

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	:	Bachelor of Social Sciences (Honours) in Sociology and Community Studies; All Undergraduate programmes
Programme QF Level	:	5
Course Title	:	Qualitative Research Methods
Course Code	:	SSC3310
Department	:	Social Sciences
Credit Points	:	3
Contact Hours	:	39
Pre-requisite(s)	:	Nil
Medium of Instruction	:	English
Course Level	:	3

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

Qualitative research methods are designed to achieve a deep understanding of the meaning of experiences, situations, events, and actions for the people involved in them, as well as of the contexts within which people act and the influence of context on their thinking and actions. Qualitative methods are thus instrumental in any study of the nature of, complexities in, and social and cultural challenges faced by society and communities at all levels and scales. Furthermore, by virtue of direct contact between researcher and research participants, qualitative methods are also crucial for constructing knowledge transfer activities between the university and the community. This course thus provides a focused introduction to qualitative research methods, covering research design, integration of sociological concepts and empirical research questions, methods of qualitative data collection and analysis, and issues of research quality. Providing an overview of multiple methods of collecting multiple types of qualitative data, it focuses specifically on planning and conducting data collection through participant observation and in-depth qualitative interviews. Assessment tasks are designed to engage students in active participation in and reflection on research design, data collection through first-hand observations and interviews, data analysis, and the public presentation of research results.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

- CILO₁ Discuss the purposes for which qualitative research methods are particularly appropriate, the types of research questions that qualitative research is most suited for answering, and the nature of qualitative research design;
- CILO₂ Construct appropriate empirical qualitative research questions derived from concepts from sociology and community studies;
- CILO₃ Design and undertake the collection of qualitative data using participant observation and qualitative interviews;
- CILO₄ Analyze qualitative data;
- CILO₅ Present the results of small-scale qualitative research projects.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
The nature and purposes of qualitative research	CILO ₁	<ul style="list-style-type: none">• Lecture• Small-group discussions
Qualitative research project design	CILO ₁	<ul style="list-style-type: none">• Lecture• Small-group discussions
Drafting qualitative research	CILO ₂	<ul style="list-style-type: none">• Lecture• Drafting research questions

questions		<ul style="list-style-type: none"> • Peer workshops to evaluate research questions
Qualitative data collection	<i>CILO₃</i>	<ul style="list-style-type: none"> • Lecture • Small-group discussions
Participant observation	<i>CILO₃</i>	<ul style="list-style-type: none"> • Lecture • Planning observation activity • Peer workshops to evaluate data collection plan
Qualitative interviewing	<i>CILO₃</i>	<ul style="list-style-type: none"> • Lecture • Planning interview activity • Peer workshops to evaluate data collection plan
Qualitative data analysis	<i>CILO₄</i>	<ul style="list-style-type: none"> • Lecture • Demonstration of data analysis • Small-group data analysis activity
Presenting qualitative research	<i>CILO₅</i>	<ul style="list-style-type: none"> • Lecture • Student presentations of research projects

4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) Test on the nature and purposes of qualitative research and the qualities of a research question	25%	<i>CILO_{1, 2}</i>
(b) Reflective memo on Participant Observation or Interview activity	25%	<i>CILO₃</i>
(c) Written research project report	50%	<i>CILO_{4, 5}</i>

5. Required Text(s)

Angrosino, M. (Ed.). (2007). *Doing ethnographic and observational research*. London: Sage Publications.

https://julac.hosted.exlibrisgroup.com/permalink/f/r4sr92/EDUHK_IZ51328492220003410

Barbour, R. (2008). *Introducing qualitative research*. London: Sage Publications.

https://julac.hosted.exlibrisgroup.com/permalink/f/4lock/EDUHK_IZ5132848

[9520003410](#)

- Gibbs, G. R. (2007). *Analyzing qualitative data*. London: Sage Publications.
https://julac.hosted.exlibrisgroup.com/permalink/f/4lock/EDUHK_IZ51328508830003410
- Kvale, S. (2007). *Doing interviews*. London: Sage Publications.
https://julac.hosted.exlibrisgroup.com/permalink/f/4lock/EDUHK_IZ51328511480003410
- Merriam, S. & Tisdell, E. (2016). *Qualitative research: A guide to design and implementation (4th Edition)*. San Francisco: Jossey-Bass.
<http://www.lib.eduhk.hk/permalink/record?51345843850003410>
- Seale, C., Gobo, G., Gubrium, J. F. & Silverman, D. (Eds.). (2004). *Qualitative research practice*. London: Sage Publications.
https://julac.hosted.exlibrisgroup.com/permalink/f/r4sr92/EDUHK_IZ51328485230003410

6. Recommended Readings

- Maxwell, J. A. (2013). *Qualitative research design: An interactive approach (3rd Edition)*. Thousand Oaks, CA: Sage Publications.
<http://www.lib.eduhk.hk/permalink/record?21259853460003410>

7. Related Web Resources

- Qual Page: Resources for Qualitative Research
<http://www.qualitativeresearch.uga.edu/QualPage/>

8. Related Journals

Nil

9. Academic Honesty

The University adopts a zero tolerance policy to plagiarism. For the University's policy on plagiarism, please refer to the *Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students* (<https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89>). Students should familiarize themselves with the Policy.

10. Other

Nil

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