

School of Education Studies (SES)

Ambedkar University Delhi

Course Outline

Course Code: SES202201

Title: Qualitative Research Methods

Type of Course: Compulsory

Cohort for which it is compulsory: -- M.A. Education (Early Childhood Care and Education). (It is a compulsory course but optional with Qualitative research methods course. Students can opt for any one course out of the two courses).

Cohort for which it is elective: M.A. (Education)

No of Credits: 4

Semester and Year Offered: 3rd Semester (2017)

Course Coordinator and Team: Anandini Dar and N. Nakkeeran

Email of course coordinator: anandini@aud.ac.in

Pre-requisites: Students must have taken all the courses of Semester 1 and Semester 2 in M.A. (Education) and M.A. Education (Early Childhood Care and Education)

Aim:

Qualitative research focuses on an in-depth exploration of a social phenomenon. Given the nature of the field—not limited by rigidly defined variables, it allows for an examination of complex questions that could open up new areas of research. The strength of qualitative research lies in bringing out insiders' meanings, capturing processes and bringing out the contexts in which events happen. They add meaning to otherwise de-contextualised data and enhance transferability across contexts. It also enables researchers to deal with value laden questions which could help to address issues of equity and social justice in educational contexts.

Objectives of the course

1. To provide an understanding of the theoretical basis of qualitative research
2. To highlight the scope of using qualitative research in the fields of education and 'Early Childhood Care and Education'
3. To equip the participants with knowledge and skill of using qualitative data collection methods
4. To familiarise the students with analysis of qualitative data

Brief description of course / main modules:

Theoretical basis and nature of qualitative research; Scope and significance of qualitative research in education and child-centered topics of inquiry; Attempting a typology of qualitative research; Data-Method-Methodology distinctions; Methods of data collection; Types of data; Study designs in qualitative research; Ensuring rigor in qualitative research – reflexivity, transparency & credibility; Analysis in qualitative research; Issues around ethics in qualitative research; Understand difference in conducting research with children versus adults; Writing qualitative research.

UNIT I: Doing Qualitative Research (12 hours)

UNIT II: Research Design and Plan (12 hours)

UNIT III: Methods of Qualitative Research (16 hours)

UNIT IV: Data Analysis (8 hours)

Assessment Details with weights:

S. No.	Task	Expectations	Individual or group	Mode and Weightage
1.	Research Topic Presentation	You will be expected to begin thinking about a research topic during this course. This will begin through an in-class “conceptual mapping” exercise (5%). After identifying a topic you will develop your research questions (5%) and then present and share your topic with the class (20%).	Individual	30%
2.	Interview Assignment	You will conduct one interview based on the topic of your interest, which you have already shared with the class. You will develop an interview protocol (10%) and then share the transcript of the interview for this assignment (20%).	Individual	30%
3.	Data Analysis and Paper	Using the various techniques of data analysis you will be expected to code your interview data (10%)	Individual/ Mentored	30%

		and write your analysis as a short research paper (20%).		
4	Class Participation	Attending and engaging with readings, concepts, ideas, and work assigned for in-class time. Peer-exchange within class about the readings and discussion points.	Individual/ Group	10%

Reading list

Barker, John and Weller, Susan. (2003). "Is it fun? Developing children centered research methods." *The International Journal of Sociology and Social Policy*, 23 (1/2), 33-58.

Bernard, Russell H., 1995 : *Research Methods in Anthropology, Qualitative and Quantitative Approaches*, Altamira Press.

Bryman, A., 1988: *Quantity and Quality in Social Research*, London: Unwin Hyman

Berger PL., Luckmann, T., *The Social Construction of Reality: A Treatise in the Sociology of Knowledge*, London: Penguin, 1966

Burgess, R. G., (ed.) 1982, : *Field Research: A Sourcebook and Field Manual*, George Allen and Unwin: London

Charmaz, C. (2006) *Constructing grounded theory*. London: Sage.

Clark-Ibanez, M. (2004). "Framing the Social World with Photo-Elicitation Interviews," *American Behavior Scientists*, 47: 12 (August), 1507-1527.

Clifford, J., and Marcus, G., (Eds.) 1986. *Writing Culture: The Poetics and Politics of Ethnography*, Berkeley: University of California Press,

Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education*. 6th Edition. NY: Routledge.

Creswell, J. W., 2003 : *Research Design: Qualitative, Quantitative and Mixed Method Approaches*, Thousand Oaks, CA: Sage, (2nd).

Denzin, Norman K., et al (eds.) 2000 : *Handbook of Qualitative Research*, New Delhi: Sage (2nd)

England, K. (1994). Getting personal: Reflexivity, positionality, and feminist research. *Professional Geographer*, 46(1), 80-89.

Flick, U. 2009. *An introduction to qualitative research*. London: Sage

Geertz, C. (1973). Thick description: Toward an interpretive theory of culture. In *The interpretation of cultures: Selected essays*. New York: Basic Book, pp. 3–30.

Glaser, B. G., and Strauss, A.L., 1967 : *The Discovery of Grounded Theory*, Chicago: Aldine.

Guba, Egon and Yvonna S. Lincoln. 1994. "Competing Paradigms in Qualitative Research." Pp. 105-117 in Denzin and Lincoln (ed.). *Hand Book of Qualitative Research*. Sage Publications. Available online:

<https://www.uncg.edu/hdf/facultystaff/Tudge/Guba%20&%20Lincoln%201994.pdf>

Golafshani, Nahid (2003). Understanding Reliability and Validity in Qualitative Research. *The Qualitative Report*, Vol 8 (4), 597-607. Available online: <http://www.nova.edu/ssss/QR/QR8-4/golafshani.pdf>

Hadley, K. G. (2007). "Will the least-adult please stand up? Life as "older sister Katy" in a Taiwanese elementary school." In A. L. Best (Ed.) *Representing youth: Methodological issues in critical youth studies*. NY: NYU Press, pp. 157-181.

Hammersley, M. (2013). *What is qualitative research?* London: Bloomsbury.

Howell, KE., *An introduction to the Philosophy of Methodology*, London: sage, 2013

Hughes, J., *The Philosophy of Social Research*, London: Longman, 1990

Kirk, J., and Miller, M. L., 1987 : *Reliability and Validity in Qualitative Research*, New Delhi: Sage Publications

Mason, J. 2002. *Qualitative researching*. London: Sage. Miles, M. and Huberman, A. 1994. *Qualitative data analysis*. London: Sage

Maxwell, J. A. (1996) *Qualitative Research Design: An Interactive Approach*. Applied Social Research Methods Series. Vol. 41. New Delhi: Sage Publications. Chapter 1: Model for Qualitative Research Design. Pp. 1-13.

Nakkeeran, N., "Is sampling a misnomer in qualitative research" *Sociological Bulletin*, 65 (1), January - April 2016, pp. 40-49

Nakkeeran, N., "Qualitative Research Methodology: Epistemological Foundation and Research Procedures", *Indian Journal of Social Work* 67/1&2:104-118, January-April 2006

Narayan, K. (1993). How native is "Native" Anthropologist? *American Anthropologist*, 95(3), 671-686.

Nespor, J. (1999). "The meanings of research: Kids as subjects and kids as inquirers" *Qualitative Inquiry*, 4(3), 369-388.

Punch, S. (2002). "Research with children: The same or different from research with adults?" *Childhood*, 9(3), 321-341.

Srivastava, P. (2008). School choice in India: Disadvantaged groups and low-fee private schools. In M. Forsey, S. Davies & G. Walford (Eds.), *Globalization of school choice?* Oxford Studies in Comparative Education. UK: Symposium Books. pp 185-208.

Strauss, A. and Corbin, J. 1990. *Basics of qualitative research: Grounded theory procedure and techniques*, Newsbury Park, CA: Sage

Weiss, R. S. (1994). *Learning from strangers: The art and method of qualitative interview studies*. NY: The Free Press.

Westcott, H. & Littleton, K. S. (2005). "Exploring meaning in interviews with children." In S. Greene & D. Hogan (Eds.) *Researching children's experiences* (pp. 141-157). London: Sage.