

Ashland University
Dwight Schar College of Education
Doctor of Educational Leadership
Course Syllabus

Doctoral Cognate

Credit Hours: 3

Field/Clinical Hours: 0/0

Course Number: EDLS 9898

Course title for the catalog: Seminar/Topics in organizational Leadership

Catalog Description:

Individual and group studies of specific aspects of leadership and organizational dynamics are undertaken under this course title.

Course Description:

This course is an exploration of non-traditional qualitative research methodologies through various scholarly readings. A multimedia log of responses and reflections will allow the student to synthesize the readings and begin to formulate a foundational knowledge of various research methodologies appropriate to her dissertation study. A minimum of five distinct methodologies will be explored, including: case study, narrative, arts-based research, phenomenology, and (auto-)ethnography.

Student's investigation will explore this question: What research methodology/ies are most appropriate for a dissertation project exploring mindful leadership (higher education/K-12 teachers/administration, or other industries) and its impact?

Student Assessment Criteria:

1. Student will keep a portfolio that consists of an ongoing log/multimedia journal of reading responses.
2. Student will maintain a comparison chart of various aspects of the methodologies.
3. At our face to face meetings every other week:

Student will share from log/journal

Feedback and discussion

Set goals for the next time frame

3. End of semester products:
 - a. Portfolio of ongoing research response.

- b. Comparison chart
- c. Final Reflection Paper or representation of the entire process with conclusions & next steps.

Texts and References:

Creswell, J. W. (2013). *Qualitative inquiry & research design* (3rd ed.). Thousand Oaks, CA: Sage Publications. ISBN-13: 978-1412995306

Hesse-Biber, S. N (2017). *The practice of qualitative research* (3rd ed.). Thousand Oaks, CA: Sage Publications. ISBN-13: 978-1452268088

Gray, C. & Malins, J. (2004). *Visualizing Research: A Guide to the Research Process in Art and Design*. Hants, England: Ashgate.

Knowles, J. & Cole, A. (2008). *Handbook of the Arts in Qualitative Research*. London, England: Sage.

Leavy, P. (2009). *Method Meets Art: Arts-Based Research Practice*. New York, NY: Guilford.

Course Objectives:

Upon completion of the course, the student will:

1. be able to compare and contrast various qualitative research methodologies.
2. be prepared to formulate an appropriate dissertation research question.
3. be able to select and plan methodological structure.
4. have an idea of the richness and texture of the literature utilizing qualitative techniques.
5. be aware of various aspects of qualitative data gathering specific to each distinct methodology, including:
 - a. the philosophical roots of qualitative data gathering.
 - b. the ethical issues related to qualitative inquiry.
 - c. the data collection techniques
 - d. data analysis techniques
 - e. aspects of reporting data and conclusions
 - f. special considerations specific to the methodology
6. be able to select a methodology or combine methodologies appropriate to her research question.
7. be able to conduct her own dissertation study utilizing qualitative techniques.

Timeline:

Biweekly goals for reading and response.

Week	Topic, Assignment/Reading	Check-in date
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		3:15 pm
1	Collect thoughts on research question, foundational ideas Reading: Start <i>Visualizing Research</i>	Aug. 29
2		
3	Narrative	Sept. 12
4		
5	Case Study	Sept. 26
6		
7	Phenomenology	Oct. 10
8		
9	Ethnography Mid-Term Check-in (minimum of three methodologies represented on chart)	Oct. 24
10		
11	Grounded theory Begin to focus primarily on research question and appropriate methodology/-ies	Nov. 7
12		
13	Additional research methods as needed	Nov. 21
14		
15	Research question, methodology/-ies, etc. well-formulated	Dec. 5
16	Final Projects Due	Dec. 12