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

Spring 2020:
- Qualitative Research Methods I (LTC 8957), Tuesday 4-6:45 pm, Dr. Tony Castro (castroaj@missouri.edu)
- Qualitative Research Methods II (ELPA 9620), Wednesday 4-6:45 pm – Dr. Sarah Diem (diems@missouri.edu)
Summer 2020:
Qualitative Research Methods I (ELPA 8957) – contact instructor for dates/times
   Dr. David Aguayo (aguayod@missouri.edu)

Fall 2020:
  • Qualitative Research Methods I (LTC 8957), Tuesday 4-6:45 pm, Dr. Tony Castro
    (castroaj@missouri.edu)
  • Qualitative Research Methods II (LTC 9620), Wednesday 4-6:45 pm
    Instructor TBA

Spring 2021:
  • Qualitative Research Methods I (ELPA 8957), Tuesday 4-6:45 pm, Dr. Lisa Dorner
    (dornerl@missouri.edu)
  • Qualitative Research Methods II (ELPA 9620), Wednesday 4-6:45 pm, Dr. Sarah
    Diem (diems@missouri.edu)

Fall 2021:
  • Qualitative Research Methods I (LTC 8957), Tuesday 4-6:45 pm, Dr. Tony Castro
    (castroaj@missouri.edu)
  • Qualitative Research Methods II (LTC 9620), Wednesday 4-6:45 pm
    Instructor TBA

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 Inquiry Classes (Qual III)

Spring 2020
Qual III: (course number in process) Grounded Theory & Situated Inquiry
Dr. Lisa Dorner (dornerl@missouri.edu)
Thursdays, 4-6:45pm
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
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 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: 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 2021**

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

_Instructor: Dr. Candace Kuby (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.

**Qual III: LTC 8900 Participatory Approaches to Research**

_Dr. Rob Petrone (petroner@missouri.edu)_

*_TBD dates/times*

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.

**Summer 2021**

**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 2021**

**Qual III: Critical Race Theory**  
Dr. LaGarrett King (kinglj@missouri.edu)  
TBD dates/times  
This course is an introduction to Critical Race Theory and its application to and use in education and education research. We will examine the ways in which race has been conceptualized, theorized and researched within the broader fields that comprise the social sciences and education. We will also examine the ways in which race intersects with other aspects of difference including, but not limited to gender, class, sexual orientation and native language.

**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 2022**

**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 in 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
A field of qualitative inquiry called “post qualitative inquiry” which questions the taken for granted assumptions of conventional humanist qualitative research approaches.

**Qual III: LTC 8900 Design-Based Research Methods in Education**
Dr. Chuck Munter ([munterc@missouri.edu](mailto:munterc@missouri.edu))
TBD dates/times
This course will explore the foundations, variations in application, and critiques of design research methodology in education. Of particular interest will be design as an organizing practice for collaboration between researchers and practitioners. Students will have opportunities to engage in small-scale design research projects including iterative rounds of data collection and analysis. Course readings will be drawn mostly—but not exclusively—from work in mathematics and science education. However, given that the focus will be more methodological (and epistemological), the course will likely be of interest to graduate students from across departments and content areas.

**Summer 2022**
**Qual III: LTC 8950 Case Study**
Dr. Tony Castro ([castroaj@missouri.edu](mailto: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.

**Qual III: LTC 8900 Research Using Video: Theoretical and Practical Considerations**
Dr. Mike Metz ([metzml@missouri.edu](mailto:metzml@missouri.edu))
TBD date/time
This course considers the benefits and challenges of using video to capture data for research. We will begin by exploring video use across analytic paradigms, considering how to match video collection to research philosophies. We will explore practical issues such as data reduction and sampling to deal with the volume of video produced, transcription philosophies and techniques, software options, ideas for sharing video-based findings in print-based journals, and more. There is a strong practical element to the course in conversation with various theoretical approaches to research. While examples draw from education, the concepts apply across fields.