

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 and Policy Studies
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 Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate 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 the contexts within which people act and the influence of context on their thinking and actions. Qualitative methods are instrumental in studying 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 the nature and purposes of qualitative research methods, integration of sociological concepts and empirical research questions, methods of qualitative data collection and analysis, and issues of research quality. Specifically, this course focuses on participant observation (fieldwork), documentary analysis, and in-depth qualitative interviews. Assessment tasks are designed to engage students' active community participation while critically reflecting on qualitative research design through first-hand experiences, practical crafts, and 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 mapping and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
The nature, purposes, and fundamental analytic skills of qualitative research	CILO ₁	<ul style="list-style-type: none">• Lecture• Small-group discussions
Participant observation	CILO _{2, 3}	<ul style="list-style-type: none">• Lecture• Small-group discussions• Guest speaker

Framing qualitative research questions through field notes	<i>CILO</i> _{2-3, 4}	<ul style="list-style-type: none"> • Workshop • Guest speaker • Peer discussion and evaluation • Field study • Student presentations
Documentary analysis and qualitative inquiry	<i>CILO</i> _{2,3}	<ul style="list-style-type: none"> • Lecture • Small-group discussions
Analyzing documents	<i>CILO</i> _{3, 4}	<ul style="list-style-type: none"> • Workshop • Small-group discussion • Student presentation • Peer discussion and evaluation
In-depth interviews I: Preparing and conducting	<i>CILO</i> _{1,2, 3}	<ul style="list-style-type: none"> • Lecture • Peer discussion and evaluation • Guest speaker
In-depth interviewing II: Transcribing and synthesizing	<i>CILO</i> _{3, 4}	<ul style="list-style-type: none"> • Lecture • Workshop • Student presentation • Peer discussion and evaluation
Analytic write-ups	<i>CILO</i> _{4, 5}	<ul style="list-style-type: none"> • Lecture • Small-group discussion

4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) Class participation and presentation i. Class participation (10%) ii. Group Presentations (30%)	40%	CILO _{1, 2, 3, 4}
(b) Two critical reflective essays on qualitative research methods and analysis (1000 words each)	30%	CILO _{2, 3, 4}
(c) Self-reflective report	30%	CILO _{1,4, 5}

5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

☐ **Not Permitted:** In this course, the use of generative AI tools is not allowed for any assessment tasks.

☒ **Permitted:** In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

6. Required Text(s)

Saldana, J., and Omasta, M. (2022) *Qualitative research: Analyzing life*. London: Sage Publications.

7. Recommended Readings

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_IZ51328489520003410

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

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>

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

8. Related Web Resources

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

- E-Resources for Qualitative Research Methods (SSC, EdUHK)
<https://sscqrm.wixsite.com/qualitativeresearch>

9. Related Journals

Nil

10. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (<https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

11. Other

Nil

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