

Qualitative & Decolonial Research Methods (MA/PhD)
Global Education Cooperation, 3 credits
Friday 10:00 – 12:50
Classroom: 10-110



SEOUL
NATIONAL
UNIVERSITY

Instructor

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Office Hours & Location

11-403
Office hours: TBD
Drop-by or email for appointment

General Information

The purpose of this course is to introduce students the basic guidelines for understanding and practicing qualitative research. The course will highlight the different structures of qualitative research projects, some choices of qualitative methodology, sample methods, and how to choose if a qualitative study is rigorous or not. Additionally, the course will engage with decolonial critiques of research and decolonial research methods. By the end of the course students will be able to better read, comprehend and practice qualitative and decolonial research.

Teaching Methods

This course involves student-directed learning and lecturer-student supervisions. Students are expected to complete readings outside of class (in Korean and English) and to bring questions to class for discussion. Students will also present chapters to each other to facilitate student-led learning. The focus is on greater teacher-student and student-student interaction to improve students' thinking about the issues of qualitative research.

Prerequisites/presumed foundational knowledge and skills

An undergraduate degree and professional experience related to education studies. It is also expected that graduate students will have a specific interest in qualitative research methods.

Course Goals and Learning Outcomes

In this course, students will:

- Learn the basic steps of a qualitative research study;
- Examine different approaches to qualitative research;
- Compare qualitative and quantitative philosophies of research;
- Assess contemporary debates regarding research methods;
- Reflect on the researcher's role in the research process;
- Practice qualitative research methods;
- Evaluate qualitative studies;
- Engage with decolonial debates concerning research and research methods.

Course Requirements & Grading

Students are expected to attend and actively participate in all class meetings and complete all readings and assignments carefully and thoughtfully. In this course, there will be four evaluations: attendance and participation, a chapter presentation, and two methodology essays.

Component	Weight
Attendance & Active Participation	10%
Chapter Presentation	20%
Methodology Essay 1: Ontology, Epistemology, and Methodology	30%
Methodology Essay 2: Methods, Participants, Selection, Collection, Analysis	40%

The professor will introduce the expected assignments and due dates for the course the first week. In consultation with students the final assessment procedure may change. This will be decided as necessary.

Evaluations

In this course, there will be four evaluations: attendance and participation, a chapter presentation, and two methodology essays.

Attendance (10%) – Class attendance and participation is an expected component of university study. Participation in class and preparation for sessions will be further reflected in the essays and chapter presentations. As such, 10% of the course grade has been allotted to attendance, participation and supervisions. Students will find the supervisions particularly helpful in assisting them to better understand and apply the concepts discussed during lectures and class activities.

Chapter Presentation (20%) – The chapter presentation will cover the selected chapter. The presentation should 1. review and summarize the chapter, 2. offer critiques/challenges, and 3. explain how the student might use (or not) this approach in their own research.

Methodology Essay 1 (30%) – It is an important part of qualitative research for the researcher to acknowledge and reflect upon the underlying ontological, epistemological and methodological assumptions of the study. This may also include a reflection on the researcher’s positionality in the research. As such, students will complete Methodology Essay 1 on the ontological, epistemological and methodological assumptions and approaches of their research. See, e.g., Cresswell and Poth Chapters 2-5 for writing this essay. The essay should be approximately 1000 words and is **due in Week 7**. Integrate elements of decolonizing methodologies where possible. The instructor will provide samples in class.

Methodology Essay 2 (40%) – Building on Essay 1, it is furthermore important for the qualitative researcher to develop his/her methodological design, including discussion of the proposed methods of the study, the expected research participants, selection criteria, design of the study, data collection and analysis procedures, ethical considerations, discussion of the limitations (and strengths) of the chosen methods, and a timeline for the study. As such, students will complete Methodology Essay 2 on the methods and design of their proposed study. See, e.g., Cresswell and Poth Chapters 7-10 for writing this essay. The essay should be approximately 2000 words and is **due in Week 15**. Integrate elements of decolonizing methodologies where possible. The instructor will provide samples in class.

Course Materials

Course Texts

All students are expected to read passages from these course books for discussion in class and supervisions. Students should purchase the books via Amazon or another online shopping site within the first two weeks of class. The Cresswell and Poth book is also available in English and Korean:

- John Cresswell and Cheryl Poth (2018). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*, 4th edition. London: Sage.
- Linda Tuhiwai-Smith (2021). *Decolonizing Methodologies*, 3rd edition. London: Zed.

Additionally, students are recommended to read passages from these complementary course books. Students DO NOT need to purchase these. Copies of the books are available online, in the library, or in the instructor's office:

- Leslie Brown and Susan Strega, eds. (2015). *Research as Resistance*, 2nd edition. Toronto, ON: Canadian Scholars' Press.
- Norman Denzin and Yvonna Lincoln (2011). *The SAGE Handbook on Qualitative Research*, 4th edition. London: Sage.
- James Maxwell (2013). *Qualitative Research Design*, 2nd edition. Thousand Oaks, CA: Sage.
- Sharan Merriam (2009). *Qualitative Research: A Guide to Design and Implementation*. San Francisco, CA: Jossey-Bass.
- Robert Yin (2003). *Case Study Research: Design and Methods*, 3rd edition. Thousand Oaks, CA: Sage.

Course Expectations & Guidelines

1. Academic Integrity

Students are expected to produce their own work and, when using the work of others, include clear citations. Failure to properly cite or attribute the work of others will impact your grade. Plagiarism will not be accepted.

2. Student Special Needs

If a student has a condition that impacts their classroom learning (such as a hearing disability), they should discuss special arrangements with the professor. A note from the departmental office may be required.

3. Attendance and Class Participation

It is the student's responsibility to attend class, and to inform their department in the event of excused absences. Students should come to class having read the required readings and prepared to participate in discussion and activities. **If students attend all classes and faithfully complete all assignments, they will receive a passing grade for the course.**

4. Additional Course Policies

This course is based around your responsible preparation and use of class time, both for lectures and small and large group projects. It is assumed at the outset that you will use this time well. If you need extra assistance please visit the professor during office hours.

Some Useful Journals and Websites for Qualitative Research

- International Journal of Qualitative Studies in Education: <http://www.tandfonline.com/toc/tqse20/current>
- Qualitative Research: <http://journals.sagepub.com/home/qri>
- Qualitative Inquiry: <http://journals.sagepub.com/home/qix>
- Discourse: Studies in the Cultural Politics of Education: <http://www.tandfonline.com/toc/cdis20/current>
- Ethnography and Education: <http://www.tandfonline.com/loi/reae20>
- Educational Philosophy and Theory: <http://www.tandfonline.com/toc/rept20/current>

Course Schedule

Week	Focus	Class activities and details, daily goals
1	Introductions, course overview, Intro lecture	Introductions, review course syllabus; Introductory ideas <i>Readings for Day 1</i> <ul style="list-style-type: none"> • Chapter 1 of Cresswell & Poth • Introduction of Tuhiwai-Smith
2	Philosophical assumptions	Philosophical assumptions and interpretive frameworks <i>Readings to be completed for class:</i> <ul style="list-style-type: none"> • Chapter 2 of Cresswell & Poth • Chapters 1-2 of Tuhiwai-Smith • <u>[Bring questions to class for discussion.]</u> <i>Supplemental readings:</i> <ul style="list-style-type: none"> • Patti Lather (1992), Critical frames in educational research: Feminist and post-structural perspectives. <i>Theory into Practice</i>, 31, 87-99. (https://www.tandfonline.com/doi/abs/10.1080/00405849209543529) • Chapter 2 of Leslie Brown and Susan Strega (2005), "Situating anti-oppressive theories within critical and difference-centered perspectives. In <i>Research as Resistance</i> (pp. 37-72). Canadian Scholars' Press. (https://books.google.co.kr/books?id=Nbf300AljbEC&pg=PA37&source=gbs_toc_r&cad=4#v=onepage&q&f=false)
3	Designing a qualitative study	Designing qualitative research <i>Readings to be completed for class:</i> <ul style="list-style-type: none"> • Chapters 3 of Cresswell & Poth • Chapter 3 of Tuhiwai-Smith • <u>[Bring questions to class for discussion.]</u>
4	Supervision 1	Supervision 1 will be conducted. <i>Readings to be completed for supervision:</i> <ul style="list-style-type: none"> • Students should have read Chapters 1-3 in each book and be ready to speak about them. Also, students should prepare to speak about their plans for Methodology Essay 1.
5	Five qualitative approaches (Student presentations)	Overview of approaches to qualitative research <i>Readings to be completed for class:</i> <ul style="list-style-type: none"> • Chapter 4 of Cresswell & Poth • Chapter 4 of Tuhiwai-Smith • <u>[Bring questions to class for discussion.]</u>

6	Five different cases (<u>Student presentations</u>)	Five examples of qualitative studies <i>Readings to be completed for class:</i> <ul style="list-style-type: none"> • Chapter 5 of Cresswell & Poth • Chapter 5 of Tuhiwai-Smith • [Bring questions to class for discussion.]
7	Focusing the study (<u>Student presentations</u>)	Focusing the study; <u>Methodology Essay 1 due</u> <i>Readings to be completed for class:</i> <ul style="list-style-type: none"> • Chapter 6 of Cresswell & Poth • Chapter 6 of Tuhiwai-Smith • [Bring questions to class for discussion.]
8	Supervision 2	Review and Supervision 2; Discussion of Methodology Essay 1 <i>Videos to watch for review:</i> <ul style="list-style-type: none"> • Yale University Modules on Qualitative Research — https://m.youtube.com/watch?v=wbdN_sLWI88 (Watch Modules 1 and 2) <p>[This is an excellent summary of the principles and techniques studied until this point in the class. We will listen to more episodes to summarize the remaining techniques by the end of the course.]</p>
9	Data collection (<u>Student presentations</u>)	Data collection <i>Readings to be completed for class:</i> <ul style="list-style-type: none"> • Chapter 7 of Cresswell & Poth • Chapters 7-8 of Tuhiwai-Smith • Geertz, C. (1973). Thick Description: Toward an Interpretive Theory of Culture. In <i>The Interpretation of Cultures</i> by C. Geertz (310-323). Basic Books. (https://philpapers.org/archive/GEETTD.pdf) • [Bring questions to class for discussion.]
10	Data analysis (<u>Student presentations</u>)	Data analysis, coding texts, images, developing themes, levels of evidence, using quotes <i>Readings to be completed for class:</i> <ul style="list-style-type: none"> • Chapter 8 of Cresswell & Poth • Chapter 9 of Tuhiwai-Smith • Coding qualitative data: https://www.youtube.com/watch?v=DRL4PF2u9XA&list=PLGId40kFFB5m5VE3XJsD1H5m2c1VbRD8G • [Bring questions to class for discussion.]
11	Writing your research (<u>Student presentations</u>)	Writing a qualitative study <i>Readings to be completed for class:</i> <ul style="list-style-type: none"> • Chapter 9 of Cresswell & Poth • Chapter 10 of Tuhiwai-Smith

		<ul style="list-style-type: none"> • <u>[Bring questions to class for discussion.]</u>
12	Supervision 3	<p>Supervision 3; Discussion of Methodology Essay 2</p> <p><i>Preparation for supervisions:</i> Students should have read Chapters 1-9 and be prepared to speak about the possible research methods for their projects.</p>
13	Standards of evaluation (<u>Student presentations</u>)	<p>Judging validity and reliability</p> <p><i>Readings to be completed for class:</i></p> <ul style="list-style-type: none"> • Chapter 10 of Cresswell & Poth • Chapter 11 of Tuhiwai-Smith • <u>[Bring questions to class for discussion.]</u> <p><i>Supplemental readings:</i></p> <ul style="list-style-type: none"> • Guba, E. (1981). Criteria for Assessing the Trustworthiness of Naturalistic Inquiry. <i>ECTJ</i>, 29. (https://link.springer.com/article/10.1007/BF02766777) • Krefting, L. (1991). "Rigor in Qualitative Research: The Assessment of Trustworthiness." <i>American Journal of Occupational Therapy</i>, 45, 214-222. (https://ajot.aota.org/article.aspx?articleid=1876643) • St. Pierre, E.A. (2014). A Brief and Personal History of Post Qualitative Research: Toward "Post Inquiry". <i>JCT Online</i>, 30, 2019. (https://journal.jctonline.org/index.php/jct/article/view/521)
14	Concluding a qualitative study (<u>Student presentations</u>)	<p>Finishing a qualitative study</p> <p><i>Reading to be completed for class:</i></p> <ul style="list-style-type: none"> • Chapter 11 of Cresswell & Poth • Chapters 12 and Conclusion of Tuhiwai-Smith • <u>[Bring questions to class for discussion.]</u> <p><i>Videos to watch for review:</i></p> <ul style="list-style-type: none"> • Yale University Modules on Qualitative Research — https://m.youtube.com/watch?v=6PhcglOGFg8 (Watch Modules 3-6) <p>[This is an excellent summary of the principles and techniques studied in the entire class. I recommend watching Modules 1-6 several times to become more familiar with qualitative practices.]</p>
15	Final Presentation	<p><u>Methodology Essay 2 due</u>; Students will present their learning during the semester; Final Q&A to be conducted.</p>

The instructor reserves the right to modify this schedule based on new information, extenuating circumstance, or student performance. Students will be informed before any changes, and due consideration will be given to grades and participation.

ⁱ Kevin Kester completed his PhD in the Faculty of Education at the University of Cambridge, where he also completed a postdoc in 2017 and was Visiting Scholar at Yale University. He holds a PGCE from Columbia University and an MA in Education and International Development from the University of Toronto. Additionally, Kevin holds a Master's degree in Peace and Conflict Studies from the United Nations, and a postgraduate certificate in Global Affairs from NYU. He draws on theories from sociology and politics of education to research and teach peace and conflict in educational and community settings. Kevin has published more than 50 peer-reviewed articles and book chapters in international journals, and acquired research funding in excess of \$500,000 in his early career. His most recent papers are in *Studies in Philosophy and Education; Teaching in Higher Education; Journal of Peace Education;* and the *Korean Journal of Educational Research*, and his most recent book is *The United Nations and Higher Education: Peacebuilding, Social Justice and Global Cooperation for the 21st Century*, published in 2020. Kevin has taught at Cambridge, Northwestern, Johns Hopkins, Yonsei, and Hannam universities, and has consulted with UNESCO and the United Nations.