

Subject Description Form

Subject Code	APSS6002								
Subject Title	Research Methodology I: Qualitative Methods								
Credit Value	3								
Level	6								
Pre-requisite/ Co-requisite/ Exclusion	N/A								
Assessment Methods	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>Written assignment</td> <td>Group presentation</td> <td>Class participation</td> </tr> <tr> <td>40 %</td> <td>40%</td> <td>20%</td> </tr> </table> <ul style="list-style-type: none"> • The grade is calculated according to the percentage assigned; • The completion and submission of all component assignments are required for passing the subject. 			Written assignment	Group presentation	Class participation	40 %	40%	20%
Written assignment	Group presentation	Class participation							
40 %	40%	20%							
Objectives	<p>This course introduces students to specific qualitative methods (e.g., interviews, focus groups, observations, etc.) so they may be deployed as tools within students' research designs. However, this course also introduces students to the wider paradigms (e.g., ontological, epistemological, methodological) that shape the ways these methods are used and not used.</p> <p>After developing understandings of the qualities of qualitative research, we will contemplate matters like the paradigms (e.g., positivism, post-positivism, critical, constructivist, and participatory) and approaches / methodologies researchers adopt (e.g., ethnography, phenomenology, etc.), issues relating to research design and researcher positionality. Later, we will explore the promise and perils of specific types of data and research method.</p> <p>Finally, students will begin to analyse and interpret data and reflect upon issues relating to moving from data to output, i.e., getting their ideas in both oral and written forms.</p>								

<p>Intended Learning Outcomes</p> <p><i>(Note 1)</i></p>	<p>Upon completion of the subject, students will be:</p> <ol style="list-style-type: none"> a. Familiar with the qualities of qualitative research in general and specific qualitative research methods in particular; b. Cognizant of the ways specific methods relate to broader methodological, epistemological and ontological frameworks; c. Able to elaborate upon issues relating to method and methodology in research proposals; and d. Appreciate approaches to analysing and interpreting qualitative data
<p>Subject Synopsis/ Indicative Syllabus</p> <p><i>(Note 2)</i></p>	<ol style="list-style-type: none"> 1. Qualitative research: what, when and why? 2. The building blocks of research (proposals) 3. An introduction to methodological approaches in qualitative research 4. Researcher positionality and ethical matters 5. Types of data and data collection: interviews, focus groups, and observations 6. An introduction to data analysis, interpretation, and presentation 7. Analysing data workshop 8. Conclusion: How to make the best use of qualitative methods in your current and/or future research <p>NB. One class toward the middle of the course will be a reading week, i.e., no face-to-face class. Students may also submit outlines / annotated bibliographies for suggestions & feedback.</p>
<p>Teaching/Learning Methodology</p> <p><i>(Note 3)</i></p>	<p>The class will be conducted as an interactive tutorial. These will include some of the following activities:</p> <ul style="list-style-type: none"> • Discussions summarizing key / core readings, often led by students in their groups. • A brief lecture or input session highlighting and clarifying key points relating to the topic and/or readings. • Guided applied exercises. • Realistic (or simulation) exercises to facilitate students' understanding of, and ability to use, specific methods. <p>For the sessions to be enjoyable and productive, students should read assigned materials before attending classes and actively participate during sessions.</p>

Assessment Methods in Alignment with Intended Learning Outcomes <i>(Note 4)</i>	<table border="1"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="4"></th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> </tr> </thead> <tbody> <tr> <td>1. Written assignment</td> <td>40 %</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>2. Group presentation</td> <td>40 %</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>3. Class participation</td> <td>20 %</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Specific assessment methods/tasks	% weighting					a	b	c	d	1. Written assignment	40 %	√	√	√	√	2. Group presentation	40 %	√	√	√	√	3. Class participation	20 %	√	√	√	√	Total	100 %				
	Specific assessment methods/tasks			% weighting																															
		a	b		c	d																													
	1. Written assignment	40 %	√	√	√	√																													
	2. Group presentation	40 %	√	√	√	√																													
3. Class participation	20 %	√	√	√	√																														
Total	100 %																																		
<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <ul style="list-style-type: none"> - Students will work in groups and (a) deliver a group presentation about a chosen research topic and qualitative methodology and (b) write a qualitative research proposal. These group projects will open up space for student control of learning processes and collaborative approaches to knowledge production. The written proposal should be approximately 3000 words in length. - For class participation, students are expected to participate in classroom discussions and exercises. In order to do this, it is vital students read at least <u>some</u> of the recommended reading <u>before</u> class. <ul style="list-style-type: none"> ▪ The grade is calculated according to the percentage assigned; ▪ The completion and submission of all component assignments are required for passing the subject. 																																			
Student Study Effort Required	Class contact:																																		
	▪ Lecture / tutorial	39 Hrs.																																	
	Other student study effort:																																		
	▪ Weekly preparation	26 Hrs.																																	
	▪ Assignment preparation	52 Hrs.																																	
	Total student study effort	117 Hrs.																																	
Reading List and References	<p>1. Essential Denzin, N.K. and Lincoln, Y.S. (2018). <i>The Sage Handbook of Qualitative Research</i>. Sage.</p> <p>Ritchie, J., Lewis, J., McNaughton Nicholls, C., and Ormston, R. (2014). <i>Qualitative research practice: A guide for social science students and researchers</i>. Sage.</p>																																		

	<p>2. Supplementary Bernard, H. Russell. (2011). <i>Research methods in anthropology: Qualitative and quantitative approaches</i> (Fifth ed.). Lanham and Plymouth: AltaMira Press.</p> <p>Bryman, A. (2012). <i>Social Research Methods</i>. 4th edition. Oxford: Oxford University Press.</p> <p>Flick, U. (2014). <i>An Introduction to Qualitative Research</i>. London: Sage.</p> <p>Hesse-Biber, S-N. (2017). <i>The Practice of Qualitative Research</i>. London: Sage.</p> <p>Neuman, W. Lawrence. (2012). <i>Basics of social research: Qualitative and quantitative approaches</i> (3rd ed.). Upper Saddle River, NJ: Pearson.</p> <p>Savin-Baden, M. & Major, C. H. (2013). <i>Qualitative Research: the essential guide to theory and practice</i>. London: Routledge.</p> <p>Scott, G.M. and Garner, R.M. (2012). <i>Doing Qualitative Research: Designs, Methods, and Techniques</i>. New Jersey: Pearson.</p> <p>Seale, C. (2012). <i>Researching Society and Culture, 3rd edition</i>. London: Sage.</p> <p>Seale, C. ed. (2004). <i>Social Research Methods: A Reader</i>. London: Routledge.</p> <p>3. Journals Qualitative Research</p> <p>Ethnography</p> <p>International Journal of Qualitative Methods</p> <p>Journal of Ethnography</p> <p>4. Online Resources Sage Research Methods: http://methods.sagepub.com/ NB. There are specific reading requirements for each week of the course. Students will receive detailed information of these in the week prior to each class, sometimes with guided questions.</p>
--	--

Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon completion of the subject. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/ Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time over-crowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method purports to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.