



**AYDIN ADNAN MENDERES UNIVERSITY**  
**GRADUATE SCHOOL OF SOCIAL SCIENCES**  
**EDUCATIONAL SCIENCES**  
**CURRICULUM AND INSTRUCTION**  
**CURRICULUM AND INSTRUCTION MASTER**  
**COURSE INFORMATION FORM**

Course Title	Qualitative Research Techniques								
Course Code	EPÖ516	Course Level			Second Cycle (Master's Degree)				
ECTS Credit	5	Workload	131 (Hours)	Theory	3	Practice	0	Laboratory	0
Objectives of the Course	At the end of this course students will be able to offer a scientific research design in accordance with qualitative research techniques execution, conclude, report.								
Course Content	The transformation of paradigm in social sciences Comparison of quantitative and qualitative research methods Qualitative research designs: Ethnography, Phenomenology, grounded theory, action research, case study. Qualitative data collection techniques: Interviews, observation, document analysis Ethics measures Validity and reliability of supply routes Types of qualitative data analysis Qualitative analysis of peer-reviewed journals and publishes research articles in Survey design, proposal preparation, realization, reporting according to data and presentation								
Work Placement	N/A								
Planned Learning Activities and Teaching Methods	Explanation (Presentation), Demonstration, Discussion, Case Study, Individual Study								
Name of Lecturer(s)	Prof. Ruken AKAR VURAL								

Assessment Methods and Criteria		
Method	Quantity	Percentage (%)
Midterm Examination	1	20
Final Examination	1	30
Assignment	3	30
Land Work	3	20

Recommended or Required Reading	
1	Campoy, R. (2005). Case Study Analysis in the Classroom, Sage Publications.
2	Flick, U. (2002). An Introduction to Qualitative Research, Cromwell Pres Limited.
3	Hatch, J. A. (2002). Doing Qualitative Research in Education Settings. State University of New York Press.
4	Kümbetoğlu, B. (2005). Sosyolojide ve Antropolojide Niteliksel Yöntem ve Araştırma, Bağlam.
5	Maxwell, A. J. (1996). Qualitative Research Design, Sage Publications.
6	May, T. (2002). Qualitative Research in Action, Sage Publications.
7	Silverman, D. (1993). Interpreting Qualitative Data, Sage Publication.
8	Şimşek, H.; Yıldırım, A. (1999). Sosyal Bilimlerde Nitel Araştırma Yöntemleri, Seçkin Yayıncılık.
9	Weinberg, D. (2002). Qualitative Research Methods, Blackwell Publications Ltd.
10	Kuş, E. (2003). Nicel-nitel araştırma teknikleri. Ankara: Anı Yayıncılık.
11	Saillard, E. K. (2009). Nicel-nitel araştırma teknikleri: sosyal bilimlerde araştırma teknikleri nicel mi? nitel mi?. Anı Yayıncılık.

Week	Weekly Detailed Course Contents	
1	Theoretical	Introduction to the course: General principles, the importance of the course, students should be aware of the target, content, process, and explaining the roles of the student and player reviews
	Preparation Work	Hatch, J. A. (2002). Doing Qualitative Research in Education Settings. State University of ew York Press.
2	Theoretical	Historical origin of the qualitative and quantitative research paradigm
	Preparation Work	Şimşek, H.; Yıldırım, A. (1999). Sosyal Bilimlerde Nitel Araştırma Yöntemleri, Seçkin Yayıncılık.
3	Theoretical	Qualitative research approach: properties, basic principles, the role of the researcher
	Preparation Work	Flick, U. (2002). An Introduction to Qualitative Research, Cromwell Pres Limited.
4	Theoretical	Qualitative research approach: providing methods of generalization issue, validity and reliability
	Preparation Work	Hatch, J. A. (2002). Doing Qualitative Research in Education Settings. State University of ew York Press.
5	Theoretical	Research Ethics research ethics in General and qualitative



5	Preparation Work	Hatch, J. A. (2002). Doing Qualitative Research in Education Settings. State University of New York Press.
6	Theoretical	Ethnographical and phenomenology
	Preparation Work	Kümbetoğlu, B. (2005). Sosyolojide ve Antropolojide Niteliksel Yöntem ve Araştırma, Bağlam.
7	Theoretical	Grounded Theory and case study
	Preparation Work	Şimşek, H.; Yıldırım, A. (1999). Sosyal Bilimlerde Nitel Araştırma Yöntemleri, Seçkin Yayıncılık.
8	Intermediate Exam	Midterm Exam
9	Theoretical	Qualitative field work preparation
	Preparation Work	Şimşek, H.; Yıldırım, A. (1999). Sosyal Bilimlerde Nitel Araştırma Yöntemleri, Seçkin Yayıncılık.
10	Theoretical	As a technical interview: properties, types, principles
	Preparation Work	Hatch, J. A. (2002). Doing Qualitative Research in Education Settings. State University of New York Press.
11	Theoretical	Field study: conversation
	Preparation Work	Şimşek, H.; Yıldırım, A. (1999). Sosyal Bilimlerde Nitel Araştırma Yöntemleri, Seçkin Yayıncılık.
12	Theoretical	As a technical observation: properties, types, principles
	Preparation Work	Şimşek, H.; Yıldırım, A. (1999). Sosyal Bilimlerde Nitel Araştırma Yöntemleri, Seçkin Yayıncılık.
13	Theoretical	Field study: observation
	Preparation Work	Şimşek, H.; Yıldırım, A. (1999). Sosyal Bilimlerde Nitel Araştırma Yöntemleri, Seçkin Yayıncılık.
14	Theoretical	Technically, the document analysis: examples
	Preparation Work	Şimşek, H.; Yıldırım, A. (1999). Sosyal Bilimlerde Nitel Araştırma Yöntemleri, Seçkin Yayıncılık.
15	Theoretical	Qualitative survey reporting according to data analysis, and presentation
	Preparation Work	May, T. (2002). Qualitative Research in Action, Sage Publications.

### Workload Calculation

Activity	Quantity	Preparation	Duration	Total Workload
Lecture - Theory	14	1	3	56
Assignment	3	5	3	24
Field Work	3	0	5	15
Reading	4	0	5	20
Midterm Examination	1	5	2	7
Final Examination	1	6	3	9
Total Workload (Hours)				131
[Total Workload (Hours) / 25*] = ECTS				5

\*25 hour workload is accepted as 1 ECTS

### Learning Outcomes

1	The knowledge of meaning of key concepts related to qualitative research techniques.
2	To be able to interpret the exchange of research tradition in terms of positivism and the post positivist paradigms.
3	To be able to describe the transformation of the scientific research tradition with paradigms change.
4	To be able to understand the location and the importance of scientific research in the tradition of qualitative research
5	To be able to compare qualitative and quantitative research techniques based on certain criteria.
6	To be able to describe the properties of qualitative research patterns.
7	To be able to discuss the role of the researcher in the qualitative research
8	To be able to understand in qualitative research the principles and the types of sample selection.
9	To be able to understand the basic principles of qualitative research methods
10	To be able to sort ethical measures in qualitative study .
11	To be able to apply an appropriate qualitative research techniques on a sample
12	To be able to understand the ways of ensuring the validity and reliability of vehicles used in qualitative research
13	To be able to gather qualitative data analysis
14	To be able to report a research carried out in the qualitative drawing
15	To enjoy to read qualitative researches

### Programme Outcomes (Curriculum and Instruction Master)

1	To be able to use the basic concepts in the field of Curriculum Development and Instruction correctly
2	To be able to comprehend philosophical, social, historical and psychological principles influencing curriculum



3	To be able to analyze theoretical bases of learning-teaching theories and approaches
4	To be able to evaluate any curriculum in accordance with scientific principles
5	To be able to prepare a curriculum design cooperatively in accordance with principles and criteria
6	To be able to follow contemporary implementations, and national and international academic publications
7	To be able to prioritize scientific methods and ethical principles in educational sciences while considering and implementing field specific professional issues
8	To be willing to do scientific research in the field of Curriculum and Instruction
9	To be able to appreciate curriculum development profession as a professional identity

**Contribution of Learning Outcomes to Programme Outcomes** 1:Very Low, 2:Low, 3:Medium, 4:High, 5:Very High

	L1	L2	L3	L4	L5	L6	L7	L8	L9	L10	L11	L12	L13	L14	L15
P1	4	4	4	4	4	4	4	4	5	4	4	4	5	4	5
P2	3	5	5	4	4	4	4	4	3	4	4	4	5	4	4
P3	4	3	3	4	4	4	4	4	4	4	4	4	5	4	5
P4	4	3	4	4	5	4	4	3	3	4	5	4	4	3	4
P5	4	4	4	4	3	4	4	4	4	4	5	4	4	5	4
P6	3	4	3	4	4	3	4	4	4	4	4	4	4	4	3
P7	4	3	3	3	4	3	3	3	3	5	4	4	4	4	3
P8	3	3	3	3	3	4	3	3	4	4	4	4	4	4	5
P9	4	3	4	4	4	4	4	4	4	5	4	4	4	4	5

