

Course Description

MEDD8908 Foundations of qualitative education research: Concepts, strategies and methods

Course description	
<p>The purpose of this course is to provide students with foundational understandings of qualitative research and necessary knowledge for conducting qualitative education research. The course is divided into three broad parts: (1) looks at certain foundational philosophical and methodological discussions in qualitative education research. Specifically, it examines in-depth philosophical perspectives of education research and five important qualitative research approaches (i.e. ethnography, grounded theory, action research, phenomenological research, and narrative research), (2) asks the question of how to carry out “good” qualitative research. It discusses important aspects in making a qualitative study “good”, including ethics, rigour and positionality, and explores how to propose good research questions, and (3) introduces a few qualitative research methods that are commonly employed in education research. They are interviews, observations, and participatory methods.</p>	
Course objectives	
<p>The course aims to introduce to the course participants</p> <ul style="list-style-type: none"> • foundational philosophical and methodological issues and concepts in qualitative research • key strategies to achieve rigour and quality in qualitative research • commonly used qualitative data collection and data analysis methods • critical perspectives in reading academic literature • key steps in qualitative research design 	
Course learning outcomes	Aligned programme learning outcomes (PLOs)
1. Demonstrate and communicate about up-to-date knowledge concerning qualitative education research in the broader context of research in education	PLOs 1-3
2. Apply knowledge and skills to understand, critically evaluate and conduct qualitative education research	PLOs 1-3
3. Engage in inquiry-based and evidence-informed practice in response to challenges and novel situations, as a result of gaining insights into the foundations of qualitative education research	PLOs 1-3
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 becoming a critical reader of academic literature	PLOs 1-3
5. Adhere to personal and professional ethics by understanding issues of ethics in qualitative research, engaging with high-quality published research and collaborating with peers in the learning community of the class	PLOs 1-3
Course assessment methods	
<ul style="list-style-type: none"> • Class participation (including group work and in the Moodle forums) • Critique a published qualitative study • Individual essay 	
Course content and topics	
<ul style="list-style-type: none"> • What is qualitative research • Research questions in qualitative research • Philosophical traditions of qualitative research • Common qualitative research designs • The role of theory • Data collection in qualitative research 	

- Ethics, trustworthiness, and rigour
- Data analysis in qualitative research
- Wrap-up and assignment preparation

Required / recommended readings and online materials

Atkins, L., & Wallace, S. (2012). Qualitative research in education. Sage.

Creswell, J. W. (2013). Qualitative inquiry and research design: Choosing among five approaches (3rd ed.). Sage.

Hatch, J. A. (2002). Doing qualitative research in education settings. State University of New York Press.

Merriam, S. B., & Tisdell, E. J. (2016). Qualitative research: A guide to design and implementation (4th ed.). Jossey-Bass.

Other additional course information

Advanced Research Method (ARM) course