

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
Objectives	The course is intended to teach students how qualitative research fits into the social sciences, and to enable them to conduct such research on their own. The course will cover the philosophical and ethical grounding of qualitative research, provide an analysis of individual qualitative research methods, and allow the students to practice these methods to prepare them for their own research projects.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: <ul style="list-style-type: none"> a. Discuss the advantages and disadvantages of specific qualitative research methods; b. Critically evaluate the links between theories, methodologies, and research outcomes; c. Evaluate the validity of data gained by use of specific qualitative research methods to answer specific research questions; d. Demonstrate an awareness of the impact of the researchers personal interactions and ethics on qualitative research; e. Display their competence in planning for and minimizing their disruptive impact on the communities they want to research.
Subject Synopsis/ Indicative Syllabus	<ol style="list-style-type: none"> 1. The nature and creation of knowledge 2. Positivism vs. Relativism vs. Falsification vs. Dialogism 3. The researcher as actor: Hermeneutics and Ethics 4. Representation and research subjects 5. Theory, methodology, and data collection 6. Academic, Praxis-oriented, and. Action research 7. Validity and reliability in qualitative research 8. Interviewing and Focus Groups 9. Participant Observation and Ethnography 10. Relationship analysis, Case Studies, Life histories 11. Data analysis and self-reflectivity 12. From research to writing up

Teaching/Learning Methodology	Teaching will be comprised of interactive seminars and guided applied exercises. Video materials and guest lecturers will be used to engage students' interest in the subject. Realistic exercises will be employed to facilitate a richer learning experience that is related to the student's own research plans. Students are expected to study assigned materials before attending the seminars, and to actively participate and provide input during the sessions.																																												
Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1" data-bbox="459 533 1444 958"> <thead> <tr> <th data-bbox="459 533 842 689" rowspan="2">Specific assessment methods/tasks</th> <th data-bbox="842 533 986 689" rowspan="2">% weighting</th> <th colspan="5" data-bbox="986 533 1444 622">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th data-bbox="986 622 1082 689">a</th> <th data-bbox="1082 622 1177 689">b</th> <th data-bbox="1177 622 1273 689">c</th> <th data-bbox="1273 622 1369 689">d</th> <th data-bbox="1369 622 1444 689">e</th> </tr> </thead> <tbody> <tr> <td data-bbox="459 689 842 757">1. Assignment</td> <td data-bbox="842 689 986 757">80%</td> <td data-bbox="986 689 1082 757">✓</td> <td data-bbox="1082 689 1177 757"></td> <td data-bbox="1177 689 1273 757">✓</td> <td data-bbox="1273 689 1369 757">✓</td> <td data-bbox="1369 689 1444 757">✓</td> </tr> <tr> <td data-bbox="459 757 842 824">2. Participation & Attendance</td> <td data-bbox="842 757 986 824">20%</td> <td data-bbox="986 757 1082 824">✓</td> <td data-bbox="1082 757 1177 824">✓</td> <td data-bbox="1177 757 1273 824">✓</td> <td data-bbox="1273 757 1369 824">✓</td> <td data-bbox="1369 757 1444 824">✓</td> </tr> <tr> <td data-bbox="459 824 842 891"></td> <td data-bbox="842 824 986 891"></td> <td data-bbox="986 824 1082 891"></td> <td data-bbox="1082 824 1177 891"></td> <td data-bbox="1177 824 1273 891"></td> <td data-bbox="1273 824 1369 891"></td> <td data-bbox="1369 824 1444 891"></td> </tr> <tr> <td data-bbox="459 891 842 958">Total</td> <td data-bbox="842 891 986 958">100 %</td> <td colspan="5" data-bbox="986 891 1444 958"></td> </tr> </tbody> </table> <p data-bbox="459 969 1452 1037">Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <ul style="list-style-type: none"> <li data-bbox="459 1037 1452 1216">– For their assignment, students will conduct mini-research projects within the department and submit a 5,000 word research report that includes a defense of their choice of research methods and of the validity of their research data, and evidence for their consideration for and awareness of their research subjects and the researcher's relationship to his/her subjects. <li data-bbox="459 1216 1452 1350">– For participation and attendance, students will have to be prepared and willing to participate in classroom discussions and exercises allowing them to practice the qualitative methods learned, and to discuss the theoretical and ethical implications of qualitative research. <ul style="list-style-type: none"> <li data-bbox="459 1350 1452 1406">▪ The grade is calculated according to the percentage assigned; <li data-bbox="459 1406 1452 1485">▪ The completion and submission of all component assignments are required for passing the subject; and <li data-bbox="459 1485 1452 1574">▪ Student must pass the specific component(s) (standard of passing) if he/she is to pass the subject. 					Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					a	b	c	d	e	1. Assignment	80%	✓		✓	✓	✓	2. Participation & Attendance	20%	✓	✓	✓	✓	✓								Total	100 %					
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1. Assignment	80%	✓		✓	✓	✓																																							
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Total	100 %																																												
Student Study Effort Required	Class contact:																																												
	▪ Lecture	26 Hrs.																																											
	▪ Seminar	13 Hrs.																																											
	Other student study effort:																																												
	▪ Weekly Preparation	28 Hrs.																																											

	<ul style="list-style-type: none"> ▪ Assignment 	56 Hrs.
	Total student study effort	123 Hrs.
Medium of Instruction	English	
Medium of Assessment	English	
Reading List and References	<p><u>Essential</u></p> <p>Flick, Uwe. (2011). <i>Introducing research methodology: A beginner's guide to doing a research project</i>. Los Angeles, London, New Delhi, and Singapore: Sage.</p> <p><u>Supplementary</u></p> <p>Bernard, H. Russell. (2011). <i>Research methods in anthropology: Qualitative and quantitative approaches</i> (Fifth ed.). Lanham and Plymouth: AltaMira Press.</p> <p>Dutton, William H., & Jeffrey, Paul W. (Eds.). (2010). <i>World wide research: Reshaping the sciences and humanities</i>. Cambridge, MA, and London: MIT Press.</p> <p>Faubion, James. D., & Marcus, George E. (Eds.). (2009). <i>Fieldwork is not what it used to be: Learning anthropology's method in a time of transition</i>. Ithaca and London: Cornell University Press.</p> <p>Fife, Wayne. (2005). <i>Doing fieldwork: Ethnographic methods for research in developing countries and beyond</i>. New York: Palgrave Macmillan.</p> <p>Kozinets, Robert V. (2010). <i>Netnography: Doing ethnographic research online</i>. London, Thousand Oaks, New Delhi, Singapore: 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>	