

Subject Description Form

Subject Code	APSS6311											
Subject Title	Advanced Qualitative Research Methodology											
Credit Value	3											
Level	6											
Pre-requisite / Co-requisite/ Exclusion	Nil											
Assessment Methods	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">100% Continuous Assessment</th> <th style="width: 25%;">Individual Assessment</th> <th style="width: 25%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Class participation</td> <td style="text-align: center;">10%</td> <td style="text-align: center;">30%</td> </tr> <tr> <td>2. Term Paper</td> <td style="text-align: center;">60%</td> <td style="text-align: center;">0%</td> </tr> </tbody> </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; and Student must pass all the components if he/she is to pass the subject. 			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Class participation	10%	30%	2. Term Paper	60%	0%
100% Continuous Assessment	Individual Assessment	Group Assessment										
1. Class participation	10%	30%										
2. Term Paper	60%	0%										
Objectives	<ol style="list-style-type: none"> 1. To enable students to have an excellent understanding of the philosophical ground and methodological issues of undertaking a qualitative research in the field of social sciences. 2. To enable students to grasp of relatively full picture of the links between the philosophical, methodological, theoretical and operational aspects of an empirical research. 3. To introduce to students the basic ideas and concepts of different qualitative research approaches in order to assist students to construct solid ground for their research project. 											
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. To enable students to have an excellent understanding of the philosophical ground and methodological issues of undertaking a qualitative research in the field of social sciences. 											

	<p>b. To enable students to grasp of relatively full picture of the links between the philosophical, methodological, theoretical and operational aspects of an empirical research.</p> <p>c. To enable students to understand different qualitative approach and choose appropriate methodology for their research project.</p>
<p>Subject Synopsis/ Indicative Syllabus</p>	<ol style="list-style-type: none"> 1. Nature of Knowledge and Knowledge Building <ul style="list-style-type: none"> • Paradigm Shift in Social Sciences • Debates between Positivism and the School of Falsification • The Paradigms of Qualitative research • The Role of Actor: Double Hermeneutics 2. Different Approaches of Qualitative Research <ul style="list-style-type: none"> • Theory, Framework and Empirical Data • Grounded Theory Methods, Extended Case Method, Phenomonology, Narrative Inquiry Ethnography, • Praxis-oriented research, Action Research 3. Issues Arising from Qualitative Research <ul style="list-style-type: none"> • Field Work Relationship and Politics • Ethic Issues in Qualitative Research • Validity and Reliability of Qualitative Research • Writing and Representation
<p>Teaching/Learning Methodology</p>	<p>This subject is divided into three parts. In the first part, each student, in collaboration with the lecturer, figures out the possible qualitative methods employed in their research project, and then find out the philosophical ground for using qualitative method. Students are expected to be able to present clear understanding of the basic philosophical and methodological support of the qualitative method. In the second part, students then go further to make a decision on the particular methodological approach he/she would employ, and here they should work with the lecturer to assess the feasibility of using the chosen method, to point out the strengths and weaknesses of it and the linkage between theoretical framework and the chosen method. In the final part, students conduct a pilot study to examine the way ahead for their own research project.</p>

Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed		
			a	b	c
	1. Class participation	40%	✓	✓	✓
	2. Term Paper	60%	✓	✓	✓
	Total	100%			
<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>Students are expected to submit an individual paper of 5000 words critically reviewing a methodology that he or she will adopt in his or her research. The paper will demonstrate student’s knowledge of qualitative research methodology and capacity of applying the methods in their research.</p>					
Student Study Effort Required	Class contact:				
	▪ Lecture		26 Hrs.		
	▪ Seminar		13 Hrs.		
	Other student study effort:				
	▪ Group discussion		20 Hrs.		
	▪ Reading		20 Hrs.		
	▪ Library research		30 Hrs.		
	Total student study effort		109 Hrs.		
Reading List and References	<u>Essential</u>				
	Denzin, N. & Lincoln, Y. S. 2023. <i>The Sage Handbook of Qualitative Research</i> . Thousand Oaks: Sage Publication.				
	Burawoy, Michael edited 2000. <i>Global Ethnography</i> . Berkeley: California University Press.				
Huberman, A. Michael and Matthew B. Miles. 2000. <i>The Qualitative Researcher’s Companion</i> . London: Sage.					

Padgett, D. K. 2017. *Qualitative Methods in Social Work Research*. London: Sage.

Savin-Baden, M. & Major, C. H. 2013. *Qualitative Research: the essential guide to theory and practice*. London: Routledge.

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Wadsworth, Y. 2016. *Doing it Yourself Social Research*. New York: Routledge.

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Burawoy, Michael, 1998. "The Extended Case Method" *Sociological Theory*. 16: 4-33.

Burawoy, Michael, 1998. "Critical Sociology: a Dialogue between Two Science," *Contemporary Sociology* Vol. 27 (1): 12-20.

Corbin, Juliet and Strauss, Anselm. 1990. "Grounded Theory Research; Procedures, Canons, and Evaluative Criteria" *Qualitative Sociology*. Vol. 13, No. 1, 3-21.

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Fletcher, Colin. 1993. "Reflecting on an Experience: an analysis of practitioner researcher," pp. 5-14, in Bob Broad & Colin Fletcher (ed.) *Practitioner Social Work Research in Action*. London: Whiting & Birch Ltd.

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- Lather Patti. 1991. "Research as Praxis" & "Feminist Perspectives on Empowering Research Methodologies" *Getting Smart: Feminist Research and Pedagogy with/in the Postmodern*. London: Routledge.
- Mishler, Elliot, 1986. "The Joint Construction of Meaning," *Research Interviewing: Context and Narrative*. Cambridge: Havard University Press.
- Park, Peter. 1999. "People, Knowledge, and Change in Participatory Research" *Management Learning*. Vol. 30 (2): 141-157.
- Reinharz, Shulamit. 1992. "Feminist Action Research" *Feminist Methods in Social Research*. Oxford: Oxford University Press.
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- 朱元鴻, 1997, <背叛/洩密/出賣：論田野方志的冥界> 《臺灣社會研究季刊》，第 26 期，頁 29-65。
- 夏林清 (1993) 《由實務取向到社會實踐》，臺北：張老師出版社。