



## AYDIN ADNAN MENDERES UNIVERSITY COURSE INFORMATION FORM

Course Title		Qualitative Research Methods in Mathematics Education							
Course Code		MTE515		Course Level		Second Cycle (Master's Degree)			
ECTS Credit	8	Workload	200 ( <i>Hours</i> )	Theory	3	Practice	0	Laboratory	0
Objectives of the Course		At the end of this course, students will be able to perform to design a scientific research in accordance with qualitative research techniques, to execute, to conclude, to report and to present.							
Course Content		Transformation of paradigm in the social sciences Comparison of quantitative and qualitative research methods Qualitative research designs: Ethnography, phenomenology, case studies, action research, grounded theory. Qualitative data collection techniques: interview, observation, document analysis Ethical measures Ways to ensure the reliability and validity Types of qualitative data analysis Examination journals and articles in qualitative research designs Research design, proposal preparation, implementation, reporting and presenting							
Work Placement		N/A							
Planned Learning Activities and Teaching Methods				Explanation (Presentation), Experiment, Discussion, Case Study, Project Based Study, Individual Study, Problem Solving					
Name of Lecturer(s)		Lec. Deniz ÖZEN ÜNAL							

### Assessment Methods and Criteria

Method	Quantity	Percentage (%)
Midterm Examination	1	30
Final Examination	1	70

### Recommended or Required Reading

1	Şimşek, H.; Yıldırım, A. (1999). Sosyal Bilimlerde Nitel Araştırma Yöntemleri, Seçkin Yayıncılık.
2	Saban ve Ersoy (2014). Eğitimde nitel araştırma desenleri, Pegem Yayıncılık, Ankara.
3	Hatch, J. A. (2002). Doing Qualitative Research in Education Settings. State University of New York Press.
4	Maxwell, A. J. (1996). Qualitative Research Design, Sage Publications.
5	Silverman, D. (1993). Interpreting Qualitative Data, Sage Publication.

Week	Weekly Detailed Course Contents	
1	Theoretical	Introduction to the course: general principles of the course, the importance of the course, to notify students about goals, content, process, assessment, to disclosure of executive roles of student and the facilitator.
2	Theoretical	The historical origins of the paradigm of qualitative and quantitative research
3	Theoretical	Qualitative research approach: features, basic principles, the role of researcher
4	Theoretical	Qualitative research approach: generalization issue, validity and reliability methods
5	Theoretical	General research ethics and ethics in qualitative research
6	Theoretical	Ethnography and phenomenology
7	Theoretical	Interview as a qualitative research technique: features, types and principles
8	Intermediate Exam	Mid-assesment
9	Theoretical	Field study: The Interview
10	Theoretical	Observation as a qualitative research technique: features, types and principles
11	Theoretical	Case study as a qualitative research technique: features, types and principles
12	Theoretical	Document analysis as a qualitative research technique: features, types and principles
13	Theoretical	Qualitative data analysis
14	Theoretical	Completion of the qualitative research
15	Theoretical	Reporting and presentation
16	Final Exam	General assesment



**Workload Calculation**

Activity	Quantity	Preparation	Duration	Total Workload
Lecture - Theory	14	5	3	112
Individual Work	14	1	2	42
Midterm Examination	1	20	2	22
Final Examination	1	22	2	24
Total Workload (Hours)				200
[Total Workload (Hours) / 25*] = <b>ECTS</b>				8

\*25 hour workload is accepted as 1 ECTS

**Learning Outcomes**

1	Semantic knowledge of the basic concepts related to qualitative research techniques.
2	To be able to comprehend the role and the importance of qualitative research in the tradition of scientific research.
3	To be able to understand the basic principles of qualitative research methods.
4	To be able to sort ethical measures in a qualitative research.
5	To be able to analyze qualitative data.
6	To be able to report a research implemented in qualitative design.

**Programme Outcomes (Mathematics Education Master)**

1	Learns sufficient theoretical knowledge in the field of mathematics education
2	Uses theoretical knowledge in educational settings
3	Integrates mathematics education knowledge with the other disciplines and products functional knowledge
4	Uses information and communication technologies efficiently in conceptual learning
5	Finds scientific solutions to the problems in the field of mathematics education
6	Evaluates the knowledge critically in the field
7	Participates team projects in the mathematics education field
8	Shares national and international data in the field of mathematics education
9	Comprehends and evaluates science-technology-society and mathematics interactions
10	Comprehends mathematics under the ethical values and takes account of ethical considerations
11	Follows the current development in the mathematics education field
12	Develops strategical plans and evaluates them in the context of quality processes
13	Adopts lifelong learning strategies to his/her studies

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

