

## Subject Description Form

<b>Subject Code</b>	APSS585											
<b>Subject Title</b>	Qualitative Research Methodologies											
<b>Credit Value</b>	3											
<b>Level</b>	5											
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Nil											
<b>Assessment Methods</b>	<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. presentation and participation</td> <td style="text-align: center;">40%</td> <td style="text-align: center;">%</td> </tr> <tr> <td>2. term paper</td> <td style="text-align: center;">60%</td> <td style="text-align: center;">%</td> </tr> </tbody> </table>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. presentation and participation	40%	%	2. term paper	60%	%
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<b>Objectives</b>	<p>The subject aims to:</p> <ol style="list-style-type: none"> <li>1. sensitize students to the necessity of learning the philosophy of social sciences;</li> <li>2. educate students about the concept of paradigm and see how paradigms determine research methodologies and epistemology;</li> <li>3. introduce five basic qualitative research methodologies from which students could select an appropriate methodologies for their own research.</li> </ol>											
<b>Intended Learning Outcomes</b> <i>(Note 1)</i>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a. point out the importance of the philosophy of social science;</li> <li>b. find out their own methodologies to guide their own research.</li> </ol>											
<b>Subject Synopsis/ Indicative Syllabus</b> <i>(Note 2)</i>	<p>Outline:</p> <ol style="list-style-type: none"> <li>1. Introduction: Theories, Method and Methodology</li> <li>2. Falsification, Science and Paradigms: What Constitutes Scientific Knowledge</li> <li>3. The Five paradigms in social research</li> <li>4. Ethnography/Naturalistic Inquiry: methods and skills</li> <li>5. Ethnography/Naturalistic Inquiry: a case study</li> <li>6. Grounded theory: an introduction</li> <li>7. Grounded theory: coding and other skills</li> </ol>											

	8. Grounded theory: forcing or emerging 9. Extended case method: The Role of Science (or Social Science) 10. Extended case method: from local to global 11. Phenomenology or Critical inquiry: An anthropological contribution 12. Phenomenologically informed inquiry or Critical inquiry: storytelling and metaphors 13. The Fifth Paradigm: Action research 14. The Fifth Paradigm: Participatory inquiry																																												
<b>Teaching/Learning Methodology</b>  (Note 3)	Conventional lectures and seminars are employed.																																												
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>  (Note 4)	<table border="1" data-bbox="443 730 1473 1144"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> <th></th> </tr> </thead> <tbody> <tr> <td>1. presentation and participation</td> <td>40%</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2. term paper</td> <td>60%</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="6"></td> </tr> </tbody> </table> <p data-bbox="443 1178 1473 1245">Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p data-bbox="443 1279 1473 1379">The presentation is to reveal the students' ability to communicate the knowledge they learnt through reading and make linkages to their own ideas to form a coherent presentation.</p> <p data-bbox="443 1413 1473 1514">The term paper should show whether the student has incorporated the comments from tutors and classmates for refining their ideas and arguments. Written work is a necessary exercise for students to prepare a proper academic paper.</p> <hr data-bbox="443 1581 1358 1592"/> <ul data-bbox="475 1626 1437 1771" style="list-style-type: none"> <li>• The grade is calculated according to the percentage assigned;</li> <li>• The completion and submission of all component assignments are required for passing the subject</li> </ul>							Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e		1. presentation and participation	40%	✓	✓					2. term paper	60%	✓	✓					Total	100 %						
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<b>Student Study Effort Expected</b>	Class contact:																																												
	▪ Lecture						28 Hrs.																																						
	▪ Seminar						14 Hrs.																																						

	Other student study effort:	
	▪ reading	50 Hrs.
	▪ presentation preparation	30 Hrs.
	Total student study effort	122 Hrs.
<b>Medium of Instruction</b>	English	
<b>Medium of Assessment</b>	English	
<b>Reading List and References</b>	<p><b><u>Essential</u></b></p> <p>Denzin, N. and Y. S, Lincoln, (eds.)_2002. <i>The Qualitative Inquiry Reader</i>. Thousand Oaks: Sage publications.</p> <p>Wolcott, Harry F. 2009. <i>Writing up Qualitative Research</i>. 3<sup>rd</sup> edition.</p> <p><b><u>Supplementary</u></b></p> <p>Layder, Derek, 1998. <i>Sociological practice: Linking theory and social research</i>. London: Sage Publications</p> <p>Bulmer, Martin. (editor), 2003. <i>Sociological Research Methods: An Introduction</i>.</p> <p>Hammersley, Martyn. 1993. <i>Social Research: Philosophy, Politics and Practice</i>.</p> <p>Huberman, A. M. and Miles, M. B. (eds.) 2002. <i>The Qualitative Research Companion</i>. Thousand Oaks: Sage Publications.</p> <p>Miles, Matthew B. and A. Michael Huberman. 1994. <i>Qualitative Data Analysis: An expanded sourcebook</i>. London: Sage Publications.</p> <p>Seale, C., Gobo, G., Gibrium, J.F. and Silverman, D., (eds.) 2004. <i>Qualitative Research Practice</i>. Thousand Oaks: Sage Publications.</p> <p>Sokolowski, Robert. , 2000. <i>Introduction to Phenomenology</i>. Cambridge: Cambridge University Press.</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.