



## AYDIN ADNAN MENDERES UNIVERSITY COURSE INFORMATION FORM

Course Title		Qualitative Research Methods							
Course Code		EYT521		Course Level		Second Cycle (Master's Degree)			
ECTS Credit	5	Workload	128 ( <i>Hours</i> )	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)									

### Assessment Methods and Criteria

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

### 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 ew York Press.
4	Kümbetoğlu, B. (2005). Sosyolojide ve Antropolojide Niteliksel Yöntem ve Araştırma, Bağlam.
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	Theoretical	Qualitative field work preparation
9	Theoretical	As a technical interview: properties, types, principles
10	Intermediate Exam	Midterm Exam
11	Theoretical	Field study: conversation
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

### Workload Calculation

Activity	Quantity	Preparation	Duration	Total Workload
Lecture - Theory	14	5	3	112
Midterm Examination	1	5	3	8



Final Examination	1	5	3	8
Total Workload (Hours)				128
[Total Workload (Hours) / 25*] = ECTS				5
*25 hour workload is accepted as 1 ECTS				

### Learning Outcomes

1	The meaning of key concepts related to qualitative research techniques.
2	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 understand the location and the importance of scientific research in the tradition of qualitative research
5	Compare qualitative and quantitative research techniques based on certain criteria.

### Programme Outcomes (Educational Administration Supervision Planning And Economics Master)

1	To be able to deepen the collected knowledge related to education toward basic theories and applications of EASPE and evaluate the relationships between the theories and applications related to educational administration and supervision.
2	To be able to comprehend the relationships between EASPE and psychology, sociology, philosophy, management, economy, political sciences and other related disciplines and to carry out interdisciplinary studies by using gained knowledge and abilities related to EASPE.
3	To be able to apply the knowledge obtained to different level educational organizations in order to be developed and be managed effectively.
4	To be able to identify the problems of educational administration and supervision by using the knowledge obtained in EASPE and to develop new point of views by using the knowledge obtained from related disciplines
5	To be able to propose solutions to the problems of educational system by using qualitative and quantitative research methods and by mounting the problems of EASPE in the problem-solving framework.
6	To be able to develop necessary skills of using statistical softwares in order to carry out a scientific research and to use knowledge and communication technologies necessary for sharing knowledge and data.
7	To be able to develop solution models toward the problems of EASPE by using related theories and approaches and to apply these solution models to the total system.
8	To be able to gain the knowledge necessary for carrying out independent studies in EASPE and to apply teamwork skills in order to reach effective results in interdisciplinary studies
9	To be able to evaluate assumptions, opinions and theories related to the field of EASPE by sceptical, logical, analitical, independent and cretical point of view.
10	To be able to internalize the principles of professional development and lifelong learning which are considered necessary for the field of EASPE.
11	To be able to transfer the recent developments in the field of EASPE and his/her quality scientific studies to the people, institutions and organizations in and out of the field by written, non-written and visual systematically
12	To be able to follow the recent international studies in the field ,to participate in international social and scientific teamworks and to have language skills and competence for sharing and demonstrating his / her studies.
13	To be able to interpret the strategies, politics and plans developed for educational system in the way of theories and principles of educational administration and supervision and to evaluate the obtained results in the framework of national and international indicators.
14	To be able to carry out research processes within the framework of EASPE by applying the social, scientific and ethical values.
15	To be able to develop new point of views by analyzing the reflections of international educational policies on national educational policies.
16	To To be able to develop leadership skills in order to move the human resources toward organizational goals and the visions of educational instutitions.
17	To be able to evaluate the social,cultural and scientific educational developments in accordance with national policies and sources.
18	To be able to apply the strategies and processes designed in relation with change management at schools by analyzing the nature of internal and external forces leading towards change at schools within the framework of school and environment relations.

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

	L1	L2	L3	L4	L5
P1	5	5	4	5	4
P2	5	5	4	5	4
P3	5	5	4	5	4
P4	5	5	4	5	4
P5	5	5	4	5	4
P6	5	5	4	5	4



P7	5	5	4	5	4
P8	5	5	4	5	4
P9	5	5	4	5	4
P10	5	5	4	5	4
P11	5	5	4	5	4
P12	5	5	4	5	4
P13	5	5	4	5	4
P14	5	5	4	5	4
P15	5	5	4	5	4
P16	5	5	4	5	4
P17	5	5	4	5	4
P18	5	5	4	5	4

