdays every fall and spring semester from 9:00-11:30 am; Qual II is offered on Wednesdays every fall and spring semester from 4-6:45 pm.

Permission numbers are now required to register for Qual I and Qual II. Students interested in enrolling in the following courses need to contact the faculty member listed below for permission numbers:

When emailing the faculty member to request a permission number, include the following information:
- Your name
- Email address
- Your main advisor (chair of your committee)
- Degree program (Masters or doctoral)
- Program’s college (ie., College of Education)
- Which semester you plan to complete your coursework before moving into your thesis or dissertation
- If you have interest in pursuing the graduate Certificate in Qualitative Research
- Date you intend to register for classes

Spring 2018:
- Qualitative Research Methods I (EDLPA 8957), Tuesday 4-6:45 pm, Instructor TBD. Questions at this time should be directed to Betty Kissane (kissaneb@missouri.edu) for permission numbers.
- Qualitative Research Methods II (LTC 9620), Wednesday 4-6:45 pm, Dr. Betsy Baker (bakere@missouri.edu)

Summer 2018:
- Qualitative Research Methods I (ESCP 8957), Summer term 1; M, T, W, and TH from 9:00-11:30 am, Dr. David Bergin (bergind@missouri.edu)

Fall 2018:
- Qualitative Research Methods I (EDLPA 8957), Tuesday 4-6:45 pm, Dr. Lisa Dorner (dornerl@missouri.edu)
- Qualitative Research Methods II (LTC 9620), Wednesday 4-6:45 pm – Dr. Tony Castro (castroaj@missouri.edu)

Spring 2019:
- Qualitative Research Methods I (LTC 8957), Tuesday 4-6:45 pm, Dr. Candace Kuby (kubyrc@missouri.edu)
- Qualitative Research Methods II (EDLPA 9620), Wednesday 4-6:45 pm – Dr. Sarah Diem (diems@missouri.edu)

Summer 2019:
- Qualitative Research Methods I (ESCP 8957), Summer term 1; M, T, W, and TH from 9:00-11:30 am, Dr. David Bergin (bergind@missouri.edu)

Fall 2019:
- Qualitative Research Methods I (EDLPA 8957), Tuesday 4-6:45 pm, Dr. Lisa Dorner (dornerl@missouri.edu)
- Qualitative Research Methods II (LTC 9620), Wednesday 4-6:45 pm – Dr. Tony Castro (castroaj@missouri.edu)

Spring 2020:
- Qualitative Research Methods I (LTC 8957), Tuesday 4-6:45 pm, Dr. Candace Kuby (kubyrc@missouri.edu)
- Qualitative Research Methods II (EDLPA 9620), Wednesday 4-6:45 pm – Dr. Sarah Diem (diems@missouri.edu)

Summer 2020:
- Qualitative Research Methods I (ESCP 8957), Summer term 1; M, T, W, and TH from 9:00-11:30 am, Dr. David Bergin (bergind@missouri.edu)

Please Note:
Qual I and II courses are limited to College of Education graduate students to enroll with permission numbers until 3 weeks prior to classes starting. At that time, instructors will give permission numbers to students outside of the College of Education to enroll in the remaining spots. If you plan to enroll, contact the instructor with your intent to enroll as soon as possible as classes might be canceled two weeks prior to the semester beginning if enrollment numbers are low.

Advanced Qualitative Research Classes (Qual III)
Poststructural perspectives call into question the universals and/or structures of society. The focus of the class is not only in reading original writings of PS scholars, but to read studies that apply PS ideas. Students are encouraged to think of ways that PS theory can become a methodology for research in their discipline. We will explore the new movement in the field called “post qualitative inquiry” which questions the taken for granted assumptions of conventional humanist qualitative research approaches.

Qual III: Ed LPA 9400 Social Theory in Education
Instructor: Dr. Sarah Dienm (diems@missouri.edu)
Date/Time TBD
This course is required for all ELPA PhD students (during their first year) thus, the instructor will be giving out permission numbers to ensure that ELPA students are given priority first. Qual I and II is not a prerequisite for this theory course.

Social theory seeks to explain change in society – how it develops, what factors facilitate and inhibit it, and what results from it. In this doctoral-level course, students will examine the relationship of society and education through a variety of theoretical perspectives and empirical studies. We will look at theories, classical and contemporary, that treat the relationship of education to its external environment. We will also look at theories that deal with students: social stratification and questions of socialization, including an examination of gender, sexuality, race, ethnicity, socioeconomic status, and culture. We will work to understand how theory shapes our understanding of these issues, the limits and possibilities of theoretical perspectives and how theory can be used to frame educational problems of interest.

Spring 2019
Qual III: Ed LPA 8955 Discourse Analysis in Education
Dr. Lisa Dorner (dornerl@missouri.edu)
Date/Time TBD
This course introduces the theories and methods of discourse analysis, including conversation, critical discourse, and multimodal analyses. At its core, discourse analysis helps us to understand meaning-making: how humans discuss ideas, understand cultural values, and interact through and with language. Following James Gee, we will analyze both “little d” discourse ("connected stretches of language that make sense, like conversations, stories, reports, arguments, essays") and big D Discourse, or the ways that humans combine discourses to represent social roles, identities, and/or membership in particular cultures. Students will analyze the role of context and ethics, as they transcribe and analyze discourse, especially from educational settings. Students must have Qualitative Methods in Educational Research I (or the equivalent) to take this course. (Qualitative Methods II is not a prerequisite.)

LTC 9070: Philosophical Perspectives on Educational Research
Instructor: TBD
Date/time, TBD
- This course counts as a Qual III for the Certificate in Qualitative Research, but students do not have to have Qual I and/or II as a pre-req to register for the course.

Most educational scholarship is focused on epistemology or ways of knowing (e.g., teaching and learning). Recently scholars in social science research have turned to a focus on metaphysics and ontology or ways of being (e.g., truths, realities). This course provides students space to read and discuss the foundations of social science research, specifically about philosophies, paradigms, and theories.

In the course, students will examine different philosophical and paradigmatic assumptions about epistemology (ways of knowing, knowledge), ontology (ways of being, truth, reality), and axiology (ways of doing, ethics, research relationships).

The course focuses on the how and why these various worldviews and theories shape research design, crafting of research questions, relationships with participants, data production, data analysis, and the writing-up or (re)presentation of research.

Summer 2019
Qual III: LTC 8900 Qualitative Research Writing Workshop: Methods and Practices of Representation
Dr. Candace Kuby (kubyc@missouri.edu)
Date/Time, TBD

The Qualitative Research Writing Workshop provides intensive support for graduate students who are writing up qualitative research studies (i.e., manuscripts for publication), working on dissertation proposal, and/or their dissertation. It will provide one-to-one and small group writing conferences, exploration of styles of writing within qualitative research traditions across disciplines, and a setting and structure that allows students to focus on writing for a concentrated period of time.

This class is intended for students who are working on a research manuscript for publication, a dissertation proposal, and/or writing their dissertation – as a space to build positive writing habits, to share writing, and to provide feedback on others’ writing. Students will need a permission number for this class. Please email Dr. Kuby if you are interested.

Qual III: LTC 8950 Case Study
Dr. Tony Castro (castroaj@missouri.edu)
June term afternoons from 1:00-4:00pm (check with Dr. Castro for exact dates)

A case study approach to research offers scholars different avenues to explore the contexts in which a phenomenon occurs. Case study designs investigate a bounded system or unit of analysis, such as a school, classroom, or person. The purpose of this course is to prepare students from various disciplines with the theory, knowledge, and skills necessary to conduct case study research projects. Students participate in analysis of observations, documents, and transcripts, engage in interpretation of data, and design case study research.

Fall 2019
Qual III: LTC 8952 Narrative Inquiry
Dr. Candace Kuby (kubyc@missouri.edu)

Date/Time TBD
In this course, students will learn about narrative approaches to research and develop critical perspectives toward narrative inquiry. Narrative scholars claim that people come to know and create realities through the stories they tell. The purpose of this course is to expose students, in various disciplines, to the theoretical underpinnings of narrative inquiry and provide space to "have a try" at several analytical methods for narrative research (e.g., thematic, structural, dialogic/performative, and image analysis).

Qual III: ED ELP 9400 Social Theory in Education
Instructor: Dr. Sarah Diem (diemso@missouri.edu)
Date/Time TBD
This course is required for all ELPA PhD students (during their first year) thus, the instructor will be giving out permission numbers to ensure that ELPA students are given priority first. Qual I and II is not a prerequisite for this theory course.

Social theory seeks to explain change in society – how it develops, what factors facilitate and inhibit it, and what results from it. In this doctoral-level course, students will examine the relationship of society and education through a variety of theoretical perspectives and empirical studies. We will look at theories, classical and contemporary, that treat the relation of education to its external environment. We will also look at theories that deal with students: social stratification and questions of socialization, including an examination of gender, sexuality, race, ethnicity, socioeconomic status, and culture. We will work to understand how theory shapes our understanding of these issues, the limits and possibilities of theories, and how theory can be used to frame educational problems of interest.

Spring 2020
Qual III: LTC 8900 Ethnography in Education Research
Dr. Ashley Woodson (wooodso@missouri.edu)
Date/Time, TBD
This advanced research course introduces students to core writings, principles and strategies of ethnographic methodologies, with a particular interest in schools and other institutions of learning. We examine several of key theoretical paradigms that have constituted 'ethnography', and discuss the implications of each. The interrelated nature of space and place, intersecting identities, knowledge, power, voice, and representation in research is stressed.

Qual III: LTC 8951 Grounded Theory & Situated Inquiry
Dr. Lisa Dorner (dornerl@missouri.edu)
Date/Time, TBD
For qualitative researchers attempting to understand social processes, Grounded Theory (GT) offers a way of developing theory empirically, 'from the bottom up.' In fact, this is what most distinguishes GT from other methods. It is explicitly emergent. It does not test a hypothesis. It provides useful tools to learn about participants’ understandings and experiences of a social issue, process, or phenomena and to discover and construct theory to account for the social processes.
being studied. In this course, we will consider the theoretical underpinnings and practices of classic and contemporary GT methodologies. Importantly, we will conduct research and a GT analysis of data.

Summer 2020
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Dr. Candace Kuby (kubyc@missouri.edu)

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