MU College of Education Qualitative Inquiry Courses
Course Registration Information ~ Updated March 2019

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

Generally, Qual I is offered on Tuesdays every fall and spring semester from 4-6:45pm; Qual II is offered on Wednesdays every fall and spring semester from 4-6:45pm.

Permission numbers are 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 (i.e., 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

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

Fall 2019:
- Qualitative Research Methods I (EDLPA 8957), Tuesday 4-6:45 pm, Dr. Lisa Dorner (dorneyl@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 (kubyc@missouri.edu)
• Qualitative Research Methods II (LTC 9620), Wednesday 4-6:45 pm – Dr. Candace Kuby (kubyc@missouri.edu)

**Summer 2020:**
Qualitative Research Methods I (ESCP 8957), Summer term 1; M, T, W, and TH from 9:00-11:30am, Dr. Chris Slaten (slatenc@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.

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**Advanced Qualitative Inquiry Classes (Qual III)**

**Summer 2019**

**Qual III: LTC 8900 Qualitative Research Writing Workshop: Methods and Practices of Representation**
Dr. Candace Kuby (kubyc@missouri.edu)
Mondays, Wednesdays, and Fridays in June from 9:00am-12:30pm on the following mornings: June 3, 5, 7, 10, 12, 14, 17, 19, 21, 24, and 26.

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)
Mondays, 4:00-6:45pm

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 told. 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 LPA 9400 Social Theory in Education
Dr. Sarah Diem (diems@missouri.edu)
Thursdays, 4:00-6:45pm

*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: (course number in process) 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.

**Qual III: LTC 8900 Participatory Approaches to Research**
Dr. Rob Petrone (petroner@missouri.edu)
*Date/Time, TBD*
This course invites students to develop and/or deepen understandings of participatory-based approaches to qualitative research in and beyond educational settings. At the heart of participatory approaches is a reconfiguration of the relationship between researcher and those being researched whereby participants are actively involved in the research process—from design to data collection and analysis to disseminating findings. Thus, participatory approaches raise issues of power and fundamental questions of “who” and “why” regarding educational research—Who “counts” as researcher? For whom is research conducted? What is the purpose of conducting research? While addressing these and other questions, this course will explore histories of participatory approaches, epistemological underpinnings, and implementation considerations regarding site entry and building relationships, research design, data collection, data analysis, and dissemination of findings.

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**Fall 2020**

**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 required.)

**Qual III: LTC 8953 Poststructural Theory and Research Methods**

*Dr. Candace Kuby (kubyc@missouri.edu)*

*Tentatively Mondays, 4:00-6:45pm*

This course provides space for students to read about poststructural (PS) scholars (possibilities include Foucault, Deleuze & Guattari, Derrida, Lyotard). 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 think with PS ideas. Students are encouraged to think of ways that PS theory can become an approach for inquiry. We will explore the new movement in the field of qualitative inquiry 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**

*Dr. Sarah Diem (diems@missouri.edu)*

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**Spring 2021**

**Qual III: LTC 9070: Philosophical Perspectives on Educational Research**

Instructor: Dr. Candace Kuby ([kubyc@missouri.edu](mailto:kubyc@missouri.edu))

Tentatively Mondays, 4:00-6:45pm

*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.