

Master of Education (M.Ed.)

**Title of the Course: R2: Qualitative Research Perspectives in Education
(Semester: II)**

Credits: 4

MM: 100 (External: 70 Internal: 30)

Contact Week 15

Introduction of the Course

This course introduces students to the theory and practice of qualitative research in educational settings. Students will explore various qualitative methodologies, data collection techniques, analysis approaches, and ethical considerations. Through readings, discussions, and hands-on activities, students will develop the skills necessary to design, conduct, and analyse qualitative research projects in education.

Learning Outcomes

After completion of the course, students will be able to:

1. Identify various qualitative research methodologies
2. Critically evaluate the strengths and limitations of qualitative research approaches.
3. Develop skills in conducting qualitative data collection techniques
4. Apply qualitative data analysis techniques to generate meaningful insights.
5. Demonstrate an understanding of ethical considerations in qualitative research.
6. Design a qualitative research proposal in the field of education.

Number of Units: 5

Weeks 15 = 60 hours

Unit 1: Introduction to Qualitative Research

(2 weeks = 8 hours)

- Understanding the foundational assumptions of qualitative research
- Qualitative research methods and their relevance in educational research

Unit 2: Qualitative research methods

(8 weeks = 32 hours)

- Phenomenology & Hermeneutics
- Ethnography
- Case Study
- Narrative Inquiry
- Action/ Practitioner's Research
- Critical discourse analysis

Head/Dean

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Unit 3: Data Collection & its Analysis (2 weeks = 8 hours)

- Sampling in Qualitative Research
- Tools for collecting data: In-depth interviews, Focus group discussion, Participant observation, Researcher's diary
- Methods of Analysis: Grounded theory method, Coding, thematic analysis, Narrative Analysis & Discourse Analysis

Unit 4: Quality Concerns and Ethical Considerations in Qualitative Research (2 weeks = 8 hours)

- Quality of a qualitative research: Parameters and processes (Credibility, transferability, triangulation etc.)
- Key concepts in qualitative research ethics: Consent, trustworthiness,
- Ethical concerns in qualitative research

Unit 5: Writing Qualitative Research Reports (1 week = 4 hours)

- Structure and formatting
- Key aspects and concerns

Practicum/ Suggested Projects / Assignments (Any Two)

1. Analyse a paper to identify its paradigmatic and methodological assumptions.
2. Create designs for at least two research methods discussed in this course.
3. Collect and analyse data through at least two tools/methods.
4. Collect and analyse data on the same topic through at least two tools/methods.
Conduct a case analysis to reflect on the ethical issues in educational research.

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Essential/ Recommended Readings

- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Sage Publications. (Chapter 1)
- Denzin, N. K., & Lincoln, Y. S. (2018). *The SAGE Handbook of Qualitative Research*. (4th ed.). Sage Publications. (Chapters 1, 2)
- Pring, R. (2015). Quantitative and qualitative research: a false dualism. In *Philosophy of Educational Research*. (3ed.) Bloomsbury Publishing.
- Van Manen, M. (1990). *Researching lived experience: Human science for an action sensitive pedagogy*. SUNY Press. (Chapter 1 & 2)

- Moustakas, C. (1994). Phenomenological research methods. Sage Publications. (Chapter 1)
- Spradley, J. P. (2016). Participant observation. Waveland Press. (Chapter 1 & 2)
- Wolcott, H. F. (2009). Ethnography: A way of seeing (3rd ed.). Waveland Press. (Chapter 1)
- Yin, R. K. (2018). Case study research and application: Design and methods (6th ed.). Sage Publications. (Chapter 1 & 2)
- Merriam, S. B. (2020). Case study research in education: A qualitative approach (5th ed.). Jossey-Bass. (Chapter 1)
- Clandinin, D. J., & Connelly, F. M. (2000). Narrative inquiry: Experience and story in qualitative research. Jossey-Bass. (Chapter 1 & 2)
- Fairclough, N. (2003). Analysing discourse: Textual analysis for social research. Routledge. (Chapter 1 & 2)
- Fairclough, N. (2003). *Analysing discourse: Textual analysis for social research*. Psychology Press
- Flick, U. (2018). Designing Qualitative Research (Chapter 3).
- Fairclough, N. (2003). Analysing discourse: Textual analysis for social research. Routledge. (Chapter 1 & 2)
- Miles, M. B., Huberman, A. M., & Saldana, J. (2014). Qualitative Data Analysis: A Methods Sourcebook (Chapter 3).
- Riessman, C. K. (2008). Narrative analysis. Sage Publications. (Chapter 1 & 2)
- Creswell, J. W. (2014). Ethical considerations in conducting qualitative research (Chapter 17). In *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Sage Publications
- Denzin, N. K., & Lincoln, Y. S. (Eds.). (2018). The SAGE Handbook of Qualitative Research (Chapter 3).
- Flick, U. (2008). Ethics in qualitative research. In *Designing Qualitative Research*. Sage Publications.
- Lincoln, Y. S., & Guba, E. G. (1985). Establishing trustworthiness (Chapter 9). <https://us.sagepub.com/en-us/nam/naturalistic-inquiry/book842>
- Lincoln, Y. S., & Guba, E. G. (1985). Naturalistic inquiry. Sage Publications. (Chapter 8)
- Merriam, S. B. (2020). Qualitative research in practice: Examples and exemplars (4th ed.). Jossey-Bass. (Chapter 18)

Additional Readings

- Eatough, V. & Smith, J. A. (2009). Interpretative Phenomenological Analysis. In C. Willig & W. Stainton-Rogers (ed.) *The SAGE Handbook of Qualitative Research in Psychology*. 193-211.
- Hammersley, M., & Atkinson, P. (2007). *Ethnography: Principles in Practice*. Tavistock Publications
- Hammond, M., & Wellington, J. (2021). *Research methods: The key concepts*. (2 ed.). Routledge.
- Polkinghorne, D. E. (1995). Narrative authority in oral history. State University of New York Press. (Chapter 1)
- Trincherio, R. (2014). Five research principles to overcome the dualism quantitative-qualitative. *Education Sciences & Society*, 5(1).
- Walliman, N. (2021). *Research methods: The basics*. Routledge.

Teaching Learning Process

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, collaborative learning tasks that enhance reading comprehension of core writings in the area, and innovative projects. Reflective expression and learning will be encouraged.


Assessment Method

The assessment will be formative and will factor in student participation. Individual and group tasks and assignments will be given.

- Weekly reflection papers on any one paper based on the method being discussed (40%)
- Midterm presentation of a chosen qualitative research methodology (20%)
- Final research proposal focusing on an educational topic (40%)

A summative evaluation will be done through an end-semester examination.

Keywords: Qualitative Research, Education, Methods


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