



**THE OHIO STATE UNIVERSITY**

COLLEGE OF  
EDUCATION AND HUMAN ECOLOGY

Office of Research, Innovation and Collaboration (ORIC)

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# Qualitative Curriculum Survey Report 2020

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# EHE Qualitative Curriculum Survey Report 2020

## Introduction

In an effort to augment the current qualitative research curriculum in EHE, a survey was distributed to EHE graduate students to determine their needs. The qualitative faculty from across EHE departments worked collaboratively to create the survey, the EHE Qualitative Curriculum Survey. Faculty, by department, involved in developing the survey include:

### Department of Educational Studies

Ann Allen

Educational Policy

Noelle Arnold

Educational Administration

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Higher Education and Student Affairs

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Yvonne Goddard

First Education Experience Program

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Higher Education and Student Affairs

Kisha Radliff

School Psychology

Miriam Shenkar

Philosophy and History of Education

### Department of Teaching and Learning

Mollie Blackburn

Multicultural and Equity Studies in Education

Language, Education, and Society

Adolescent, Post-Secondary, and Community Literacies

Literature for Children and Young Adults

Michiko Hikida

Language, Education, and Society

Reading and Literacy in Early and Middle Childhood

Education

Laurie Katz

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Reading and Literacy in Early and Middle Childhood

Education

Leslie Moore

Language, Education, and Society

Foreign, Second, and Multilingual Language Education

### Department of Human Sciences

Kwame Agyemang

Kinesiology

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Kinesiology

*Note.* If you would like to be included in future meetings, please contact [DAAC@osu.edu](mailto:DAAC@osu.edu).

Andy Zircher, EHE's Institutional Research Manager, sent the survey to all current and new AU20 EHE graduate students on Wednesday, May 20, 2020. Students were sent a reminder email on Tuesday, May 26 and given until Friday, May 29 to complete the survey.

There were 304 students who responded to the survey, however ~15% of the students did not respond to a single item leaving 258 completed surveys. The mean time to complete the

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survey was 3 ½ minutes ( $SD = 2.8$ ). The largest proportion of students who responded were in Educational Studies ( $n = 150, 58\%$ ), followed by Teaching & Learning ( $n = 71, 28\%$ ) and Human Sciences ( $n = 36, 14\%$ ). The breakdown by types of student who were sent the survey and who responded to the survey is presented in Table 1.

**Table 1**

*EHE Graduate Students Who Were Sent and Responded to the Qualitative Curriculum Survey*

Student type	Sent count	Responded count	% Responded
PhD	536	158	29%
EdD	85	29	34%
EdS	29	2	7%
Masters	579	68	12%
Total	1,229	257	21%

*Note.* PhD = Doctor of Philosophy. EdD = Doctor of Education. EdS = Educational Specialist. Total who responded does not include one student for whom type is unknown.

### Topics Selected

The first item asked students to indicate their interest in taking a course on a topic given 32 qualitative research topics. Students could select all that applied (Note that we were not able to have students rank the topics). This item also included an open-ended option (*Other?*) in which respondents could input a topic not listed or add a comment. There were 258 respondents who answered the first item and 26 students who entered text for *Other?*. Figure 1 presents an ordered list of the topics selected, from most selected to least selected, for all respondents. Figures 2 and 3 present the ordered list in Figure 1, but these figures include stacked bars that represent the percentage of all students *and* percentages of students who selected each topic by department. Themes present in the open-ended comments for Item 1 are presented at the end of the document. The text that was entered for *Other?* is presented in Appendix A, with the department of the student indicated.

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**Count and Percent of Respondents Interested in Taking a Course by Topic and Degree Level, All EHE**

What courses would you be interested in taking?	Masters and EdS	EdD	PhD	Total
Case Study	35, 50%	10, 36%	93, 59%	138, 54%
Qualitative Methods & Analysis	30, 43%	15, 54%	88, 56%	133, 52%
Analysis using software (e.g., NVivo, dedoose, MAXQDA)	25, 36%	10, 36%	94, 60%	129, 51%
Advanced Qualitative Research toward Educational Equity & Social Justice	35, 50%	15, 54%	63, 40%	113, 44%
Interviewing	30, 43%	12, 43%	69, 44%	111, 44%
Literature Reviews	22, 31%	11, 39%	73, 46%	106, 42%
Qualitative Research in Higher Education Settings	23, 33%	17, 61%	62, 39%	102, 40%
Diverse Approaches to Research on Teaching and Learning	28, 40%	10, 36%	56, 36%	94, 37%
Critical Race Theory & Methods	23, 33%	12, 43%	57, 36%	92, 36%
Content Analysis	20, 29%	12, 43%	58, 37%	90, 35%
Analysis of Classroom Discourse	30, 43%	7, 25%	52, 33%	89, 35%
Advanced Qualitative Research Methods for Post-Candidacy	6, 9%	1, 4%	77, 49%	84, 33%
Critical Qualitative Inquiry	21, 30%	10, 36%	51, 32%	82, 32%
Epistemologies & Theories in Multicultural and Equity Studies in Education	20, 29%	13, 46%	46, 29%	79, 31%
Qualitative Paradigms, Theories & Exemplars	16, 23%	8, 29%	55, 35%	79, 31%
Online qualitative courses	19, 27%	6, 21%	51, 32%	76, 30%
Discourse Analysis	11, 16%	9, 32%	53, 34%	73, 29%
Narrative and Counternarrative Inquiry	17, 24%	11, 39%	43, 27%	71, 28%
Participatory Action Research	15, 21%	4, 14%	51, 32%	70, 27%
Grounded Theory	8, 11%	6, 21%	55, 35%	69, 27%
Arts Based Methodologies (e.g., photo narrative, photo elicitation)	17, 24%	8, 29%	39, 25%	64, 25%
Discourse Analysis-Critical	8, 11%	9, 32%	47, 30%	64, 25%
Ethnography	13, 19%	4, 14%	47, 30%	64, 25%
Language and Learning in Classrooms	29, 41%	1, 4%	33, 21%	63, 25%
Phenomenology (e.g., transcendental, hermeneutic, existential, critical)	8, 11%	9, 32%	43, 27%	60, 24%
Scholarly Personal Narrative	9, 13%	11, 39%	34, 22%	54, 21%
Indigenous and Decolonizing Methodologies	14, 20%	6, 21%	33, 21%	53, 21%
Interviewing-Life History	18, 26%	6, 21%	26, 17%	50, 20%
Autoethnography	5, 7%	7, 25%	34, 22%	46, 18%
Ethnography of Literacy & Language	10, 14%	2, 7%	29, 18%	41, 16%
Autonarrative	7, 10%	4, 14%	26, 17%	37, 15%
Symbolic Interactionism	18, 26%	1, 4%	18, 11%	37, 15%

**Figure 1.** Bar graph of the count of all students ( $n = 258$ ) who selected each topic, ordered from most selected to least selected. The survey question asked *What courses would you be interested in taking?* Students could select all that applied.

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**Count and Percent of Respondents Interested in Taking a Course by Topic and Degree Level, Educational Studies**

What courses would you be interested in taking?	Masters and EdS	EdD	PhD	Total
Qualitative Methods & Analysis	17, 43%	15, 54%	46, 57%	78, 52%
Advanced Qualitative Research toward Educational Equity & Social Justice	27, 68%	15, 54%	32, 40%	74, 50%
Case Study	16, 40%	10, 36%	47, 58%	73, 49%
Analysis using software (e.g., NVivo, dedoose, MAXQDA)	13, 33%	10, 36%	46, 57%	69, 46%
Qualitative Research in Higher Education Settings	15, 38%	17, 61%	37, 46%	69, 46%
Interviewing	17, 43%	12, 43%	35, 43%	64, 43%
Literature Reviews	13, 33%	11, 39%	39, 48%	63, 42%
Critical Race Theory & Methods	17, 43%	12, 43%	32, 40%	61, 41%
Content Analysis	10, 25%	12, 43%	30, 37%	52, 35%
Diverse Approaches to Research on Teaching and Learning	16, 40%	10, 36%	26, 32%	52, 35%
Epistemologies & Theories in Multicultural and Equity Studies in Education	12, 30%	13, 46%	26, 32%	51, 34%
Critical Qualitative Inquiry	16, 40%	10, 36%	24, 30%	50, 34%
Narrative and Counternarrative Inquiry	11, 28%	11, 39%	24, 30%	46, 31%
Qualitative Paradigms, Theories & Exemplars	9, 23%	8, 29%	28, 35%	45, 30%
Analysis of Classroom Discourse	15, 38%	7, 25%	22, 27%	44, 30%
Online qualitative courses	11, 28%	6, 21%	26, 32%	43, 29%
Phenomenology (e.g., transcendental, hermeneutic, existential, critical)	5, 13%	9, 32%	29, 36%	43, 29%
Discourse Analysis	4, 10%	9, 32%	29, 36%	42, 28%
Advanced Qualitative Research Methods for Post-Candidacy	2, 5%	1, 4%	38, 47%	41, 28%
Grounded Theory	5, 13%	6, 21%	29, 36%	40, 27%
Arts Based Methodologies (e.g., photo narrative, photo elicitation)	11, 28%	8, 29%	18, 22%	37, 25%
Discourse Analysis-Critical	3, 8%	9, 32%	25, 31%	37, 25%
Ethnography	9, 23%	4, 14%	22, 27%	35, 23%
Participatory Action Research	8, 20%	4, 14%	22, 27%	34, 23%
Indigenous and Decolonizing Methodologies	8, 20%	6, 21%	19, 23%	33, 22%
Language and Learning in Classrooms	15, 38%	1, 4%	16, 20%	32, 21%
Scholarly Personal Narrative	6, 15%	11, 39%	13, 16%	30, 20%
Autoethnography	3, 8%	7, 25%	18, 22%	28, 19%
Interviewing-Life History	12, 30%	6, 21%	10, 12%	28, 19%
Autonarrative	5, 13%	4, 14%	14, 17%	23, 15%
Symbolic Interactionism	10, 25%	1, 4%	10, 12%	21, 14%
Ethnography of Literacy & Language	4, 10%	2, 7%	11, 14%	17, 11%

**Figure 2.** Bar graph of the count and percent of Educational Studies students ( $n = 151$ ) who selected each topic, ordered from most selected to least selected. The survey question asked *What courses would you be interested in taking?* Students could select all that applied.

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**Count and Percent of Respondents Interested in Taking a Course by Topic and Degree Level, Human Sciences**

What courses would you be interested in taking?	Masters	PhD	Total
Analysis using software (e.g., NVivo, dedoose, MAXQDA)	6, 55%	19, 79%	25, 71%
Qualitative Methods & Analysis	6, 55%	17, 71%	23, 66%
Case Study	8, 73%	11, 46%	19, 54%
Content Analysis	4, 36%	12, 50%	16, 46%
Interviewing	5, 45%	11, 46%	16, 46%
Qualitative Research in Higher Education Settings	3, 27%	13, 54%	16, 46%
Online qualitative courses	5, 45%	9, 38%	14, 40%
Qualitative Paradigms, Theories & Exemplars	3, 27%	11, 46%	14, 40%
Advanced Qualitative Research Methods for Post-Candidacy	1, 9%	12, 50%	13, 37%
Interviewing-Life History	3, 27%	7, 29%	10, 29%
Advanced Qualitative Research toward Educational Equity & Social Justice	1, 9%	8, 33%	9, 26%
Critical Qualitative Inquiry	2, 18%	7, 29%	9, 26%
Literature Reviews	4, 36%	5, 21%	9, 26%
Grounded Theory		8, 33%	8, 23%
Participatory Action Research	2, 18%	6, 25%	8, 23%
Arts Based Methodologies (e.g., photo narrative, photo elicitation)	1, 9%	5, 21%	6, 17%
Ethnography	1, 9%	5, 21%	6, 17%
Phenomenology (e.g., transcendental, hermeneutic, existential, critical)		6, 25%	6, 17%
Critical Race Theory & Methods	1, 9%	4, 17%	5, 14%
Epistemologies & Theories in Multicultural and Equity Studies in Education	1, 9%	4, 17%	5, 14%
Diverse Approaches to Research on Teaching and Learning	1, 9%	3, 13%	4, 11%
Narrative and Counternarrative Inquiry	1, 9%	3, 13%	4, 11%
Scholarly Personal Narrative	1, 9%	3, 13%	4, 11%
Analysis of Classroom Discourse	1, 9%	2, 8%	3, 9%
Discourse Analysis-Critical		3, 13%	3, 9%
Discourse Analysis	1, 9%	1, 4%	2, 6%
Symbolic Interactionism	1, 9%	1, 4%	2, 6%
Autoethnography		1, 4%	1, 3%
Autonarrative		1, 4%	1, 3%
Language and Learning in Classrooms		1, 4%	1, 3%

**Figure 3.** Bar graph of the count and percent of Human Sciences students ( $n = 36$ ) who selected each topic, ordered from most selected to least selected. The survey question asked *What courses would you be interested in taking?* Students could select all that applied.

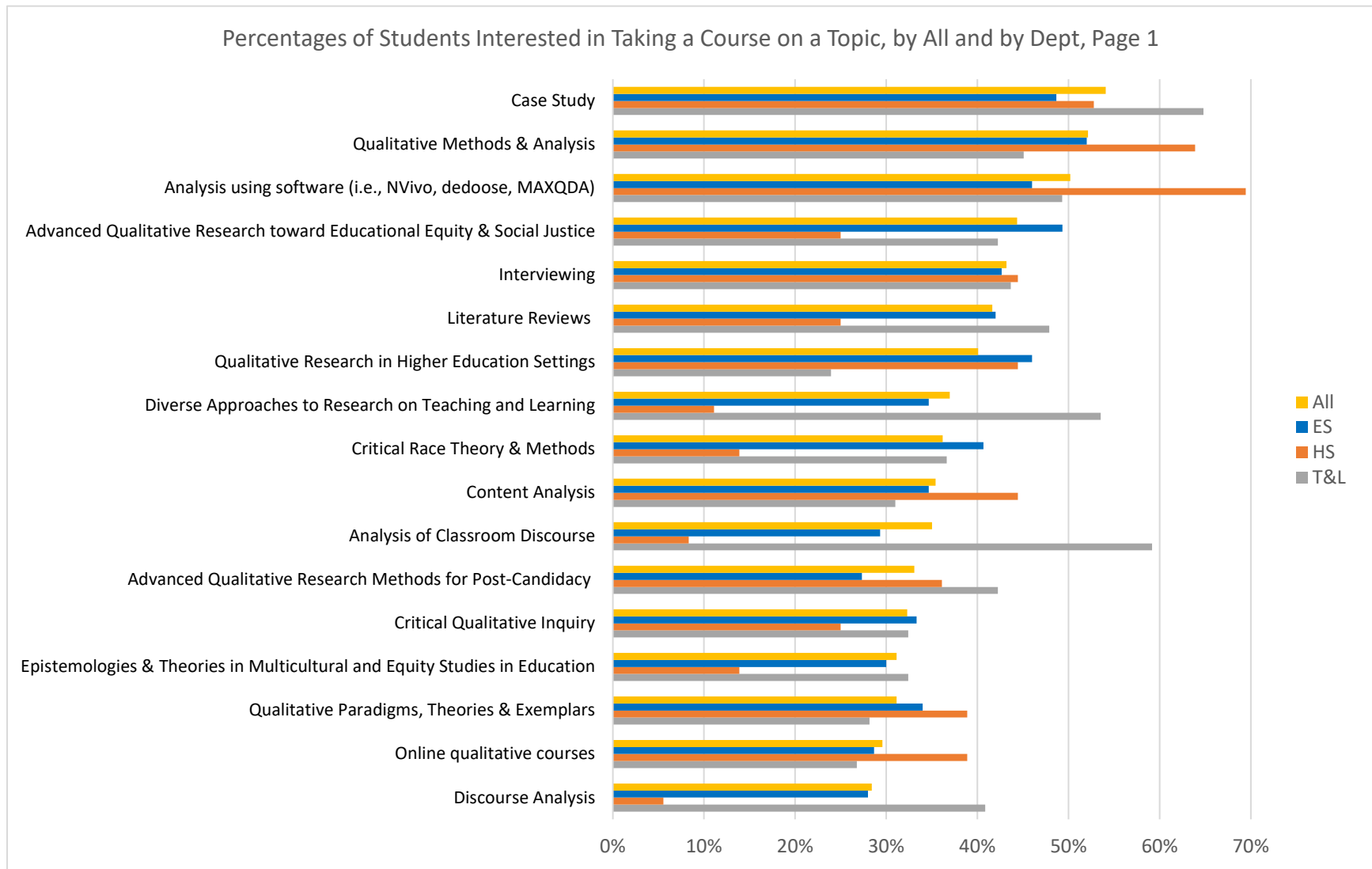
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**Count and Percent of Respondents Interested in Taking a Course by Topic and Degree Level, Teaching & Learning**

What courses would you be interested in taking?	Masters	PhD	Total
Case Study	11, 58%	35, 67%	46, 65%
Analysis of Classroom Discourse	14, 74%	28, 54%	42, 59%
Diverse Approaches to Research on Teaching and Learning	11, 58%	27, 52%	38, 54%
Analysis using software (e.g., NVivo, dedoose, MAXQDA)	6, 32%	29, 56%	35, 49%
Literature Reviews	5, 26%	29, 56%	34, 48%
Qualitative Methods & Analysis	7, 37%	25, 48%	32, 45%
Interviewing	8, 42%	23, 44%	31, 44%
Advanced Qualitative Research Methods for Post-Candidacy	3, 16%	27, 52%	30, 42%
Advanced Qualitative Research toward Educational Equity & Social Justice	7, 37%	23, 44%	30, 42%
Language and Learning in Classrooms	14, 74%	16, 31%	30, 42%
Discourse Analysis	6, 32%	23, 44%	29, 41%
Participatory Action Research	5, 26%	23, 44%	28, 39%
Critical Race Theory & Methods	5, 26%	21, 40%	26, 37%
Discourse Analysis-Critical	5, 26%	19, 37%	24, 34%
Ethnography of Literacy & Language	6, 32%	18, 35%	24, 34%
Critical Qualitative Inquiry	3, 16%	20, 38%	23, 32%
Epistemologies & Theories in Multicultural and Equity Studies in Education	7, 37%	16, 31%	23, 32%
Ethnography	3, 16%	20, 38%	23, 32%
Content Analysis	6, 32%	16, 31%	22, 31%
Arts Based Methodologies (e.g., photo narrative, photo elicitation)	5, 26%	16, 31%	21, 30%
Grounded Theory	3, 16%	18, 35%	21, 30%
Narrative and Counternarrative Inquiry	5, 26%	16, 31%	21, 30%
Indigenous and Decolonizing Methodologies	6, 32%	14, 27%	20, 28%
Qualitative Paradigms, Theories & Exemplars	4, 21%	16, 31%	20, 28%
Scholarly Personal Narrative	2, 11%	18, 35%	20, 28%
Online qualitative courses	3, 16%	16, 31%	19, 27%
Autoethnography	2, 11%	15, 29%	17, 24%
Qualitative Research in Higher Education Settings	5, 26%	12, 23%	17, 24%
Symbolic Interactionism	7, 37%	7, 13%	14, 20%
Autonarrative	2, 11%	11, 21%	13, 18%
Interviewing-Life History	3, 16%	9, 17%	12, 17%
Phenomenology (e.g., transcendental, hermeneutic, existential, critical)	3, 16%	8, 15%	11, 15%

**Figure 4.** Bar graph of the count of Teaching & Learning students ( $n = 71$ ) who selected each topic, ordered from most selected to least selected. The survey question asked *What courses would you be interested in taking?* Students could select all that applied.

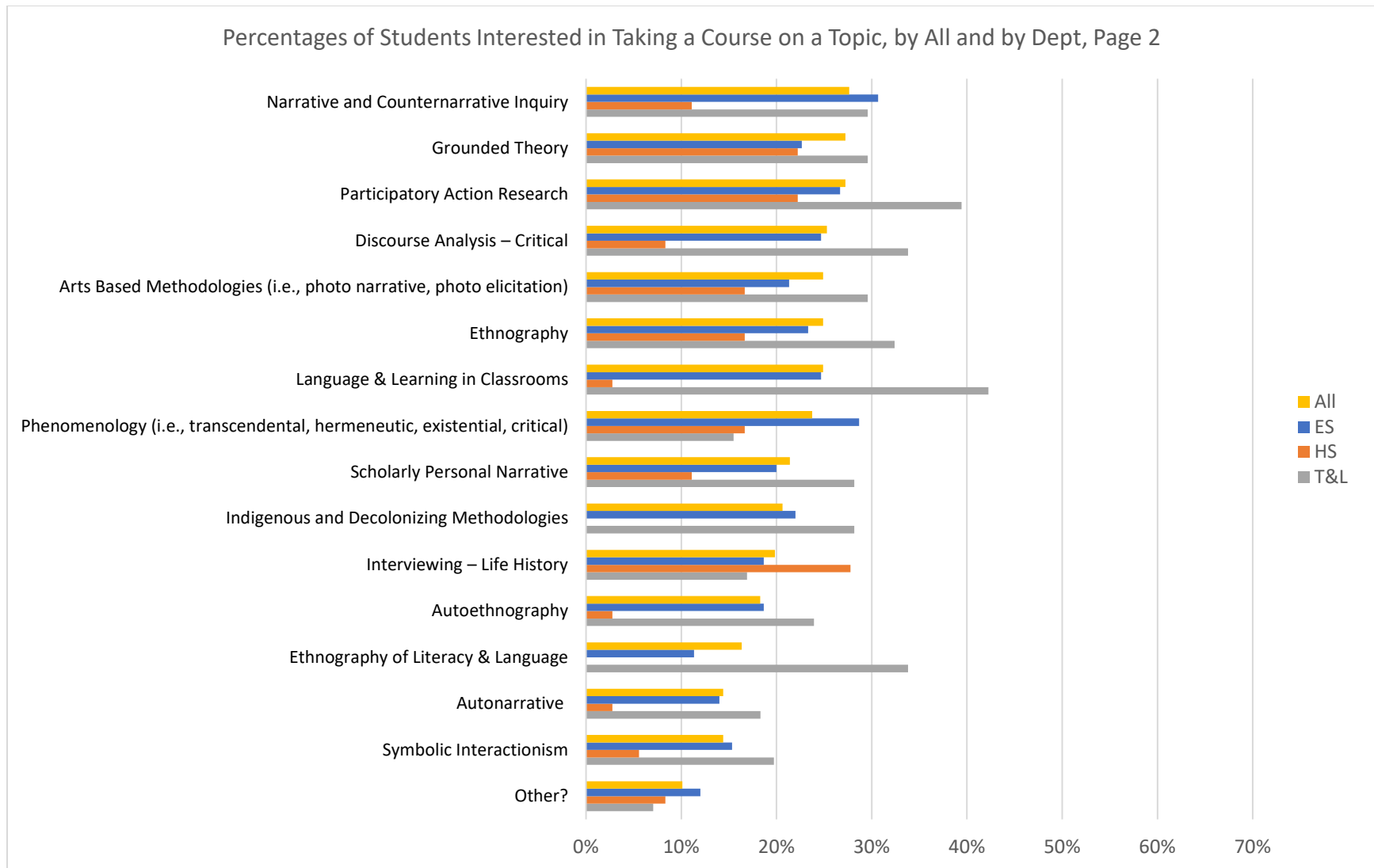
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**Figure 5.** Bar graphs of the percentage of respondents that selected each topic by all ( $n = 258$ ), by ES ( $n = 150$ ), by HS ( $n = 36$ ), and by T&L ( $n = 71$ ). Students could select all that applied. Topics are ordered from most selected by all to least selected by all. Page 1.



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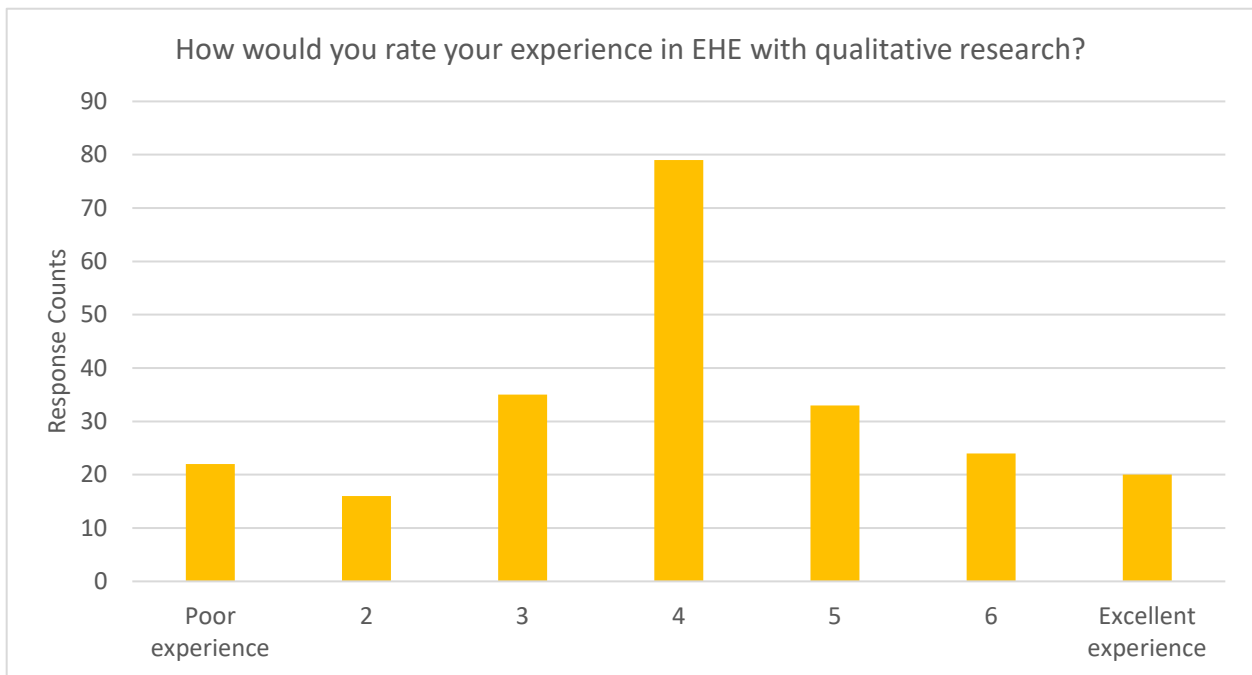


**Figure 6.** Bar graphs of the percentage of respondents that selected each topic by all ( $n = 258$ ), by ES ( $n = 150$ ), by HS ( $n = 36$ ), and by T&L ( $n = 71$ ). Students could select all that applied. Topics are ordered from most selected by all to least selected by all. Page 2

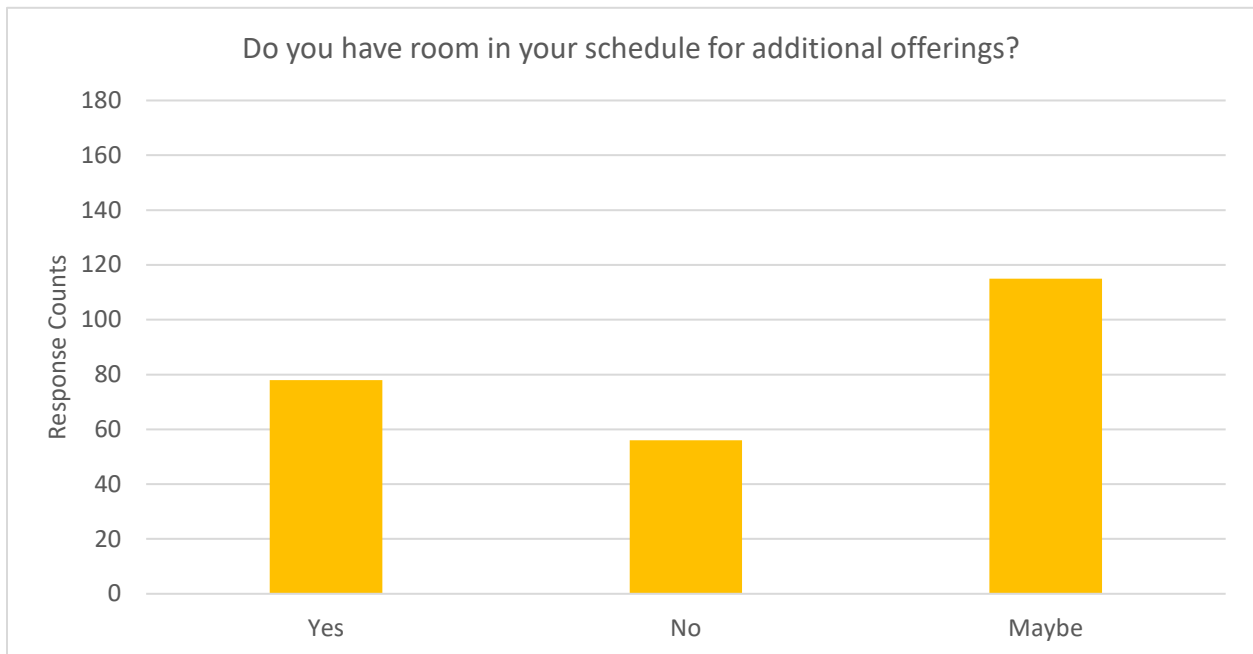
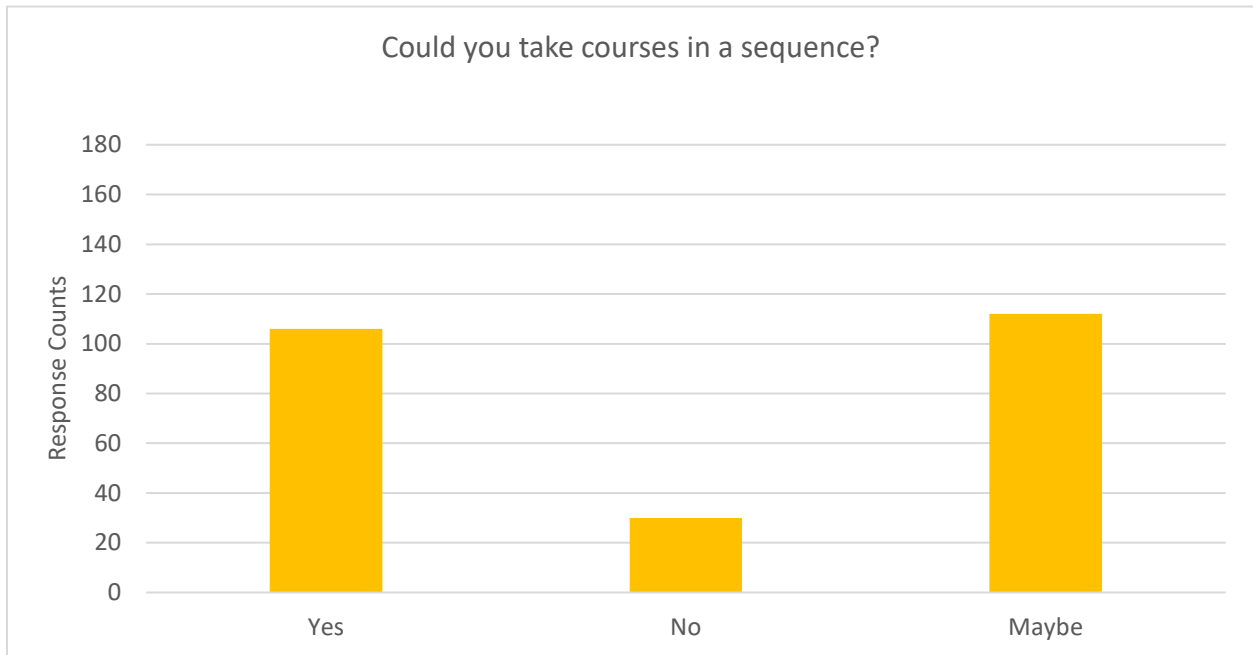
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## Items 2–9 Response Counts for All Students

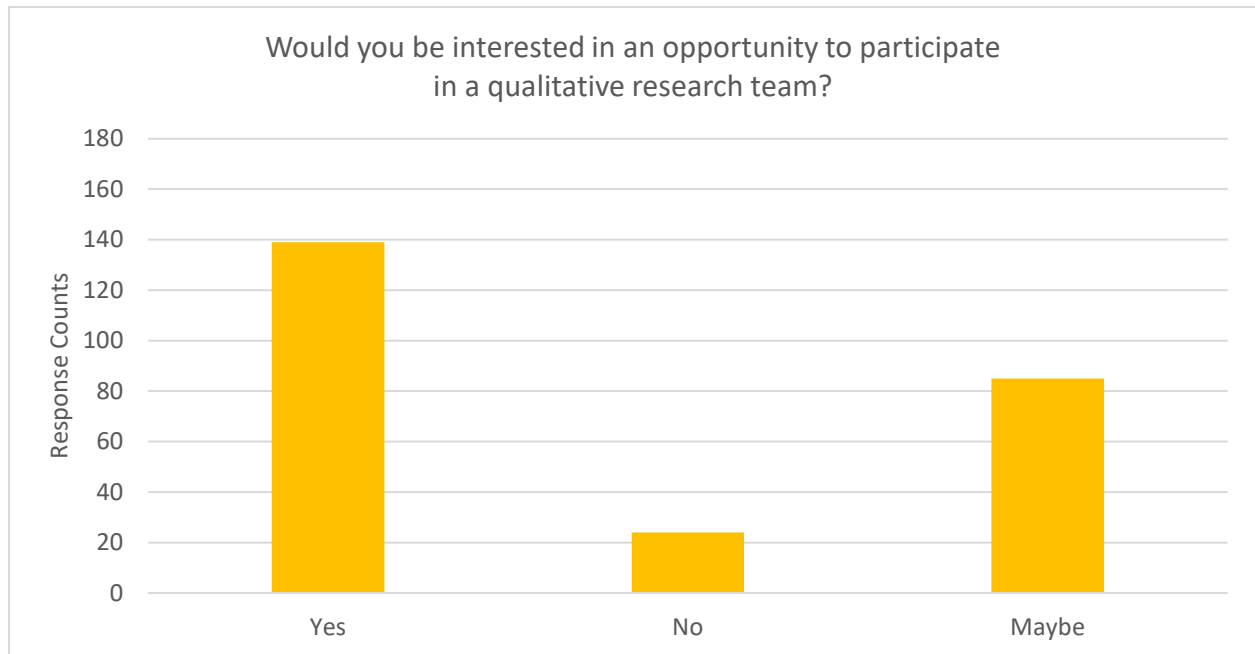
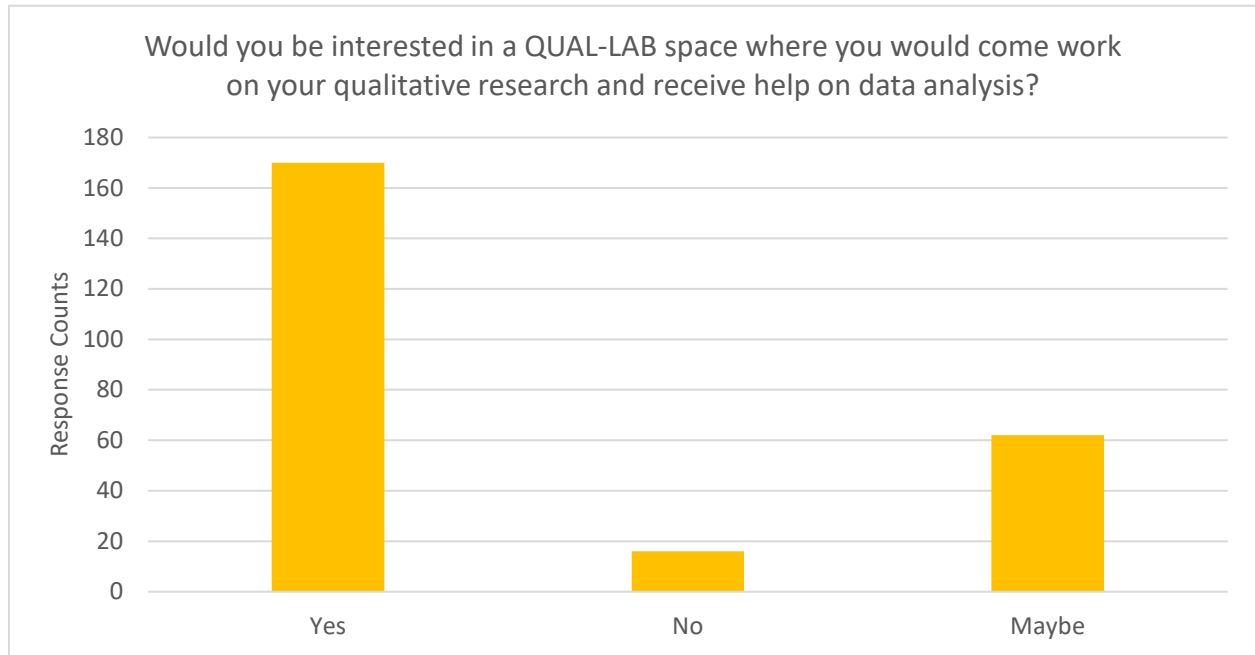
The bar graphs below present the counts of the responses to Items 2–9 by all respondents (i.e.,  $n = 258$ ).



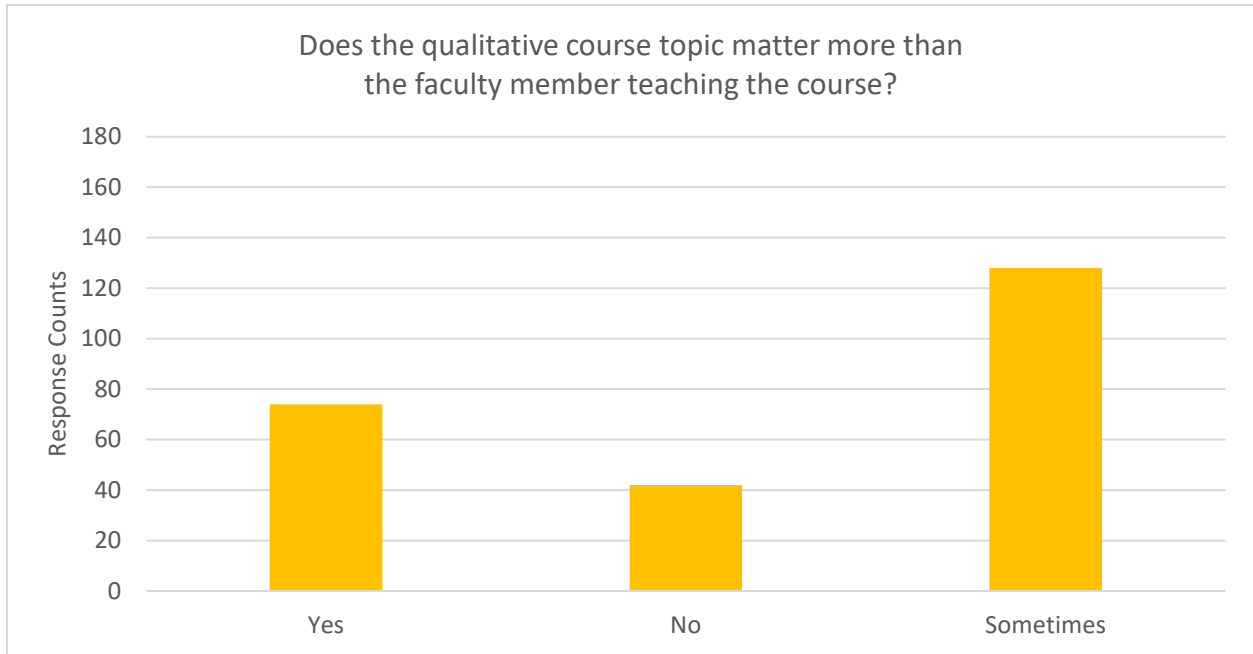
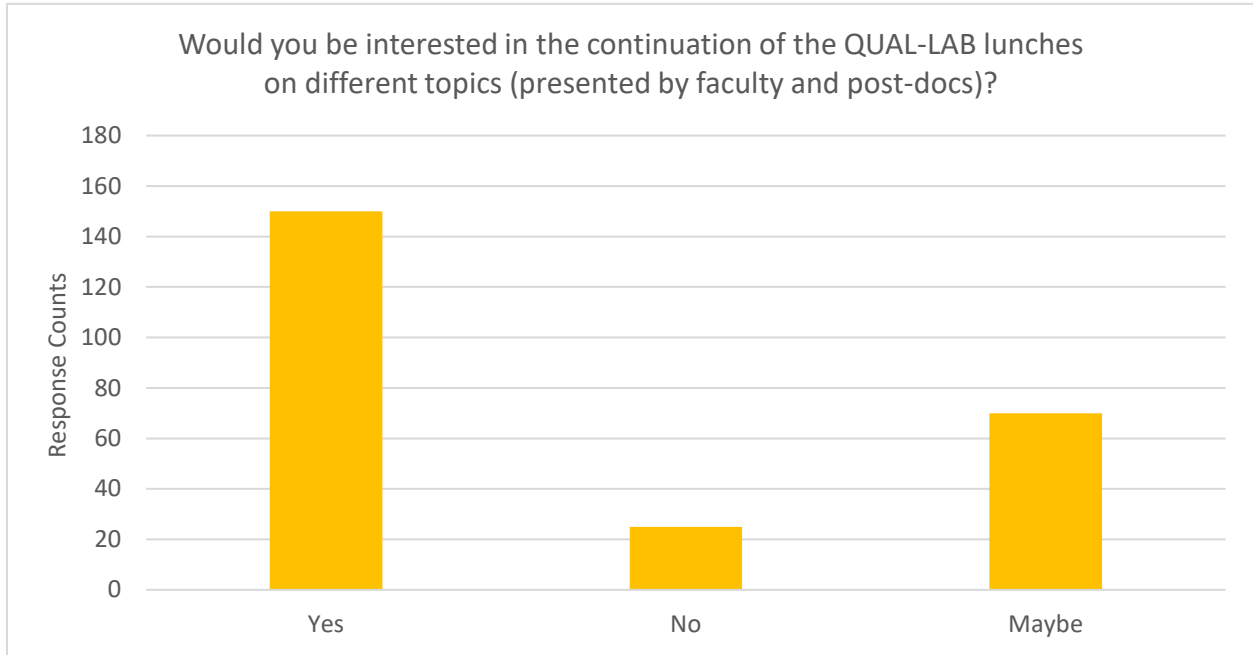
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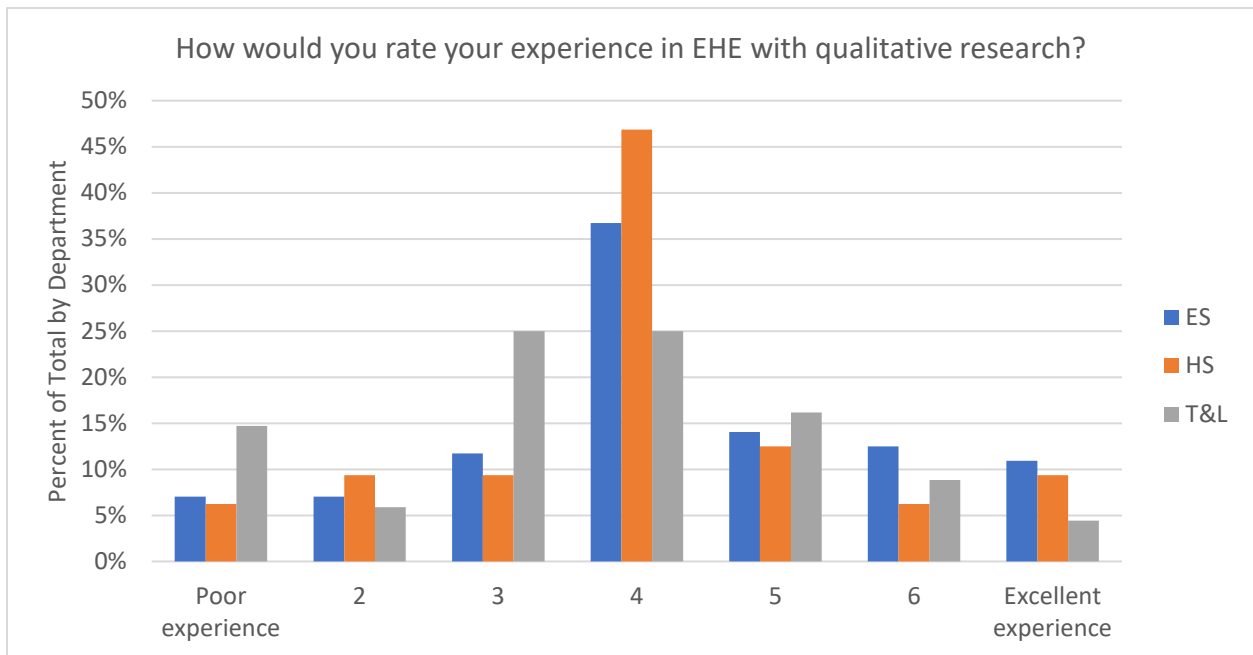
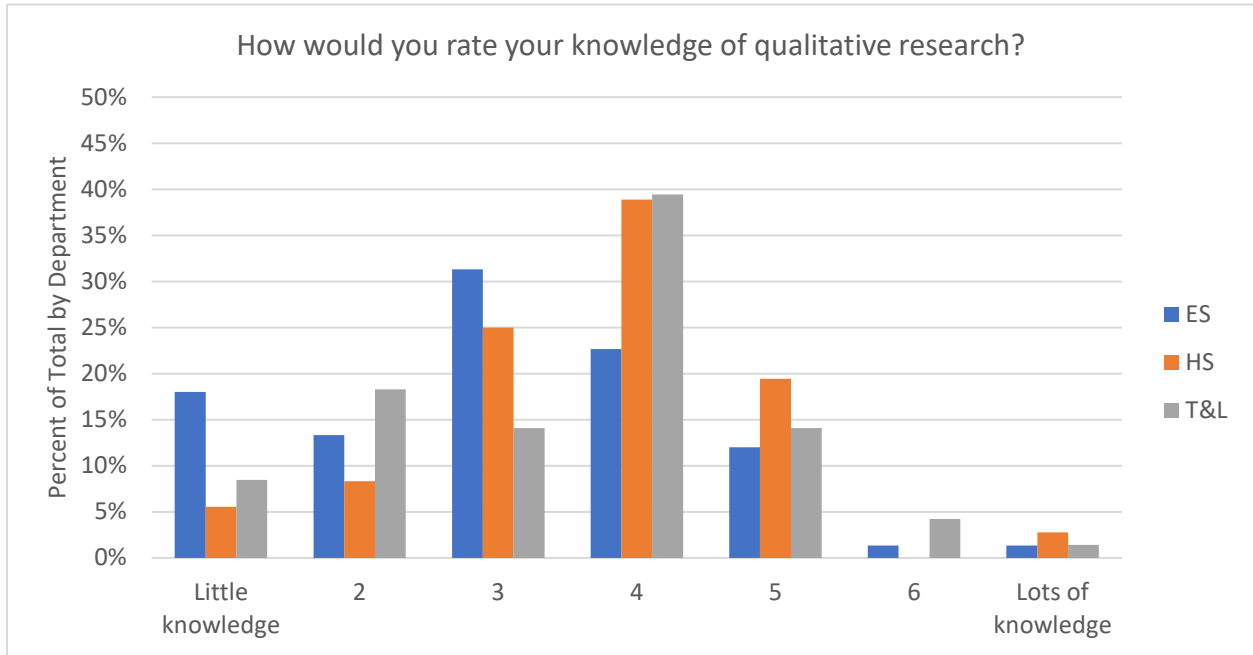
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## Items 2 and 3–Response Percentages by Department

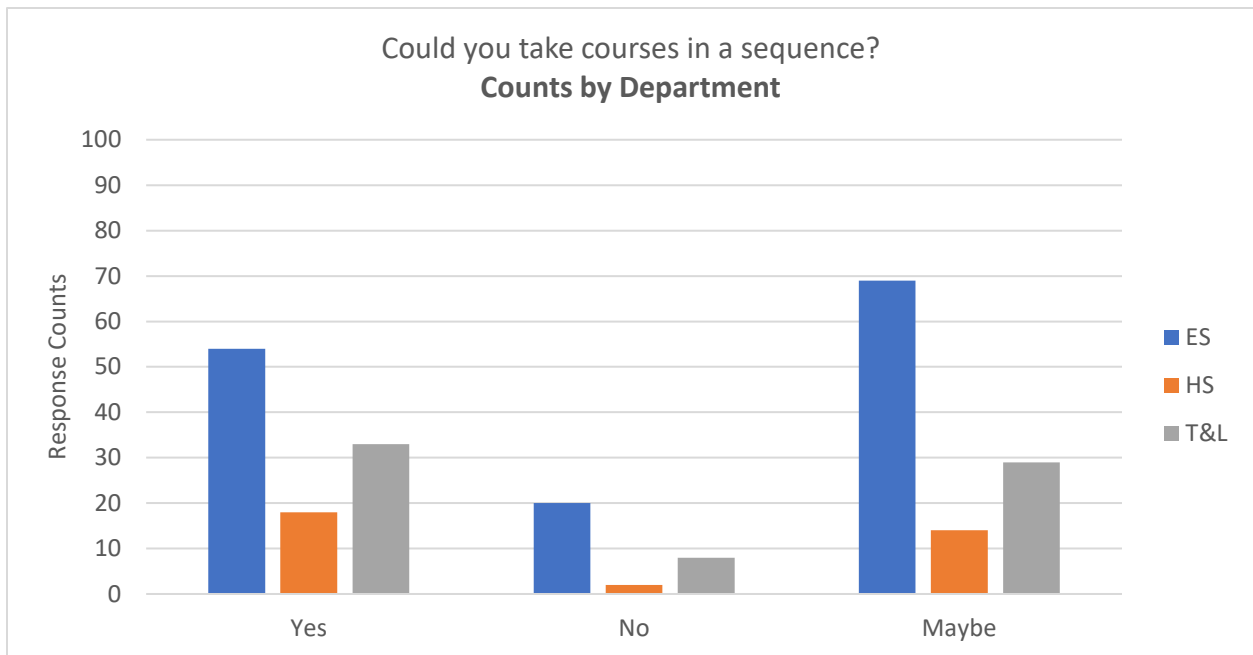
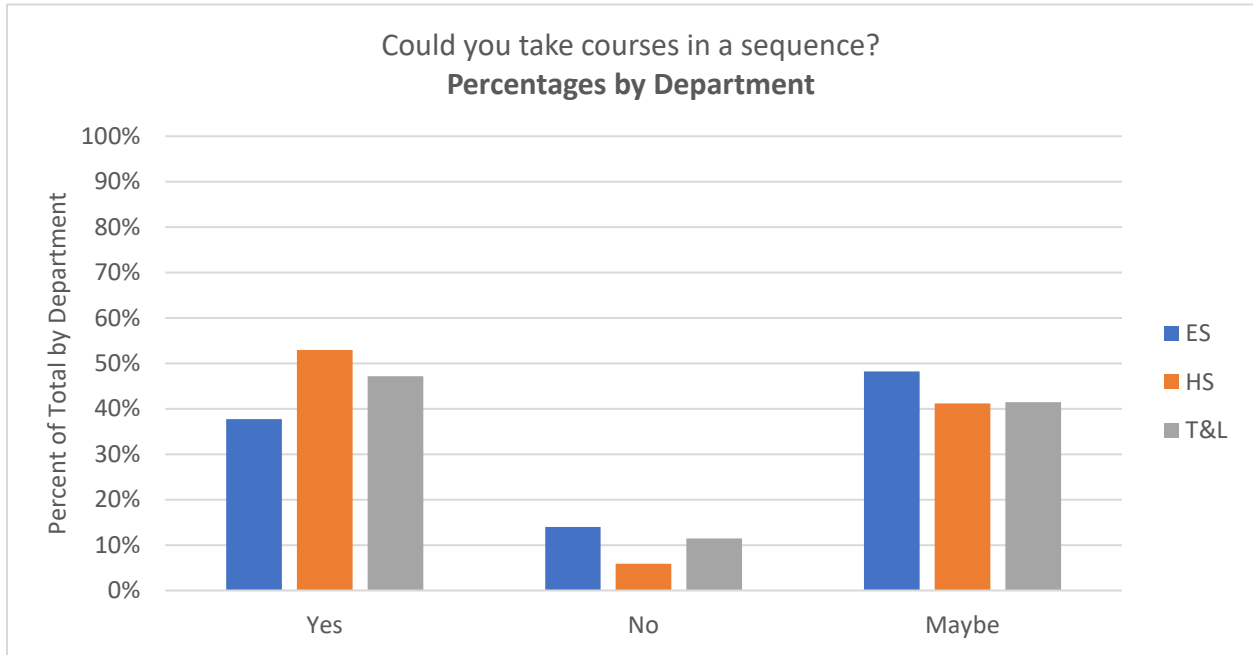
The number of respondents by department varied [i.e., ES = 150 (58%), HS = 36 (14%), and T&L = 71(28%)] so, for comparison, *percentages* of responses by department are given for Items 2 and 3, instead of counts.



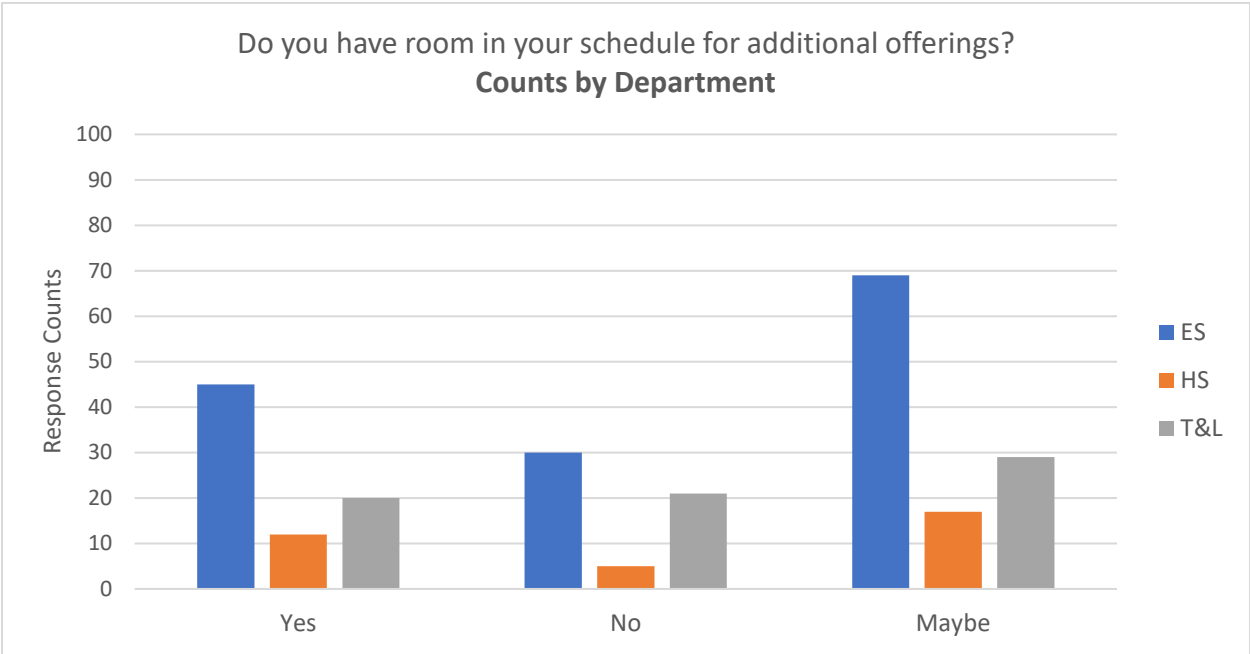
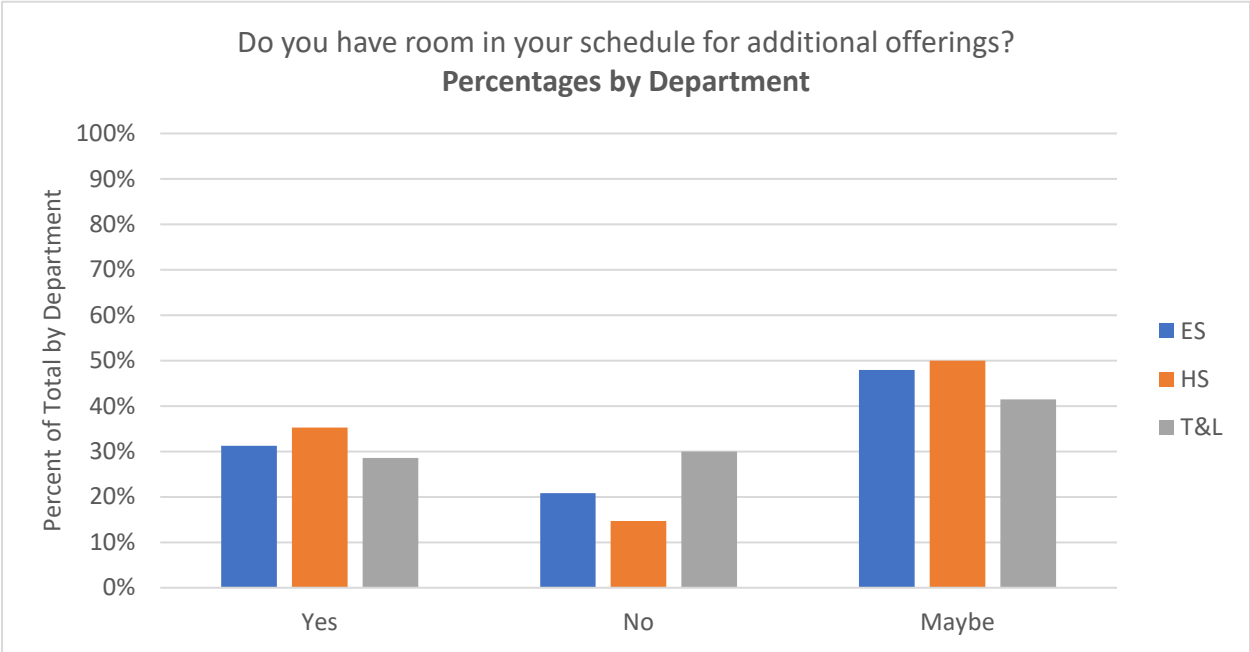
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## Items 4–9 Response Percentages and Counts by Department

For Items 4–9, two bar graphs are presented for each item, one that shows *percentages* of students by department who gave each response and one that shows *counts* of students by department who gave each response. There was a small proportion of missing values for Items 2–9 (i.e., ~6% in ES, ~7% in HS, and ~2% in T&L).

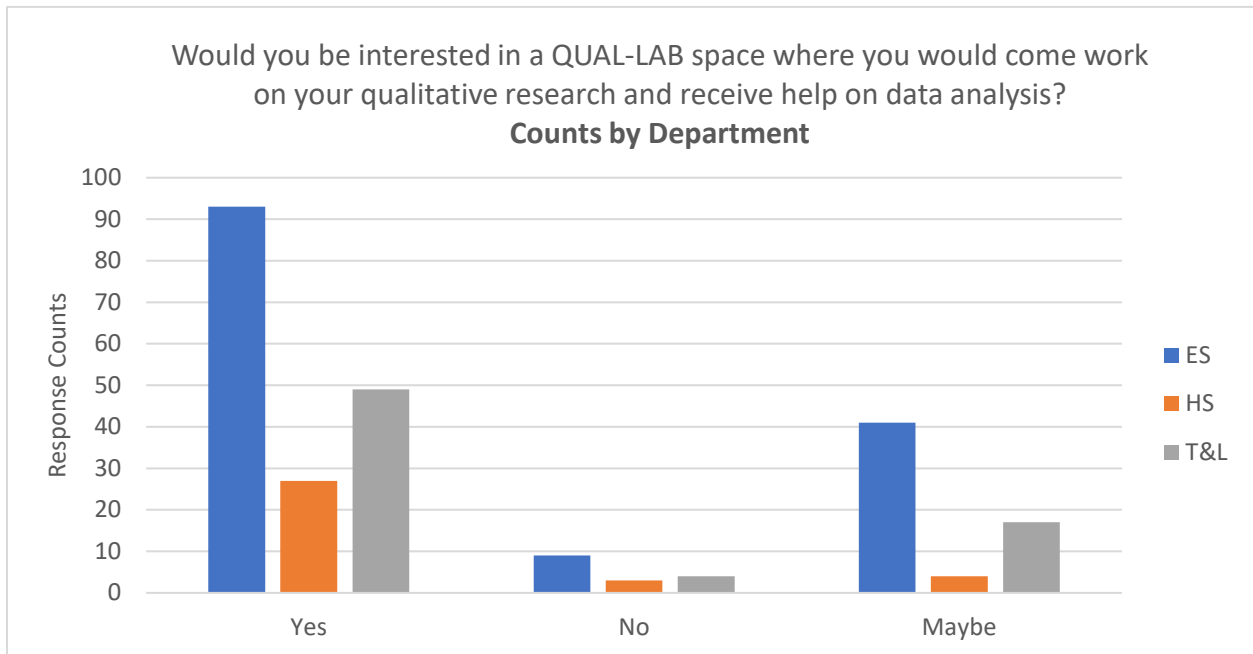
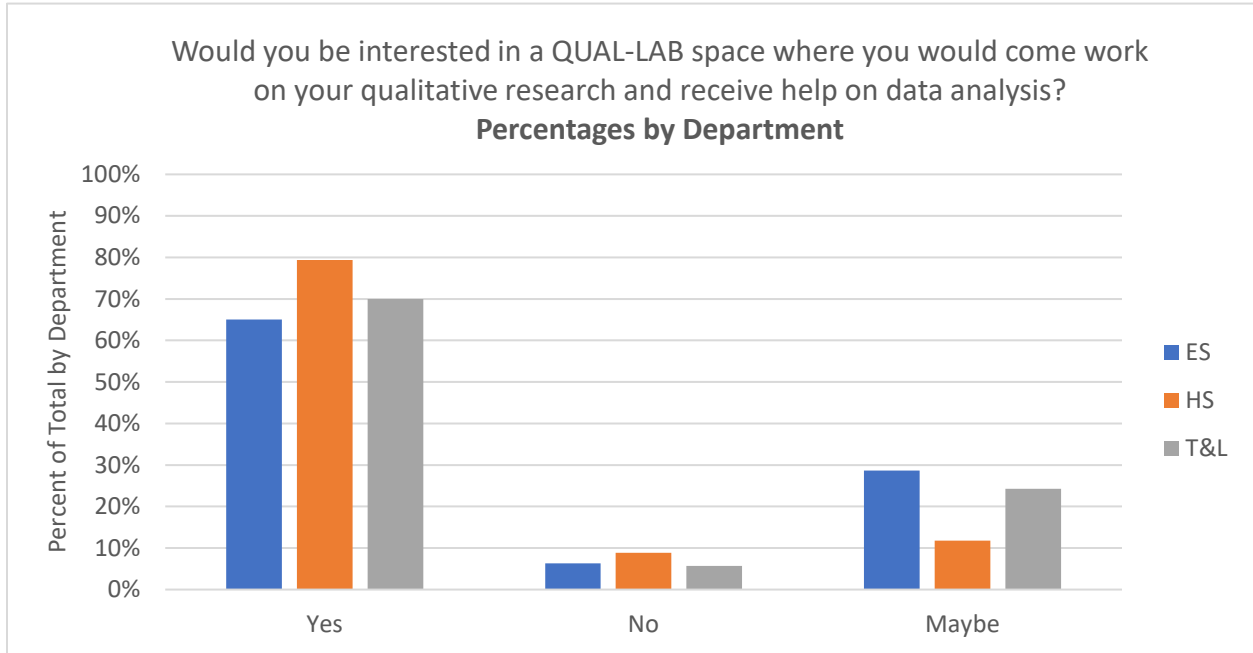


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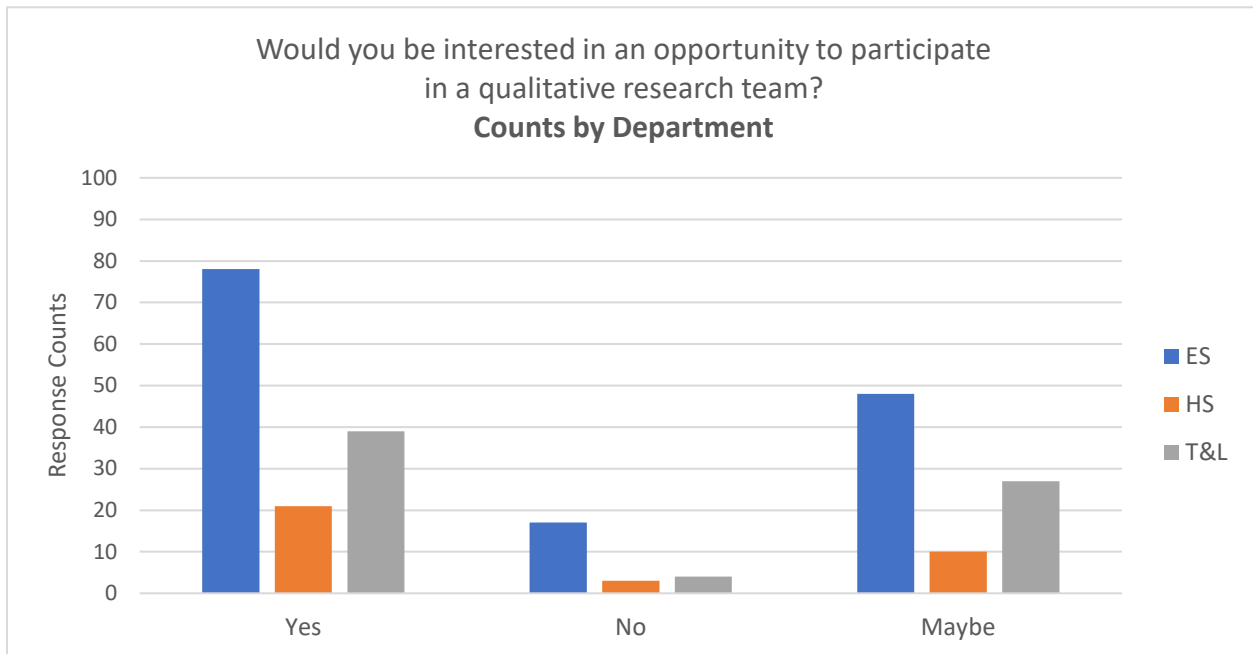
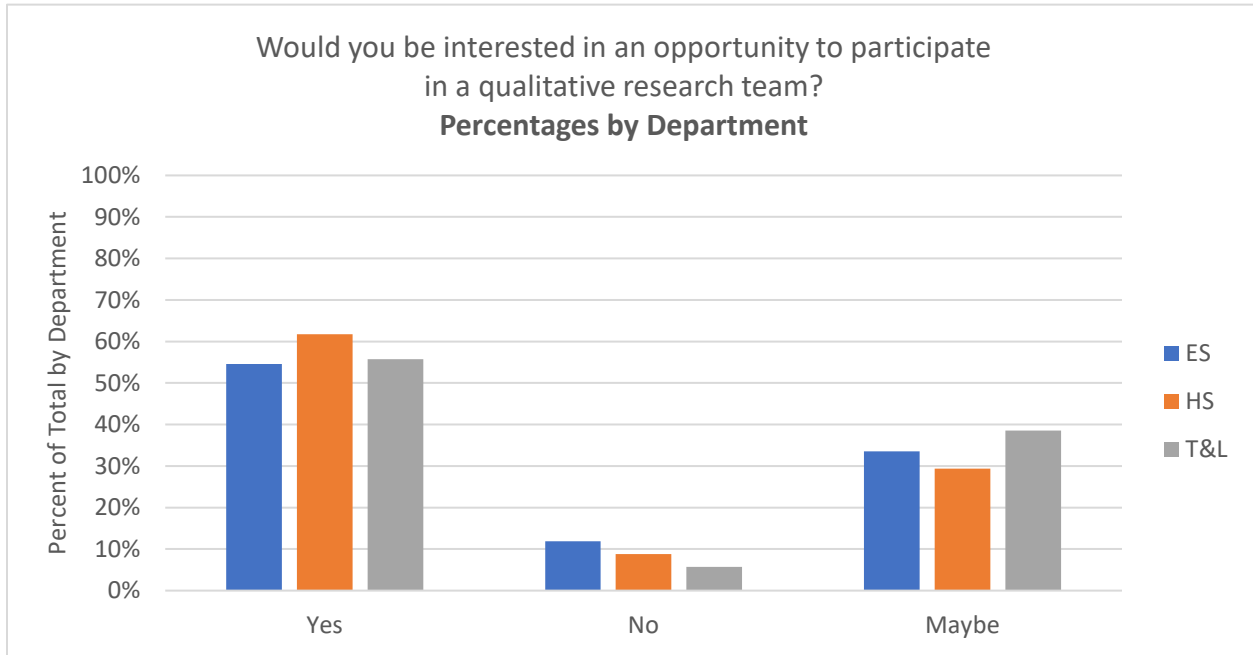




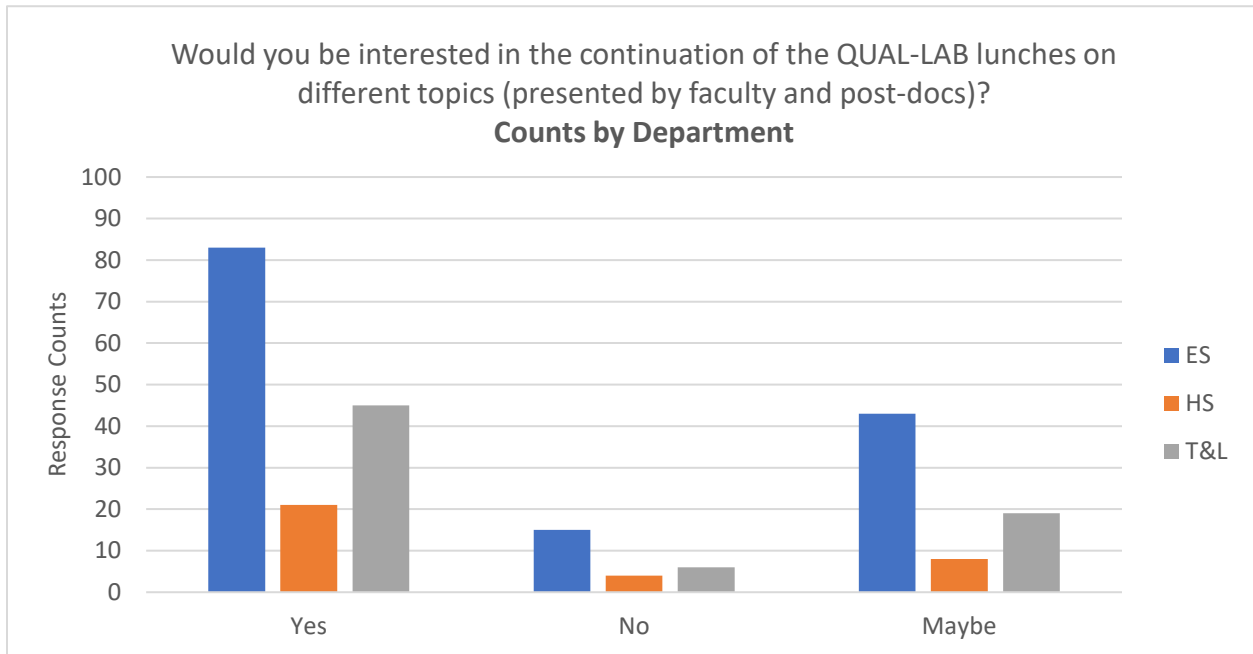
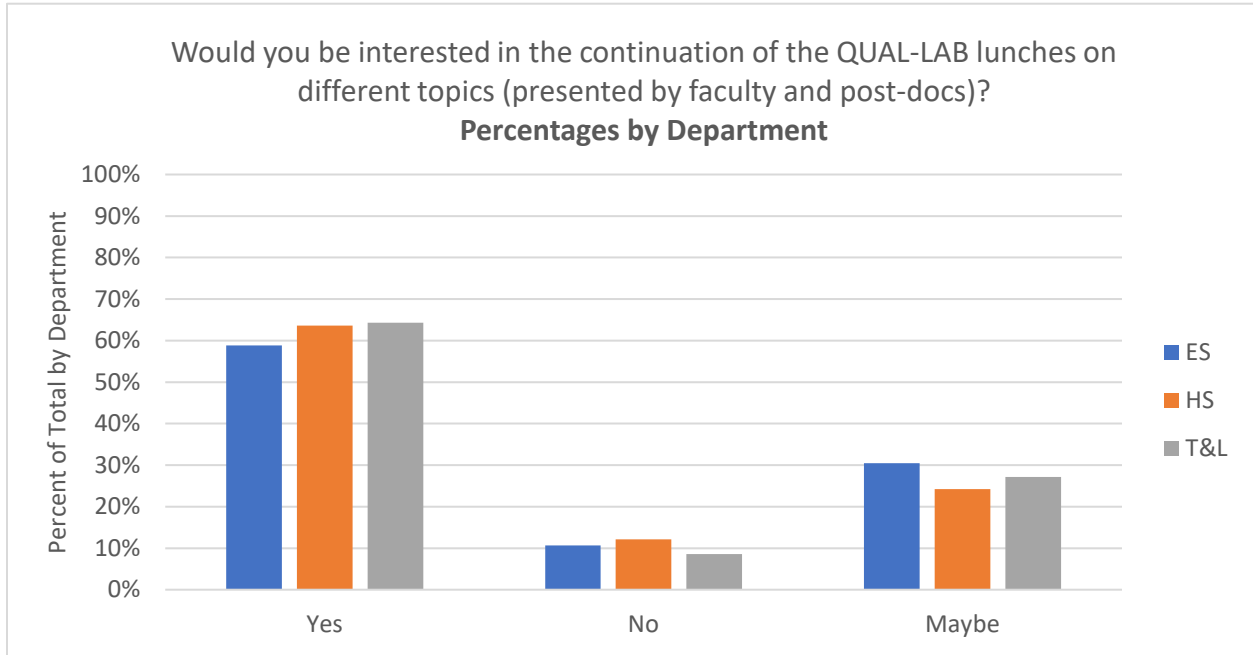
# EHE Qualitative Curriculum Survey Report 2020



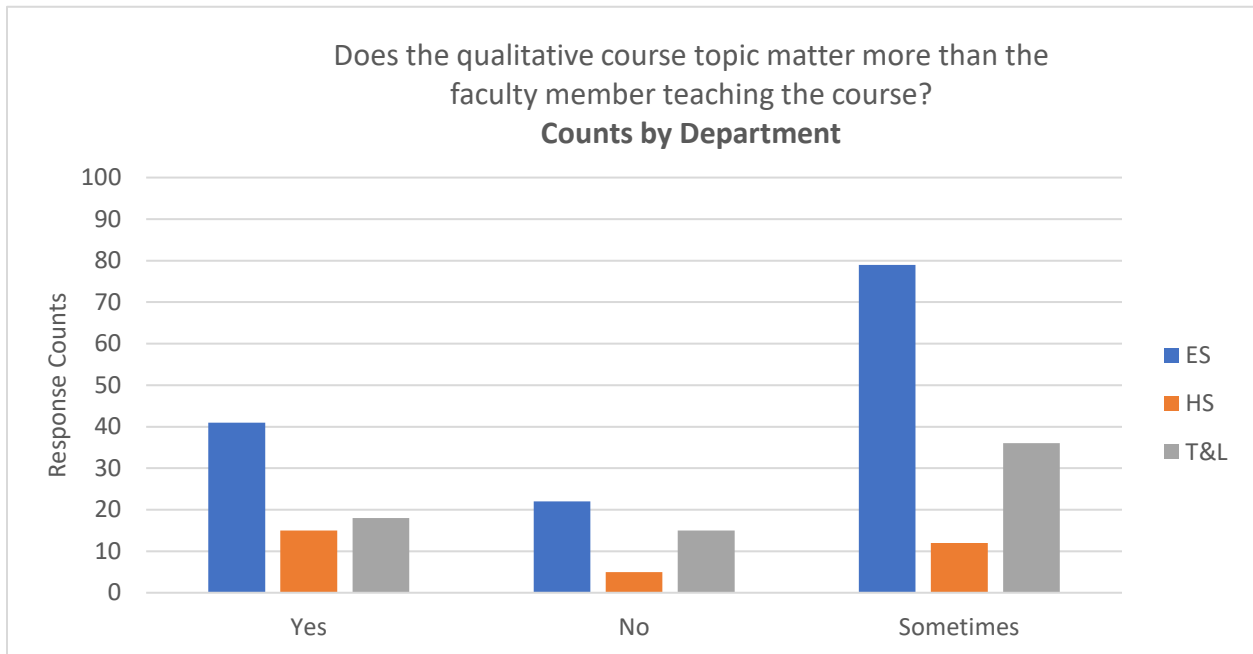
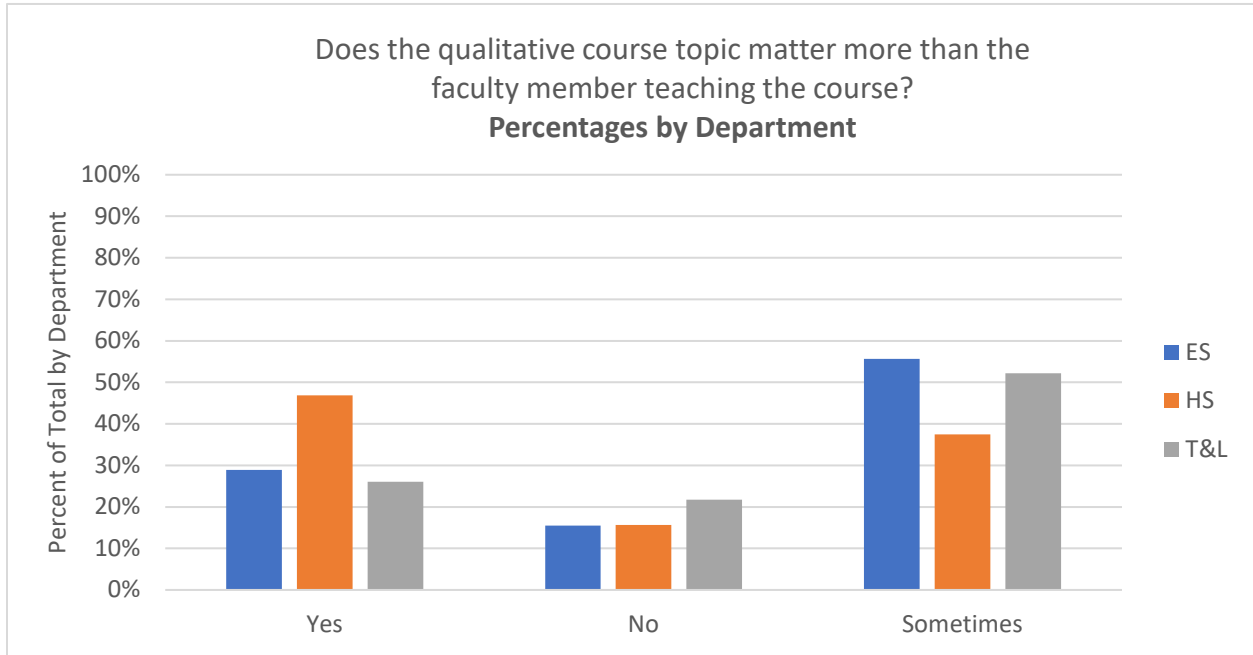
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## Thematic Analysis of Open-ended Comments

There were three themes that emerged from the 26 open-ended comments on the survey (below). In addition to the themes that emerged, in general, students requested that the frequency and range of courses that are currently offered in EHE be increased as the qualitative curriculum is revised.

### Theme 1: Applied Qualitative Courses

Students expressed their need for courses that teach more than just theories of qualitative research. They want the College to offer courses that focus on working with data (e.g., through coding, analysis) and on communicating qualitative results.

### Theme 2: A Mixed Methods Research Course

Students highlighted their need for learning how to conduct a mixed methods study. For example, one student specifically recommended a potential collaboration between ESQUAL and the ESQREM program.

### Theme 3: Additional Topics in Qualitative Courses

Students suggested the following topics be covered in qualitative research courses:

- Well-constructed literature reviews
- The effects of education policies on public education
- A survey course on qualitative methodology for first-year students
- Qualitative assessment for EdD students
- Historical document analysis
- History of qualitative research

Additional methods mentioned include:

- A/r/tography
- Visual ethnography
- Diary study
- Focus groups
- Tree tests
- A/B testing
- Performance ethnography
- Telecommunication

## EHE Qualitative Curriculum Survey Report 2020

### Appendix A

*Text Entered by Respondents, by Dept, to the Option Listed in Item 1 (i.e., Other?)*

Dept	Text-entry comment to option <i>Other?</i> in Item 1
ES	A course on qualitative assessment for EdD students would be helpful.
ES	Courses about the effects of education policies on public education.
ES	Courses and content that are focused on practitioners needs in the field and not solely based on theory.
ES	History of Qualitative Research
ES	I took Dr Childers Qualitative Research for Educators online this spring and LOVED it! She has such a great design for the online format - one of the few online courses I can say challenged me as much as (if not more!) than an in-person course and I learned so much. If more courses will be offered online, I would consider designing them like this course.
ES	I would have liked to see a course that was just about life history and oral history methods, instead of just interviewing for life histories.
ES	I am also interested in specific research methods, such as: Diary study; Focus groups; Survey; Card sorts; Tree tests; A/B testing...
ES	Maybe it is not own course, but sufficient time spent on the communication of qualitative results. And cooperation with QREME on mixed methods research.
ES	Maybe something involving (higher education) policy analysis if it is not already woven into some of these other courses
ES	Mixed-Methods Approaches for Educational Studies (Quantitative and Qualitative Methods)
ES	Overseeing faculty to ensure relevant curriculum is actually being taught. The one qualitative course I took contained absolutely no content on qualitative research because the professor thought it was a tool that students could not be taught to use.
ES	Qualitative Inquiry for Mixed Methods Research
ES	Qualitative research in a historical context - document analysis
ES	Right now, the frequency and range of courses offered is not sufficient to meet the demand. Remember that EdDs are interested in scholarly research, too, not just practitioner applications!
ES	Social network analysis
ES	The most important factor for me is to be able to take an advanced (post-Dr. Jones' qualitative course) qualitative course in Fall 2020 that will prepare me for my EdD dissertation in practice. I would benefit from a course offered for the EdD cohort, as we share similar experiences in being working professional scholar-practitioners.
ES	Many of these topics are of interest, but the kinds of courses that will serve me best are 1) those that will assist in my dissertation-in-practice and 2) those that will teach me methods that will assist me in future qualitative research projects within or related to my field of practice as a student affairs practitioner in a higher education institution.

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ES	The above represents numerous options. Maybe clearer guidance as to what is beneficial for EdD students vs. PhD students.
ES	Well-constructed literature reviews needs more attention. How to build up to 50 sources or more, scaffolding based on the content/themes you are reading along the way. Practitioners in higher education have significant quantitative data and need to understand how to frame/ask for/do the qualitative research which rounds out the story of the situation at hand. Courses which help to craft and conduct the qualitative research from scorecard to story are important.
HS	Coding Class and how to write a qualitative manuscript (findings)—this would require having a prior dataset as a prerequisite. Or a combination of these two?
HS	Conducting focus groups, qualitative interviews using telecommunication methods due to quarantining/social distancing (individual, group), qualitative interviewing methods in family dynamics and human development, and mixed methods (blending qualitative with quantitative).
HS	It was hard to choose from above which classes I would like since I am not familiar with a lot of this terminology. It would be helpful to have a short description of what each class would cover to help me make an informed choice.
T&L	A/r/tography, visual ethnography
T&L	I marked many of these because I have many interests, but I really think the most essential course we need that we don't currently have is some kind of methodology survey course that we would take our first year, preferably our first semester. I think a lot of the ideas listed above could be touched on within the course, and perhaps it could be very guest lecture-heavy so that students could know who in the department/college uses the methodologies described. Perhaps that is what is being considered in "Qualitative Methods and Analysis" or "Qualitative Paradigms, Theories & Exemplars"-- not sure.
T&L	Integrating quantitative and qualitative methods--either through designing a study to integrate them, or by meta-analysis of varied methodologies, or both, in a meaningful and systematic way.
T&L	More hands-on qualitative research classes that include labs, so we actually get to work with data and learn how to analyze it. So many qualitative classes focus primarily on learning about theoretical frameworks and writing proposals, which are very important, but we lack substantial experience actually working with data.
T&L	Performance Ethnography

*Note.* There were 18 comments out of 150 total respondents in ES (12%). There were 3 comments out of 36 total respondents in HS (8%). There were 5 comments out of 71 total respondents in T&L (7%). Totals do not include the one student whose department was unknown.