**Qualitative Research Methods**

**Syllabus**

**Spring 2023**

**Credits*:*** 6.0

**Course information:**

**Instructors:**  Nina Bagdasarova, PhD, professor of Psychology Department, bagadasarova\_n@auca.kg

**Class meets:** Monday, Wednesday 12:45 -14:00 in Room 222

**Office hours:** Wednesday, **14.00-16.00 -** Preferably, by appointment in advance via e-mail or in person

**Course Description**

This course provides students of basic knowledge on qualitative research. The main approaches corresponding to qualitative methodologies (including unobtrusive research) will be examined. Theoretical knowledge will be compliment with practice on posing research questions, design research, collecting data, conducting analysis and writing reports.

**The goals of this course are:**

* Obtain understanding of what qualitative research are
* Obtain skills to apply basic qualitative research methodologies

At the end of the course, students should demonstrate following skills (**educational outcomes**):

* Understand how the purpose of the research and research methodology are connected (research aimed at Critical discourse analysis – CDA, Interpretive phenomenological analysis – IPA, Grounded theory, media and statistical analysis etc.)
* Acquire knowledge and basic skills on main types of qualitative data collection (selection of texts and media products, semi-structured and in-depth interviews, focus-group discussions, case studies)
* To apply different types of methodology and data analysis for various areas of research to answer various research questions
* To complete logically coherent and doable research using qualitative research methodology

(These outcomes are corresponding to following program objectives: 1.2; 1.3; 2.1; 2.2; 2.3; 3.1; 3.4)

### Course Organization

The course is organized in two major streams: (1) acquiring of theoretical approaches and (2) practice on research and writing activities

**Methods**

* participating in seminar discussions and practical class work;
* independent reading and research;
* preparing and conducting practical assignments;
* design and conduct final research

**Seminar Discussion**

Seminars require the full participation of all students in order to make them effective learning environments Everyone is expected to take part in discussions and practical work, which will be based on providing the feedback to each other work in progress. Seminars also provide you with an opportunity to ask questions about things that you don’t understand. Your participation in seminars is a crucial part of your own and others’ learning, and is an important transferable skill for each scholar.

**Resources to Support Student Learning**

Library Help, eReserves and research tools: <https://library.auca.kg/>

Writing Center: <https://warc.auca.kg/>

Academic Advising Office: <https://auca.kg/en/academic_advising/>

Psychological Counseling Services: <https://auca.kg/en/psycons/>

### Literature

Carla Willig (2008) *Introducing Qualitative Research in Psychology. Adventures in Theory and Method.* Second edition *–* McGrow Hill Open University Press

*Qualitative Discourse Analysis in Social Sciences* (2008), ed. by R. Wodak and M. Krzyzanovsky, - Palgrave&MacMillan

James Paul Gee (2010), *How to do discourse analysis. A Toolkit*. – Routledge

***Topics and schedule***

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|  | **Topics**  | **Required readings, homework and assignments** |
| **Week 1**  | **Introduction to the course.**  |  |
| Jan,16th 18th  | INTRODUCTIONS. What the qualitative research is about? Types of research. Types of Methods. Types of analysis.Intro to Discourse.  | Willig – Intro, Wodak et al. – Intro, Jee – Intro |
| **Week 2** | **Doing unobtrusive discourse analysis. Politics.**  |  |
| Jan, 23rd25th  | Discourse analysis 2. Practice on news. Research purposes and research questions. Research design | Willig – Ch. 1, 6, 7 Wodak et al. – Documentary chapter, Political rhetoric, Jee – Tools  |
| **Week 3** | **Grounded theory** |  |
| Jan, 30thFeb,1st  | Practice.Research purposes and research questions. Research design. | Willig - Ch.3 |
| **Week 4** | **Interpretive Phenomenological Analysis** |  |
| Feb,6th8th  | Practice.Research purposes and research questions. Research design | Willig – Ch. 4 |
| **Week 5** | **Oral histories. Narrative analysis.** |  |
| Feb,13th 15th  | Practice.Research purposes and research questions. Research design. | Willig – Ch. 8 |
| **Week 6** | **Ethnographic research in Psychology**  |  |
| Feb,20th22th | Practice. Design research tool and try it practicallyResearch purposes and research questions. Research design. | Wodak et al. – Ch. on Ethnography  |
| **Week 6**  | **Conducting interviews** |  |
| Feb,27th March,1st  | PracticeDesign research tool and try it practically |  |
| **Week 7** | **Conducting FGD** |  |
| March,6nd 8th  | Practice**Women’s day. Day off** | Wodak et al. – Ch. on interview |
| **Week 9** | **SPRING BREAK** |  |
| **Week 10** | **Conducting observations and ethnography**  |  |
| March27thMarch29th | Design research tool and try it practicallyThe structure of report. Discussion on research topics. | Wodak et al. – Ch. on Focus Groups |
| **Week 11** | **Individual Research Design** |  |
| April,3rd 5th  | Discussion on research designsDiscussion on writing the report | Willig – Ch. 1, Wodak et al. – Ch. on Ethnography |
| **Week 12** | **Working on research** |  |
| April,10th 12th | Consulting on writing researchDiscussion on writing the report | Willig Ch.2 |
| **Week 13** | **Working on research** |  |
| April,17th 19nd  | Qs-As sessions |  |
| **Week 14** | **Working on research** |  |
| April,24th 26th  | Qs-As sessions |  |
| **Week 15** | **Orozo Ait** |  |
| May,1st 6th | Day off Results presentationResults presentation |  |
| **Week 16** | **Research presentation** |  |
| May,8th13th  | Results presentationResults presentation |  |
| **Week 17** | **Research presentation** |  |
| May, 22th  | Report submission |  |

### Requirements and Evaluation

We will try to make classes interactive and practical for all of us. It will be possible if you come prepared to all classes, lectures and seminars, having read the required material. Productive work will also be possible if you attend classes regularly, come to class on time. Excessive disruptions, from whatever source or whatever reasons will not be tolerated.

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| **Grading system** |  | **Assessment scale** |  |
| Participation in seminar discussionsPresentation of results/Final paper | 50%50% | AA-В+BB- | 90% and above86%-90%80%-85%71%-80%66%-70%   |  C+ | 60%-65%C 55%-60% C- 50%-54% D 40%-49%F – less than 40% |

Grading Guidelines for Seminar discussion

**‘A’** - A student comes to class with clear stated questions and relevant examples/illustrations concerning the reading. The questions should demonstrate student’s critical and analytical skills. A student should actively participate in the discussion. Active participant should be ready to support his/her ideas by evidences. A student should be respectful to the opinions of others.

**‘B’** - Student comes to class with ready questions and examples. The questions should demonstrate student’s critical and analytical skills. However, the questions are not aimed at facilitation of the discussion in the class (they are not very clear) and some of examples are not completely relevant. A student should actively participate in the discussion. He/she expresses interesting ideas but does not always support them by evidence. A student is respectful to the opinions of other people.

**‘C’** - A student comes to class with few ready questions and examples. S/he sometimes enters a discussion. While expressing his/her opinion, he/she does not “stick” to the point. His/her arguments/examples are not always clear and relevant.

**‘D’** - A student comes to class without prepared questions/examples. He/she does not demonstrate interest in the discussion: rarely enters discussion. Alternatively, a student dominates a discussion. He/she does not allow other participants to express their opinion.

**‘F’** - A student comes to class unprepared. S/he does not make an effort to participate in the discussion. Participants who demonstrate rude or disrespectful behavior will be asked to leave the classroom with the “F” grade.

**‘I’** - Incomplete grade is usually assigned because of health issues

**‘W’** - Student may request Withdrawal grade from the course grade to avoid failure or low grade

**‘X’** **-** grade specifically denotes non-attendance;  X grade cannot be requested by students and is only given at the discretion of a faculty member;

# Grading Guidelines for Group presentation

‘**A**’ – Presentation is comprehensive and exceptional quality. It’s well-structured and designed, with creative and convincing arguments, which are supported by clear evidence, and they It’s may or may not provoke a discussion, but a group should be able astutely evaluate counter-arguments.

‘**B**’ – Presentation is thorough and thoughtful, though they lack originality, comprehensiveness or insight. It’s logical and clear, and have well-reasoned arguments and structure.

‘**C**’ – Presentation shows competency of the subject matter, with an adequate structure. It contains some ideas (based on required readings and lecture ideas), which demonstrate analytical skills, though overall they are not well developed.

‘**D**’ – Presentation have evidence of some thought, though they lack analytical structure.

‘**F**’ – Presentation is none of the above

**Note!** If you don’t attend classes for conducting the presentation you should submit a doctor’s confirmation or other evidences explaining your absence otherwise you’ll get ‘F’ for this presentation.

**Note!** It’s to the instructor’s discretion to give grades like A-, B+, B-, etc.

# Requirements for research design and field work

Research design should include rationale for chosen topic, theoretical approach, methodology and instruments. Field work should be conducted in any school environment or collect data fro, prople connected to school work.

# Grading Guidelines for presentation of research results

‘**A**’ – Presentation is comprehensive and exceptional quality. It contains clear rationale for chosen topic, theoretical approach, methodology, instruments result analysis and conclusion. It’s well-structured and designed, with creative and convincing arguments, which are supported by clear evidence, and they It’s may or may not provoke a discussion, but a group should be able astutely evaluate counter-arguments and answer all questions.

‘**B**’ – Presentation is thorough and thoughtful, though they lack originality, comprehensiveness or insight. It’s logical and clear, and have well-reasoned arguments and structure. Questions are generally answered.

‘**C**’ – Presentation shows competency of the subject matter, with an adequate structure. It contains some ideas (based on required readings and lecture ideas), which demonstrate analytical skills, though overall they are not well developed.

‘**D**’ – Presentation have evidence of some attempts to conduct research, though they lack clear design and analytical structure.

‘**F**’ – Presentation is none of the above

**Paper/Presentation turned in after deadline will have 5 points deducted for each day it’s late. There will be no rewrites. Please keep (hard and electronic) copies of your papers for your own records.**

**Academic Appeals about grading** are possible in reasonable circumstances

# Academic Integrity/Cheating Policy

According AUCA policy the educational activity is free of fraud and deception. No cheating, plagiarism, fabrication of information and citations is acceptable. The facilitating acts of academic dishonesty by others, submitting work of another person or work previously used without informing the instructor, tampering with the academic work of another student, and lying to the instructor are unallowable. Please refer to the University’s Undergraduate Catalog 2008-2010 for additional information on Honor Code, which is also available on AUCA website.

Anyone found to be academically dishonest is subject to receiving an “F” for the course.

Note! This syllabus is subject to change at discretion of the lecturers to accommodate instructional and/or student needs. You are responsible for any changes announced during lectures/seminars even though you are absent.