**Program: PhD Psychology**

**Course Code: PSY-702**

**Course: Advance Techniques in Qualitative Research Cr. Hr: 3**

 **Learning Objective**

The purpose of this course is to provide students with an understanding about several qualitative research methods that may help them to conduct a good piece of qualitative research. The general goals of this course are that:

1. Students will know the underlying research philosophies and possible qualitative research designs in psychology
2. It will provide students with an understanding of the role of qualitative research in psychology; knowledge and experience in the use of qualitative methods; an appreciation of their limitations and the social, theoretical and political context of their use.
3. It will cover the basics of collecting, interpreting, and analyzing qualitative data
4. Students would understand how a variety of qualitative research approaches can be used in psychology.
5. Students would learn how to design, conduct, and write up qualitative research, including issues such as entering the field, ethical issues in qualitative research, approaches to the analysis of qualitative evidence, oral and written presentation and evaluation of qualitative research.

**Learning Methodology**

 The course will be covered largely through lectures, assignments and In-class activities. In-class activities include discussions on assigned readings, data analyses and report writing.

 **Grade Evaluation Criteria**

Following is the criteria for the distribution of marks to evaluate final grade in a semester.

|  |  |
| --- | --- |
| **Marks Evaluation** | **Marks in percentage** |
| Assignments (Assignment 1 to 9 as provided in course outline) | 25 |
| Mid Term | 20 |
| Attendance, participation, class activities | 10 |
| Term Project (research paper) | 20 |
| Final exam | 25 |
| Total | 100 |

**Text Book**

Silverman, D., & Marvasti, A. (2008).*Doing qualitative research: A comprehensive guide*. Sage.

 Denzin, N. K., & Lincoln, Y. S. (2011).*The SAGE handbook of qualitative research*. Sage.

 **Reference Articles/Books**

 BRUCE L. BERG. (2001). *QUALITATIVE RESEARCH METHODS FOR THE SOCIAL SCIENCES*. A Pearson Education Company.

 Clark, A. (2005). Ways of seeing: Using the Mosaic approach to listen to young children’s perspectives. *Beyond listening: Children’s perspectives on early childhood services*, 29-49.

Denzin, N. K. (1989). “Tender Mercies: Two Interpretations.” The Sociological Quarterly 30:37–57

Elliott, J. (2012). Gathering Narrative Data. In Delamont, Sara (Ed.), *Handbook of Qualitative Research in Education* (pp. 1-26). Glasgow: Edward Elgar Publishing.

 F. Michael Connelly and D. Jean Clandinin. Stories of Experience and Narrative Inquiry. *Educational Researcher* June 1990 19: 2-14, doi:10.3102/0013189X019005002

 Gee, J.P. (2014). ***An Introduction to Discourse Analysis****:* ***Theory and Method*. Routledge**

 Huser, C. (2009). Children’s voices on play in a Mosaic Approach study: Children as conscious participants in a case study. *BOĞAZİÇİ ÜNİVERSİTESİ*

Lichtman, M. (2010). *Qualitative Research in Education: A User's Guide*: SAGE

 Orb, A., Eisenhauer, L., & Wynaden, D. (2001). Ethics in qualitative research. *Journal of nursing scholarship*, *33*(1), 93-96.

 Marshall, C., & Rossman, G. B. (2010). *Designing Qualitative Research*: SAGE Publications.

 Saldana, J. (2009). *The Coding Manual for Qualitative Researchers*. London: Sage. p. 1-190

 Sandelowski, M. (1991). Telling stories: Narrative approaches in qualitative research. *Journal of Nursing Scholarship*, *23*(3), 161-166.

 Snape, D., & Spencer, L. (2003). The Foundation of Qualitative Research. In J. Ritchie & J. Lewis (Eds.), *Qualitative Research Practice: A Guide for Social Science Students and Researchers*. London: SAGE Publications.

 Tan, J. and Y. Ko. (2004). Using Feature Films to Teach Observation in Undergraduate Research Methods. *Teaching Sociology* 32:109–18.

Taylor, S. J., & Bogdan, R. (1984). *Introduction to qualitative research methods: The search for meanings*. New York: John Wiley

[Wolfinger](http://qrj.sagepub.com/search?author1=Nicholas+H.+Wolfinger&sortspec=date&submit=Submit), N. H. (2002). On writing field notes: collection strategies and background expectancies.*Qualitative Research*,2(1), 85-93. doi: **10.1177/1468794102002001640**

Yin, R. K. (2009). *Case study research: design and methods (4th ed.). Applied social research methods series (volume 5).* Sage Publications, Inc.

 **Calendar of Course contents to be covered during semester**

|  |  |  |
| --- | --- | --- |
| **Week** | **Activity** | **Reference** |
| **1-2** | **Introducing Qualitative Research**Crafting Qualitative Research and its philosophyDifference between quantitative and qualitative researchMixed-method approach: a step forward **Philosophical Foundation**Key philosophical issues in social research –Positivism/ Constructivism and the scientific methodTraditions and approaches in qualitative research**Ethics of qualitative research**Addressing Social Problems through Qualitative Research Ethics and Qualitative Research Ethical questions and controversiesMaintain ethical standards | Text BooksD., & Spencer, L. (2003).1-26Lichtman, M. (2010). 51-67Online resource:Internet Encyclopedia of Philosophy - http://plato.stanford.eduSource: Text Book – Part 8Orb, A., Eisenhauer, L., & Wynaden, D. (2001). 93-96. |
| **3** |  **Designing Qualitative Research**Preliminary Understanding & Practice Generating a research question Reviewing literature and composing a research questionData collection, Data analysis‘What’ of the study: Building Conceptual Framework.Three Aspects of Writing Qualitative Research: Practice, Genre and AudienceValidation of Qualitative Research**Class Activity 1**: Group discussion on how to write a conceptual background of a study.**Assignment # 1 –**Students will choose any two topics of their choice and draw two research questions for each of these.**Assignment # 2 *–*** Students will select one of the research questions and give a brief research proposal. | Text BooksBRUCE L. (2001). 15-35Marshall, C., & Rossman, G. B. (2010). 55-79; 205-222 |
| **4** | **Observation**Ethnography, Using ethnography to collect data Ethnography (entering the field and doing observations, taking field notes, negotiating insider/outsider concerns)Emic / Etic perspective***Assignment 3:*** Students will conduct a short fieldwork, prepare field notes, record observations and work on data description. | Text BooksBRUCE L. (2001). 133-150[Wolfinger](http://qrj.sagepub.com/search?author1=Nicholas+H.+Wolfinger&sortspec=date&submit=Submit), N. H. (2002). 85-93 |
| **5** | **Interview & Focus Group**The 'Inside' and the 'Outside': Finding Realities in Interviews Nature and types of interview in qualitative researchHow to conduct an interview?In-depth interview and its importance in qualitative researchFocus Group DiscussionDynamics of focus group, Strengths and weaknessesHow, when and why to conduct focus group***Assignment 4:*** Students will prepare an interview guide for any selected research proposal.**Class Activity 2**: Students will interview each other in pairs for about 10 minutes, recording and then transcribing. **Class Activity 3:** focus group. Emphasis: difference between focus group and individual interview, and transcribing multiple voices. ***Term Project:*** Students will provide a research proposal for their term project. **MIDTERM** | Text BookBRUCE L. (2001). 68-82, 111-126, 225-235 |
| **6** | **Case Study**Variations within Case Studies as a Research MethodDesigning Case StudiesMeasuring Validity and Reliability of Case StudyAnalyzing and Reporting Case Study ***Assignment 5:*** Design a Case study protocol | Text BookYin, R. k. (2009).  |
| **7** | **Texts & Film Analysis**Using Documents in Social ResearchSecondary data (Bibliography, Newspapers, Others)Internet ResearchNarrative Approaches and Narrative Data***Assignment 6:*** Students will collect data from newspapers/magazine on certain topics.***Assignment 7:*** Students will write an analytical review of a movie. | Text BooksBRUCE L. (2001). 189-215Elliott, J. (2012). 1-26; F. Michael Connelly and D. Jean. (1990). 2-14Sandelowski, M. (1991). 161-166Tan, J. and Y. Ko. (2004)Denzin, N. K. (1989) |
| **8** |  **Talk and Visual Data: Discursive Psychology**Naturally Occurring Talk Conversation Analysis: Practices and MethodsDiscourse Analysis, Social Language, Context Conceptualizing Visual Data Embodied Action: Video and the Analysis of Social Interaction**Class Activity 4:** Students will work on Samples of Discourse Analysis (p. 168-215 from Gee, J. P. 2014)  | Text BookGee, J. P. (2014). 16-29, 60-79, 118-145, 168-215 |
| **9** | **Coding**Content Analysis, Managing dataIntroduction to Coding, Code as Unit of AnalysisFirst and Second cycle coding methodsOpen Coding, In Vivo Coding - Themes, Topics, Ideas, Concepts, Terms, Phrases, KeywordsMemo Writing, Using Memo for Coding, RecodingThematic Coding, Conceptual Coding, Drawing PatternsUsing Nvivo (Software) for coding**Class Activity 5:** Students will do coding exercise for a speech or biographic text.***Assignment 8:*** Coding different interview transcripts. | Text BookSaldana, J. (2009). 1-190 |
| **10** | **Narrative Inquiry**Narrative Inquiry, Cases, Categories and ContextsValidity in Research on Naturally Occurring Social Interaction  | Text BooksBRUCE L. (2001). 236-266; 238-258 |
| **11** | **Grounded Theory: Coding and Thematic Analysis**Steps in analysis through grounded theoryGrounded Theory and Credibility | Text BooksBRUCE L. (2001). 236-266; 238-258Marshall, C., & Rossman, G. B. (2010). 205-222 |
| **12** | **Interpretative Phenomenological Analysis (IPA)**What is IPA? Why using IPA instead of GT?***Assignment 9****:* Student will work on in vivo coding, memo writing, thematic coding, and drawing patterns. | Text BooksBRUCE L. (2001). 236-266; 238-258 |
| **13-14** | **Child Friendly Methods and Mosaic Approach**Drawings, Essays, Photo Essays, Diary Writing, Story Writing, Projective Techniques, Taking Pictures, Drama, Magic Carpet, Mapping and Tours***Assignment 10****:* Student will visit a school and will use different types of child friendly research methods. They will write a note about their experience and challenges of doing research with children. | Text BooksClark, A. (2005)Huser, C. (2009) |
| **15** | **Research Project**: Students will come up with their work on their research project. Project will be academically structured and reviewed critically.  | For example see;Weir, et al. (2010). *BMC pregnancy and childbirth*, *10*(1), 18.Ziebland, et al. (2004). *Bmj*, *328*(7439), 564.Greenhalgh, et al. (1998). *Bmj*, *316*(7136), 978-983. |
| **16** | **Review, Final Term** |  |

**Term Project (Research Paper)**

Write a research paper on selected topic. Your research project must contain the following:

1. Introduction (two to three pages)

Do provide a cultural context of the study in introduction if required (one-two pages).

2. Literature Review

 a) Conceptual Stance (two pages)

 b) Empirical Stance (two to three pages)

3. Research Question, Aim of the study, and Purpose of the study

4. Methodology - (three to four pages)

(Research design, research tool, sampling, data analysis, ethical consideration)

5. Findings (as required)

6. Discussion (as required)

7. Conclusion

**Formatting:**

Times New Romans – 12 Font – Double space – A4 size – Margin Normal

Referencing: APA 6

**For example;**

You can see following qualitative studies.

Greenhalgh, T., Helman, C., & Chowdhury, A. M. M. (1998). Health beliefs and folk models of diabetes in British Bangladeshis: a qualitative study. *Bmj*,*316*(7136), 978-983.

Weir, Z., Bush, J., Robson, S. C., McParlin, C., Rankin, J., & Bell, R. (2010). Physical activity in pregnancy: a qualitative study of the beliefs of overweight and obese pregnant women. *BMC pregnancy and childbirth*, *10*(1), 18.

Ziebland, S., Chapple, A., Dumelow, C., Evans, J., Prinjha, S., & Rozmovits, L. (2004). How the internet affects patients' experience of cancer: a qualitative study. *Bmj*, *328*(7439), 564.