

QUALITATIVE RESEARCH DESIGN

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| 1 | Course Title: | QUALITATIVE RESEARCH DESIGN | |
| 2 | Course Code: | RES5130 | |
| 3 | Type of Course: | Optional | |
| 4 | Level of Course: | Second Cycle | |
| 5 | Year of Study: | 1 | |
| 6 | Semester: | 2 | |
| 7 | ECTS Credits Allocated: | 4.00 | |
| 8 | Theoretical (hour/week): | 2.00 | |
| 9 | Practice (hour/week): | 0.00 | |
| 10 | Laboratory (hour/week): | 0 | |
| 11 | Prerequisites: | none | |
| 12 | Language: | Turkish | |
| 13 | Mode of Delivery: | Face to face | |
| 14 | Course Coordinator: | Doç. Dr. BERNA COŞKUN ONAN | |
| 15 | Course Lecturers: | yok | |
| 16 | Contact information of the Course Coordinator: | Doç. Dr. Berna COŞKUN ONAN | |
| 17 | Website: | | |
| 18 | Objective of the Course: | Understanding the nature of qualitative research, learning how to plan a qualitative research, what should be considered, and be able to apply it. | |
| 19 | Contribution of the Course to Professional Development: | To contribute to the individuals who will become scientific experts to produce publications that will contribute to the field of science by making and applying qualitative research designs. | |
| 20 | Learning Outcomes: | | |
| | | 1 | To know the typological, terminological and epistemological differences of qualitative, quantitative and mixed strategy. |
| | | 2 | To know the paradigmatic and empirical differences of qualitative, quantitative and mixed methods. |
| | | 3 | To understand the design differences of qualitative research types. |
| | | 4 | To know the researcher's approach, stance and roles in the qualitative research design process |
| | | 5 | To be able to identify the problem and objectives in qualitative research design, and to develop research questions in this direction. |
| | | 6 | To be able to plan a data collection process and develop tools based on research questions in qualitative research design |
| | | 7 | Knowing examples for specific purposes in design, making appropriate choices and explaining |
| | | 8 | To be able to compare the differences of design processes in the context of examples in the literature. |
| | | 9 | Visualizing the design process |
| | | 10 | To be able to research the publication processes of the design, to be aware of the ethical rules and to be prepared for publication |
| 21 | Course Content: | | |

| | Course Content: | | | |
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| Week | Theoretical | Practice | | |
| 1 | RESEARCH METHODS TYPOLOGY (QUALITATIVE, QUANTITATIVE AND MIXED METHODS) AND BASIC CHARACTERISTICS. RESEARCH METHODS TYPOLOGY AND ITS BASIC FEATURES. THE PARADIGMAL APPROACH TO QUALITATIVE RESEARCH, THE NATURE AND ETHICS OF QUALITATIVE RESEARCH. | | | |
| 2 | ABSTRACT WRITING IN RESEARCH DESIGN, INTRODUCTION WRITING AND RELATED RESEARCH WRITING, ACTION APPROPRIATION IN RESEARCH DESIGN AND DESIGN CREATION DEFINITIONS | | | |
| 3 | IMPORTANT ACADEMIC QUALITATIVE RESEARCH PUBLICATIONS, JOURNALS, INTRODUCTION OF THE RESOURCES, DETERMINING THE PROBLEM STATUS, PROBLEM STATUS WRITING SUPPORTED WITH RELATED RESEARCHES | | | |
| 4 | WRITING RESEARCH QUESTIONS, PURPOSE AND IMPORTANCE, INTRODUCTION TO VALIDITY AND RELIABILITY IN QUALITATIVE RESEARCHES | | | |
| 5 | DESIGNS COMMONLY USED IN | | | |
| Activities | | Number | Duration (hour) | Total Work Load (hour) |
| Theoretical | FOUNDED THEORY, ACTION RESEARCH, NARRATIVE RESEARCH. | 14 | 2.00 | 28.00 |
| Practicals/Labs | | 0 | 0.00 | 0.00 |
| Self study and preparation | QUALITATIVE RESEARCH, ETHNOGRAPHY RESEARCH, | 3 | 20.00 | 60.00 |
| Homeworks | | 4 | 8.00 | 32.00 |
| Projects | FOUNDED THEORY, ACTION RESEARCH, NARRATIVE RESEARCH. | 0 | 0.00 | 0.00 |
| Field Studies | | 0 | 0.00 | 0.00 |
| Midterm exams | THE PATTERNS WHICH ARE COMMONLY USED IN QUALITATIVE RESEARCHES | 0 | 0.00 | 0.00 |
| Others | | 0 | 0.00 | 0.00 |
| Final Exam | HOW SHOULD THE PROCESS OF DECIDING THE RESEARCH DESIGN AND | 1 | 1.00 | 1.00 |
| Total Work Load | | | | 121.00 |
| Total work load/ECTS | QUESTIONS? and HOW TO WRITE? PLANNING THE DATA COLLECTION | | | 4.03 |
| ECTS Credit of the Course | | | | 4.00 |
| | FREQUENTLY MADE MISTAKES IN QUALITATIVE RESEARCH. | | | |
| 9 | FUNDAMENTAL PRINCIPLES OF DATA COLLECTION PROCESS AND ETHICAL ISSUES IN DATA COLLECTION PROCESS, RESEARCHER'S ROLES, WRITING AND IMPORTANCE OF RESEARCHER PERSPECTIVE | | | |
| 10 | DATA COLLECTION TECHNIQUES: 1. BASIC FEATURES AND TYPES OF OBSERVATION, 2. INTERVIEW DATA COLLECTION TECHNIQUES AND TYPES. 3. WHAT IS A DOCUMENT REVIEW TECHNIQUE? MAIN FEATURES AND DOCUMENT TYPES. | | | |

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| 11 | QUALITATIVE DATA ANALYSIS TYPES. COMMONLY USED ANALYSIS METHODS. DESCRIPTION, CONTENT, THEMATIC. | |
| 12 | REVIEW EXAMPLES OF ARTICLES IN THE CONTEXT OF REPORTING QUALITIES. | |
| 13 | QUALITY ENHANCEMENT TECHNIQUES USED IN QUALITATIVE RESEARCHES INSTEAD OF VALIDITY AND RELIABILITY. WHAT IS STRENGTH? WHAT ARE THE WAYS TO INCREASE IN THE RESEARCH PROCESS? CHECK THE STURDY OF THE RESEARCH BY QUESTIONS. | |
| 14 | CHECKING THE DESIGN OF THE RESEARCH DEVELOPED IN THE TEACHING PROCESS AND MAKING IT READY FOR APPLICATION. | |

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| 22 | Textbooks, References and/or Other Materials: | Miles and Huberman, Nitel veri analizi Johnny Saldana, Nitel Araştırmacılar İçin Kodlama El Kitabı John W. Creswell, Nitel Araştırmacılar İçin 30 Temel Beceri Güler, Halıcıoğlu Taşgın, Sosyal Bilimlerde Nitel Araştırma Yöntemleri. Yıldırım ve Şimşek, Sosyal Bilimlerde Nitel Araştırma Yöntemleri. John W. Creswell, Nitel Araştırma Yöntemleri Beş Yaklaşımına Göre Nitel Araştırma ve Araştırma Deseni. |
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| 23 | Assesment |
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| TERM LEARNING ACTIVITIES | NUMBER | WEIGHT |
|--|--|--------|
| Midterm Exam | 0 | 0.00 |
| Quiz | 0 | 0.00 |
| Home work-project | 0 | 0.00 |
| Final Exam | 1 | 100.00 |
| Total | 1 | 100.00 |
| Contribution of Term (Year) Learning Activities to Success Grade | | 0.00 |
| Contribution of Final Exam to Success Grade | | 100.00 |
| Total | | 100.00 |
| Measurement and Evaluation Techniques Used in the Course | in-process and end-of-process evaluation methods | |

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| 24 | ECTS / WORK LOAD TABLE |
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| 25 | CONTRIBUTION OF LEARNING OUTCOMES TO PROGRAMME QUALIFICATIONS | | | | | | | | | | | | | | | |
|-----|---|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|------|
| | PQ1 | PQ2 | PQ3 | PQ4 | PQ5 | PQ6 | PQ7 | PQ8 | PQ9 | PQ10 | PQ11 | PQ12 | PQ13 | PQ14 | PQ15 | PQ16 |
| ÖK1 | 4 | 5 | 5 | 5 | 5 | 5 | 1 | 3 | 4 | 1 | 1 | 0 | 0 | 0 | 0 | 0 |
| ÖK2 | 4 | 5 | 5 | 5 | 4 | 4 | 1 | 2 | 3 | 1 | 1 | 0 | 0 | 0 | 0 | 0 |
| ÖK3 | 5 | 5 | 5 | 4 | 5 | 4 | 2 | 2 | 2 | 1 | 1 | 0 | 0 | 0 | 0 | 0 |
| ÖK4 | 5 | 5 | 5 | 4 | 4 | 4 | 2 | 1 | 5 | 1 | 1 | 0 | 0 | 0 | 0 | 0 |
| ÖK5 | 4 | 4 | 4 | 4 | 5 | 5 | 1 | 3 | 5 | 1 | 1 | 0 | 0 | 0 | 0 | 0 |

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| ÖK6 | 5 | 5 | 5 | 5 | 5 | 5 | 1 | 3 | 5 | 1 | 1 | 0 | 0 | 0 | 0 | 0 |
| ÖK7 | 4 | 4 | 4 | 4 | 4 | 4 | 1 | 3 | 5 | 2 | 2 | 0 | 0 | 0 | 0 | 0 |
| ÖK8 | 5 | 5 | 5 | 5 | 5 | 5 | 1 | 5 | 5 | 1 | 5 | 0 | 0 | 0 | 0 | 0 |
| ÖK9 | 3 | 3 | 3 | 2 | 2 | 3 | 5 | 5 | 5 | 5 | 5 | 0 | 0 | 0 | 0 | 0 |
| ÖK10 | 5 | 4 | 5 | 5 | 5 | 5 | 2 | 5 | 4 | 2 | 4 | 0 | 0 | 0 | 0 | 0 |
| LO: Learning Objectives PQ: Program Qualifications | | | | | | | | | | | | | | | | |
| Contribution Level: | 1 very low | | | 2 low | | | 3 Medium | | | 4 High | | | 5 Very High | | | |