

# SS3428: APPLIED QUALITATIVE RESEARCH METHODS

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## Effective Term

Semester A 2022/23

## Part I Course Overview

### Course Title

Applied Qualitative Research Methods

### Subject Code

SS - Social and Behavioural Sciences

### Course Number

3428

### Academic Unit

Social and Behavioural Sciences (SS)

### College/School

College of Liberal Arts and Social Sciences (CH)

### Course Duration

One Semester

### Credit Units

3

### Level

B1, B2, B3, B4 - Bachelor's Degree

### Medium of Instruction

English

### Medium of Assessment

English

### Prerequisites

Nil

### Precursors

SS2029 Basic Sociology or its equivalent

### Equivalent Courses

Nil

### Exclusive Courses

Nil

## Part II Course Details

### Abstract

This course aims to provide students with major theories, practices and methodical applications of qualitative research methods in conducting social science research. The entire research process is covered, including the topics of research design, the ethical issues in doing research, focus group interviewing, ethnographic field strategies, data analysis, and reporting.

### Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Differentiate a range of key concepts and methodological approaches in applied qualitative research;	10	x		
2	Recognize the fundamental issues in research design and strategies used in applied settings;	10	x	x	
3	Apply and evaluate issues related to qualitative research methods and designs;	35	x	x	
4	Design and conduct applied qualitative research; and	35	x	x	x
5	Recognize the social and political constraints on applied qualitative research and be aware of the standards of professional skills and the values of the professional sociological practitioners.	10	x	x	

#### A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

#### A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

#### A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

### Teaching and Learning Activities (TLAs)

TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1	TLA1: Class Discussions	In-class discussions will be organized to motivate students to make discoveries in the applications of qualitative methodologies.	1, 2, 3, 4, 5
2	TLA2: Lectures	Lectures will be given to disseminate knowledge by the instructor.	1, 2, 3, 4, 5

3	TLA3: Student Presentations and Reporting	Student groups will give presentations and write reports in order to internalize assigned readings, debate core issues, report field research and learning.	1, 2, 3, 4, 5	
4	TLA4: Field Research	Student groups will engage in the processes of research question identification, selection of theoretical framework and research practice(s), and the application of pertinent research methods.	1, 2, 3, 4, 5	

**Assessment Tasks / Activities (ATs)**

ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	AT1: Participation & Discussion	1, 2, 3, 5	20
2	AT2: Book/Book Chapter/ Article Review	1, 2, 3	30
3	AT3: Student Group Presentation	1, 2, 3, 4, 5	10
4	AT4: Student Group Field Research Report	1, 2, 3, 4, 5	40

**Continuous Assessment (%)**

100

**Examination (%)**

0

**Assessment Rubrics (AR)****Assessment Task**

1: Participation &amp; Discussion

**Criterion**

Quality of written and oral comments to students' presentations

**Excellent (A+, A, A-)**

High

**Good (B+, B, B-)**

Good

**Fair (C+, C, C-)**

Moderate

**Marginal (D)**

Basic

**Failure (F)**

Poor

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**Assessment Task**

2: Book/Book Chapter/Article Review

**Criterion**

Ability to identify key concepts and how the book chapter/article applied particular qualitative methods

**Excellent (A+, A, A-)**

High

**Good (B+, B, B-)**

Good

**Fair (C+, C, C-)**

Moderate

**Marginal (D)**

Basic

**Failure (F)**

Poor

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**Assessment Task**

3: Student Group Presentation

**Criterion**

Demonstration of learning in sharp and skilful ways

**Excellent (A+, A, A-)**

High

**Good (B+, B, B-)**

Good

**Fair (C+, C, C-)**

Moderate

**Marginal (D)**

Basic

**Failure (F)**

Poor

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**Assessment Task**

4: Student Group Field Research Report

**Criterion**

Application of relevant concepts and literature; and collecting appropriate data

**Excellent (A+, A, A-)**

High

**Good (B+, B, B-)**

Good

**Fair (C+, C, C-)**

Moderate

**Marginal (D)**

Basic

**Failure (F)**

Poor

## Part III Other Information

**Keyword Syllabus**

Paradigms underpinning qualitative research; Theoretical, practical and methodological traditions of qualitative research; Planning and conducting qualitative research; Focus group interviewing; Ethnographic field strategies; Collection, analysis and interpretation of qualitative data; Composing qualitative research reports.

**Reading List****Compulsory Readings**

	Title
1	Berg, Bruce L. & Lu (2011). <i>Qualitative research methods for the social sciences</i> (6th ed.). Boston: Pearson/Allyn & Bacon.
2	Neuman, W. Lawrence. (2012). <i>Basics of social research: Qualitative and quantitative approaches</i> (3rd ed.). Boston, Mass.; London: Allyn and Bacon.
3	Denzin, Norman K., & Lincoln, Yvonna S. (2003). <i>The landscape of qualitative research: Issues and theories</i> (2nd ed.). London: SAGE Publications.

**Additional Readings**

	Title
1	Nil