

UNIVERSITY of WASHINGTON

College of Education

Qualitative Methods Courses



Education faculty offer a range of qualitative methods courses each year. Please note that some courses are offered every year, while others are offered every other year. An * in the Course Number indicates that that Section Letter may vary; see Time Schedule to confirm. For information about additional courses in Qualitative Methods in the University, see <https://jsis.washington.edu/programs/qual/>.

Foundational Qualitative Methods Courses

EDLPS 558 Introduction to Qualitative Research Methods in Education: Offered annually (Autumn and Winter, 3 credits): This course is designed to provide a basic overview of qualitative research methods from an educational justice perspective. The course includes readings, activities and discussions that ask students to examine the experiences of people and communities that face discrimination, racism, and marginalization, and consider what it means to design ethical and culturally appropriate qualitative research. It is ideal for those who have little familiarity with this genre of qualitative approaches, and who want to understand the purpose, design and conduct of qualitative research. [open to all graduate students]

Qualitative Methods of Educational Research Sequence: Offered annually

EDPSY 586 Qualitative Methods of Educational Research I (Autumn, 4 credits); EDPSY 581* Qualitative Methods Practicum (Winter, 4 credits); EDPSY 587 Qualitative Methods of Educational Research III (Spring, 5 credits): This course sequence introduces students to several traditions of qualitative inquiry. Students are guided through a mentored experience in which they design, conduct, analyze, and write-up a small-scale qualitative study. [open to doctoral students in 2nd year and beyond]

Course Taking Options:

- Students can choose to take Fall, Winter, and Spring in one year.
- Students can choose to take *only* the Fall course, which focuses on the design of a qualitative study.
- With instructor's permission, students who have not done the Fall course may take the Spring course as long as they have already generated qualitative data to analyze and have had the equivalent of the Fall course.
- Students may take the Fall and Spring courses in different years.

EDC&I 572 Action Research in Education: Offered annually (Winter, 3 credits): This course introduces students to action research, a form of self-reflective systematic inquiry by practitioners on their own practice. The goals of action research in education are the improvement of instructional practice, a better understanding of that practice, and ultimately, an improvement in critical student learning outcomes. [open to all graduate students]

Specific Modes of Qualitative Inquiry

EDSPE 517* Qualitative Conversations: Offered annually (Fall, Winter, and Spring, 2 credits): This class offers a place for doctoral students to give and get feedback on ongoing qualitative methods projects. Each week two students share their works-in-progress and get feedback from the group. This course also provides an opportunity for students to set and track progress towards their goals in order to establish accountability. [open to students who have completed EDPSY 586]

Design-based Research Methods Sequence: Offered even-number years

EDC&I 581* Design-Based Research I (Winter, 3 credits); EDC&I 582 Design Experimentation and Implementation in Context (Fall, 3 credits): Design-based research (DBR) is a methodology that involves the orchestration and empirical study of innovative and equity-focused learning environments, organizations, and social movements. In contrast to strictly observational methods, DBR transforms and theoretically analyzes learning environments “in the wild.” DBR tends to be heavily qualitative, although mixed methods designs are also common. [open to all graduate students]

EDPSY 581* Land-based and Indigenous Approaches to Physical, Intellectual, and Mental Well-being: Offered odd-number years (Quarter TBD, 3 credits): This seminar broadly explores social and cultural determinants of physical, intellectual, and mental health of Indigenous peoples in the US and Canada. The course offer a complex overview of disparities related to economic, political, and social inequities, and provide examples of land-based and Indigenous approaches to strengthening Indigenous families, communities, and nations. By engaging a holistic definition of health inclusive of the social, emotional, and intellectual wellbeing of individuals and communities, this course offers perspectives and methods that can inform research and practice across multiple formal and informal environments. [open to all graduate students]

EDLPS 535 Historical Inquiry in Education Research: Offered even-number years (Winter, 3 credits): The aims of this research methods course are to become acquainted with different approaches to studying the history of education and to practice sound interpretation of historical evidence. Students will practice analyzing the use of historical evidence in exemplary historical works, and will develop preliminary proposals for historical study on topics of their choice. [open to all graduate students]

EDPSY 581* Visual Research Methods: Offered odd-number years (Winter, 3 credits): This seminar explores diverse visual methods in qualitative inquiry. It provides an understanding of the use of film, still photography, video and non-camera generated images, cultural art practice and storytelling, multimedia, and material culture. It involves lectures, discussions, media/visual screenings, and the creation of visual narratives. [open to all graduate students]

EDPSY 582* Ethnography of Human Development, Cognition, and Learning: Offered even-number years (Winter, 3 credits): Students will learn about the methods and issues associated with different phases of ethnographic research and review different ethnographic traditions focused on the study of learning and development. We explore the practicalities of fieldwork and study modes of ethnographic analysis. We consider ethical and political dimensions of the work and explore ways to disrupt canonical academic knowledge hierarchies and attend to multiple knowledge systems. [open to all graduate students]

EDC&I 505* Interviews and Observations: Offered odd-number years (Winter, 3 credits): Interviews and observations are foundational methods of qualitative research, yet typically there is little space for considering how to actually develop interview protocols or approaches to observing. This class provides both context for these foundational methods and a space to actually develop and pilot tools to directly advance research. In this class, we seek to understand our participants' worlds while producing systematic findings. Students will write and pilot protocols for their own research study. Depending on students' stage of research, these can be beta versions of dissertation protocols, those used for the yearlong qualitative methods course, or even for a class paper or topic. The course is structured as part class/part workshop: We spend the first portion of class discussing the readings and examining actual research artifacts, and the last portion as a workshop for students' work. [open to all graduate students]

EDPSY 569 Learning and the Interaction Order: Offered odd-numbered years (Spring, 3 credits): This course will be helpful to students already involved in research where inferences are made about understanding, learning, or teaching on the basis of what people say and do together in audio and video recordings. Our readings will focus on method and case studies in the areas of conversation analysis, ethnomethodology, gesture studies, mobility studies, and micro-ethnographies of classroom life. [open to all graduate students]

EDLPS 574 Mixed Methods in Educational Research: Offered odd-number years (Spring, 3 credits): Introduces the principles of mixed methods research design, whereby qualitative and quantitative components inform each other in sampling, data collection, and data analysis. Explores design issues and solutions primarily in the context of education policy research. [open to graduate students who have completed one quantitative methods course and one qualitative methods course]