

Course Description

MEDD8886 Qualitative Methods: Research Design, Data Collection and Analysis

Course description			
<p>The purpose of this course is to equip students with the skills, techniques and knowledge necessary to undertake independent research using qualitative research approaches. The course will explore in greater depth the issues related to subjectivity, trustworthiness, validity, positionality, access, role and ethics in qualitative research. The class will combine lectures, group discussions, individual and group hands-on activities.</p> <p>More specifically, this course will introduce students to qualitative research approaches in educational research by focusing on key aspects, such as conceptualization, research design, data collection, analysis and reporting. Throughout the course students will be able to learn about the different qualitative designs and data collection strategies, to examine the ways how to organize and represent qualitative data, to apply the skills acquired in this course to critically analyze qualitative research studies.</p> <p>Coursework / Examination ratio: <u>100</u> % Coursework, <u>0</u> % Examination</p>			
Course objectives			
<p>The objectives of this course are as follows:</p> <ul style="list-style-type: none"> • To help students understand the purpose, tools and assumptions of qualitative research; • To develop students' understanding of the nature and application of qualitative research methods in education; • To train students in designing a qualitative study, collecting and analysing data and writing up a qualitative report; • To enable students to become critical consumers of qualitative research. 			
Course learning outcomes (CLOs)			Aligned programme learning outcomes (PLOs)
1. Demonstration of an understanding of foundational principles, approaches, assumptions, tools and application of qualitative research methods			PLOs 1, 2, 5
2. Identification and evaluation of key methodological aspects of qualitative research, such as design, data collection, analysis, interpretation, presentation, ethical considerations and reporting of data			PLOs 1, 2, 3, 5
3. Demonstration of acquisition of practical skills by applying appropriate qualitative methods to a pilot research study			PLOs 2, 3, 4
4. Critical reflections on a qualitative research study by identifying methodological limitations and gaps in design			PLOs 1-5
Course assessment methods			
Assessment method	Type of assessment (e.g. description of assignment)	Weighting (%)	Aligned course learning outcome(s)
Essay	Individual	40	CLOs 1, 2, 4
Project	Individual	40	CLOs 1, 2, 3, 4
Class participation and small group discussion	Individual/group	20	
Course content and topics			
<p>Course Introduction and Overview of Qualitative Methods</p> <p>Qualitative Research Design</p> <p>Data Collection Techniques 1: Interviews, Focus Groups and Observation</p> <p>Data Collection Techniques 2: Interviews, Focus Groups and Observations</p> <p>Data Analysis and Interpretation 1</p> <p>Ethical Dimensions of Qualitative Research</p>			

Data Analysis and Interpretation 2
Writing up and Presentation & Wrapping Up

Required / recommended readings and online materials

Main textbooks:

Lareau, A. (2021). *Listening to People: A Practical Guide to Interviewing, Participant Observation, Data Analysis, and Writing it All Up*. University of Chicago Press.

Gerson, K., & Damaske, S. (2020). *The science and art of interviewing*. Oxford University Press.

Recommended textbooks:

Berg, B. L., & Lune, H. (2017). *Qualitative Research Methods for the Social Sciences*. 9th Edition. Pearson.

Creswell, J. W. (2018). *Qualitative Inquiry and Research Design*. Fourth Edition. Sage Publications, Inc.

Maxwell, J. (2005). *Qualitative Research Design: An Interactive Approach*. Second Edition. Sage publications.

Rubin, H. J., & Rubin, I. S. (2011). *Qualitative Interviewing: The Art of Hearing Data*. Sage.

Other recommended readings:

Bogdan R.C. and Biklen, S. K. (1998). *Qualitative Research for Education: An Introduction to Theory and Methods*. Allyn & Bacon.

Denzin, N.K. & Lincoln, Y.S. (eds) (1998). *Strategies of qualitative research*. Thousand Oaks: Sage.

Glesne, C. (2011). *Becoming Qualitative Researchers: An Introduction*. 4th Edition, Pearson, Upper Saddle River, NJ.

Guba, E. G. and Lincoln, Y. S. (1981). *Effective Evaluation: Improving the Usefulness of Evaluation Results Through Responsive and Naturalistic Approaches*. San Francisco, CA: Jossey-Bass.

Marshall, C., & Rossman, G. B. (2014). *Designing qualitative research*. Sage publications.

Stake, R. E. (1995). *The Art of Case Study Research*. Thousand Oaks, CA: Sage.

Strauss, A. and Corbin, J. (1990). *Basics of qualitative research: grounded theory procedures and techniques*. Newbury Park: Sage.

Other additional course information

Advanced Research Method course