**EDU 7101 QUALITATIVE RESEARCH (Core for All MED students at So E)**

**COURSE DESCRIPTION:**

Through interactive lectures, discussions and hands – on experiences, this course enables students to get acquitted with the philosophy, assumptions and principles in the qualitative paradigm. The students are introduced to different ways of knowing, understanding of multiple realities and the appreciation that reality is a social construction. The course also gives students an opportunity to creatively work with diverse data types and produce coherent and relevant explanations and interpretations using different theoretical stances.

**COURSE OBJECTIVES:**

Specifically the course is designed to enable students to;

a) Identify an appropriate research strategy for their research problem.

b) Critically review and make use of relevant literature to inform their study.

c) Construct and utilize appropriate data collection techniques for their research.

d) Critically examine their personal perceptions and their implications to the research process

e) Gain skills and knowledge in generating codes, writing memos, and using them to make explanations and descriptions

f) Write reports

**COURSE ASSESSMENT**

The paper will be marked out of 100%

Coursework (test, assignments and class participation) 40%

Examination 60%

The pass mark will be 60%

Course work will comprise of two mini projects that the students will identify to give them more practical skills in the design and use of research techniques covered in the course. Each course work will be 20 marks.

**COURSE CONTENT**

**SECTION A:**

1**. Introduction to Qualitative research**

 a. Definitions and assumptions

 b. Nature of qualitative research

 c. Research design

2. **Types of Qualitative Research in Education**

 a. Ethnography; b. Case studies c. Historical studies d. Action research

3. **Literature Review**

a. process of reviewing of literature in Education Studies

 b. Uses of a literature review

 i. Clarifying concepts

 ii. Identifying research gaps

 iii. Generate theory

4. **Theoretical/conceptual framework**

 a. Role of theory in qualitative research

 b. Sources theory (experiential knowledge, existing theory/literature, pilot /exploratory study)

5**. Data collection methods (construction and use of data collection tools/instruments)**

i. interviews

ii. Focus Group Discussions

iii. Observations

 1. Participant observations

 2. Non participant observations

3. Classroom observations

iv. Document analysis

6. **Issue in data collection**

 a. Ethics, Confidentiality, Access

 b. Researchers role (subjective and objective debates)

c. Validity and reliability checks

 7**. Proposal Writing and Education Research**

**SECTION B: Data Analysis**

1. Capturing data (interviews, document, photographs)
2. Data Analysis
	* 1. Codes and coding, Memo, Case analysis
		2. Exploring and describing
		3. Explaining & predicting
3. Working with different transcripts
4. Computer package for data analysis in teaching and research(e.g NVIVO)
5. Report writing
	1. Interpretation of data and integrating of findings with existing knowledge (discussion)
	2. Comparing, contrasting, speculation
	3. Theoretical consolidation and application
	4. Use of metaphor & Analogies
	5. Making relevant conclusions
	6. Report format and structures

**READING LIST**

1. Denzin, N. and Lincolin, Y. (1994). Handbook of qualitative research. London. Sage Publications
2. LeCompte, M & Preissle, J. (1984). Ethnography and qualitative design in educational research. Orlando: Academic press.
3. Marshall, C. & Rossman, G. (2006). Designing qualitative research. London: Sage publications
4. Mason, J. (1996). Qualitative researching. London. Sage publications
5. Maxwell, Joseph (1993). Qualitative research design. London. Sage Publication
6. Maxwell. J. (1996).Qualitative research design: An interactive approach. London Sage publications.
7. Miles, M. & Huberman, M (1994). Qualitative data analysis, London. Sage Publications
8. Miles, M. & Huberman, M. (1994). Qualitative data analysis: An expanded sourcebook. London. Sage Publications
9. Preissle, J. & Lecompte, M. (1993). Ethnography and qualitative design in educational research 2 ed. San Diego: Academic press.
10. Ryan, Anne B. (2006) Methodology: Analysing Qualitative Data and Writing up your Findings. In: Researching and Writing your thesis: a guide for postgraduate students. Mace: Maynooth Adult and Community Education, pp. 92-108.
11. Silverman, David (1993). Interpreting Qualitative data: methods for analyzing; talk, text and interaction. London. Sage Publication
12. Strauss, A & Corbin, J.(1998) Basics of Qualitative Research: Techniques and Procedures. London. Sage publications
13. Tesch, R. (1990). Qualitative Research: Analysis types and software t

writing.

1. London. The Falmer Press
2. Yin, R. (2003) Case study research: Design and methods. London sage