



**AYDIN ADNAN MENDERES UNIVERSITY**  
**GRADUATE SCHOOL OF NATURAL AND APPLIED SCIENCES**  
**MATHEMATICS AND SCIENCE EDUCATION**  
**SCIENCE EDUCATION**  
**SCIENCE EDUCATION MASTER**  
**COURSE INFORMATION FORM**

Course Title	Qualitative Research in Science Education								
Course Code	İFB531		Course Level		Second Cycle (Master's Degree)				
ECTS Credit	8	Workload	200 (Hours)	Theory	3	Practice	0	Laboratory	0
Objectives of the Course	To realize any research process by using concepts, methods and techniques of the research in parallel with ethic of qualitative research the basic paradigms								
Course Content	Ethical issues in qualitative research process and ethical issues, the development of qualitative research design, data collection in qualitative research, creation of theoretical basis of the qualitative research and content of the course on how the research will be applied on curriculum and education policy by getting the students to have information on methods and principles of qualitative research in data analysis and interpretation								
Work Placement	N/A								
Planned Learning Activities and Teaching Methods	Explanation (Presentation), Discussion, Case Study, Individual Study, Problem Solving								
Name of Lecturer(s)	Assoc. Prof. Dilek KARIŞAN KORUCU								

#### Assessment Methods and Criteria

Method	Quantity	Percentage (%)
Midterm Examination	1	40
Final Examination	1	60

#### Recommended or Required Reading

1	Kümbetoğlu, B. (2005). Sosyolojide ve Antropolojide Niteliksel Yöntem ve Araştırma, Bağlam.
2	Şimşek, H. ve Yıldırım, A. (2013). Sosyal Bilimlerde Nitel Araştırma Yöntemleri. Ankara: Seçkin Yayıncılık.
3	Hatch, J. A. (2002). Doing Qualitative Research in Education Settings. State University of New York Press.
4	Flick, U. (2002). An Introduction to Qualitative Research, Cromwell Pres Limited.
5	Maxwell, A. J. (1996). Qualitative Research Design, Sage Publications.

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
2	Theoretical	Historical origin of the qualitative and quantitative research paradigm
3	Theoretical	Qualitative research approach: properties, basic principles, the role of the researcher
4	Theoretical	Qualitative research approach: providing methods of generalization issue, validity and reliability
5	Theoretical	Research ethics research ethics in general and qualitative
6	Theoretical	Ethnographical and phenomenology
7	Theoretical	Grounded Theory and case study
8	Intermediate Exam	Midterm Examination
9	Theoretical	Qualitative field work preparation
10	Theoretical	As a technical interview: properties, types, principles
11	Theoretical	Field study: Interview
12	Theoretical	As a technical observation: properties, types, principles
13	Theoretical	Field study: observation
14	Theoretical	Technically, the document analysis: examples
15	Theoretical	Qualitative survey reporting according to data analysis, and presentation
16	Final Exam	Final Examination



**Workload Calculation**

Activity	Quantity	Preparation	Duration	Total Workload
Lecture - Theory	14	2	3	70
Assignment	5	10	0	50
Reading	5	9	0	45
Midterm Examination	1	10	2	12
Final Examination	1	20	3	23
Total Workload (Hours)				200
[Total Workload (Hours) / 25*] = ECTS				8

\*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 understand the location and the importance of scientific research in the tradition of qualitative research
3	To be able to describe the properties of qualitative research patterns
4	To be able to apply an appropriate qualitative research techniques on a sample
5	To be able to gather qualitative data analysis
6	To be able to report a research carried out in the qualitative drawing

**Programme Outcomes (Science Education Master)**

1	To be able to have an expert theoretical knowledge within the field of science education.
2	To be able to transfer expert knowledge gained in science education into various instructional environment.
3	To be able to integrate science education knowledge with the other disciplines and product functional knowledge
4	To be able to use information and communication technologies efficiently in conceptual learning
5	To be able to find scientific solutions to the problems in the field of science education
6	To be able to evaluate the knowledge critically in the field
7	To be able to participate in team projects in the science education field
8	To be able to adopt lifelong learning strategies to his/her studies
9	To be able to use at least one foreign language efficiently in oral and verbal communication
10	To be able to share national and international data in the field of science education
11	To be able to comprehend and evaluate science-technology-society and environment interactions
12	To be able to comprehends science under the ethical values and take account of ethical considerations
13	To be able to use scientific information in the other domains that is gained in the masters field and have the transfer skills
14	To be able to follow the current development in the science education field
15	To be able to develop strategical plans and evaluate them in the context of quality processes

**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
P1	4	4	5	5	4	5
P2	4	3	4	5	4	5
P3	5	5	5	5	4	5
P4	3	5	5	5	4	5
P5	3	4	5	4	5	5
P6	4	4	5	4	5	4
P7	5	4	5	4	5	4
P8	5	4	5	4	5	4
P9	5	4	5	5	4	4
P10	5	5	4	5	4	5
P11	5	3	4	5	4	3
P12	5	3	3	5	3	3
P13	4	3	3	5	3	3
P14	4	3	3	5	5	3
P15	4	3	3	4	3	3

