

Course Description

MEDD8900 Analysing Textual and Documentary Data in Qualitative Research

Course description			
<p>Covid-19 has placed restrictions on hands-on data collection in the field using methods that rely on face-to-face communication with research participants. Learning how to utilise (pre-existing) textual and documentary data to conduct high-quality research has become an essential skill that MEd students should master. This course will introduce a range of qualitative methods and approaches that can be employed in handling textual/documentary data in a typically qualitative research project in the discipline of education. The analytical strategies will be useful when textual/documentary data are either the dominant form of data or among the several types of data in a project, so that one can also select from the introduced approaches and combine them with other methods of data analysis in a project. The topics to be covered in the course include the following: content analysis, corpus methods, using documents as data, analysing documents in social contexts, discourse approach, and historical perspective. Learning from sample studies and applying the discussed methods to designing research in one's own educational or professional contexts will be emphasised in the course.</p>			
<p>Coursework / Examination ratio: <u>100</u> % Coursework, <u>0</u> % Examination</p>			
Course objectives			
<ol style="list-style-type: none"> 1. To introduce to the students a broad range of methods and approaches that can be employed in analysing textual/documentary data in qualitative research in the discipline of education 2. To widen the students' scope of vision for the potential of the textual/documentary data through learning from multiple strands of methodological and empirical literature 3. To develop the students' critical insights into relevant published research and to nurture their interest in research 4. To facilitate the students' connection of theory with practice through their application of the introduced methods to researching issues in their own educational and professional contexts or for their future academic studies 			
Course learning outcomes (CLOs)			Aligned programme learning outcomes (PLOs)
1. Demonstrate and communicate about up-to-date knowledge concerning using and analysing textual/documentary data in the broader context of research in education			PLOs 1-5
2. Apply knowledge and skills to understand, critically evaluate and/or conduct educational research that taps into the potential of textual/documentary data			PLOs 1-5
3. Engage in inquiry-based and evidence informed practice in response to challenges and novel situations, as a result of learning how to use and analyse textual/documentary data			PLOs 1-5
4. Reflect on and advocate important educational values such as social justice, equity and fairness in their own cultural and educational contexts, in particular as a result of taking on a 'critical' perspective upon discourses in social contexts as facilitated in the course			PLOs 1-5
5. Strengthen personal and professional ethics by engaging with a range of high-quality published research and collaborating with one's peers in the learning community of the class			PLOs 1-5
Course assessment methods			
Assessment method	Type of assessment (e.g. description of assignment)	Weighting (%)	Aligned course learning outcome(s)

Participation in class (incl. group presentation) and in the Moodle Forums	Individual & group	20	CLOs 1-5
Analysing a published study	Individual	30	CLOs 1-5
Analysing a modest set of data	Individual	50	CLOs 1-5
Course content and topics			
<p>Some basic analytical strategies: Working with short text segments</p> <p>Qualitative content analysis</p> <p>Keyword in Context (KWIC)</p> <p>Content analysis as a dynamic research strategy</p> <p>Using documents as data</p> <p>Analysing documents in social contexts</p> <p>Historical approach to documents</p> <p>Discourse approach to documents</p>			
Required / recommended readings and online materials			
Please refer to the Moodle system of the course.			
Other additional course information			
Advanced Research Method course			