

**EDUC6049: Educational Research Methodology 2:  
Qualitative**

Online

Semester 1 - 2024



## OVERVIEW

**Course Description** Provides a general introduction to the knowledge, skills and tools that a student will require when undertaking qualitative research in education. In particular, the subject focuses on the areas of data collection and analysis. Emphasis is given to understanding, evaluating, and gaining experience in the multiple processes of gathering, managing, exploring, interrogating and interpreting textual data. This will include practical sessions in using and evaluating Qualitative Data Analysis Software. Students will be encouraged to apply their skills to data that is relevant to their particular specialist needs.

**Assumed Knowledge** EDUC6048

**Contact Hours** **Online**  
**Integrated Learning Session**  
Online  
2 hour(s) per Week for Full Term

**Unit Weighting** 10

**Workload** Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

# COURSE OUTLINE

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# CONTACTS

<b>Course Coordinator</b>	<b>Online</b> <b>Associate Professor Jess Harris</b> Consultation: Please email for an appointment <a href="mailto:jess.harris@newcastle.edu.au">jess.harris@newcastle.edu.au</a>
<b>Teaching Staff</b>	Other teaching staff will be advised on the course Canvas site.
<b>School Office</b>	<b>School of Education</b> V Building Callaghan Education@newcastle.edu.au +61 2 4921 6428

# SYLLABUS

<b>Course Content</b>	Introduction to qualitative research methods in education (including gathering data by means of interviews, observations, artifacts, document analysis) their variations and use within the major qualitative research traditions; How to manage a research project (including keeping a research journal, field notes, organising computer and other storage of information and materials, handling writing and data gathering phases or stages, building in ways of cross-checking and verifying accuracy of data and appropriateness of interpretation, and in combining methods to best effect); Exploring the uses of computers in managing and supporting the analysis of data, and in assisting theory building; Practical experience of text analysis, interrogation and exploration using manual methods and computer assisted methods in several sessions that assist the student to use QRSN6/N Vivo software; Exploring alternative means of presenting qualitative findings (ranging from simple cross- tabulations, pictorial representation and mapping, through to various narrative strategies, including potential uses of computers at this stage).
<b>Course Learning Outcomes</b>	<b>On successful completion of this course, students will be able to:</b> <ol style="list-style-type: none"><li>1. To gain a knowledge of sound research practice across a range of qualitative traditions</li><li>2. To gain knowledge and skills in qualitative research design, and methods</li><li>3. To gain knowledge and skills in gathering and analysing educational research data obtained through qualitative methods</li><li>4. To gain knowledge and skills in presenting and evaluating qualitative research findings</li><li>5. To gain knowledge and skills in managing a qualitative research project</li></ol>
<b>Course Materials</b>	<b>Lecture Materials:</b> <ul style="list-style-type: none"><li>- Additional notes to support lectures &amp; set readings will be available on the Canvas site. Powerpoint slides will be uploaded after the lecture</li></ul> <b>Required Reading:</b> <ul style="list-style-type: none"><li>- accessed through the Library</li></ul>

# SCHEDULE

Week	Week Begins	Topic	Learning Activity	Assessment Due
1	26 Feb	Introduction to qualitative research and management of a qualitative project	Video lecture	
2	4 March	Introduction to qualitative research and management of a qualitative project	Live online lecture	
3	11 March	Introduction to qualitative research and management of a qualitative project	Self-directed learning	
4	18 March	Issues in qualitative research design (reliability and data collection)	Video lecture	
5	25 March	Issues in qualitative research design (reliability and data collection)	Live online lecture	
6	1 April	Issues in qualitative research design (reliability and data collection)	Self-directed learning	
7	8 April	Issues in qualitative research design (reliability and data collection)	Live online lecture	Assessment 1
<b>Mid Term Break</b>				
<b>Mid Term Break</b>				
8	29 April	Undertaking Analyses including use of text analysis software	Video lecture	
9	6 May	Undertaking Analyses including use of text analysis software	Live online lecture	
10	13 May	Undertaking Analyses including use of text analysis software	Self-directed learning	
11	20 May	Interpretation of findings and writing-up	Video lecture	
12	17 May	Interpretation of findings and writing-up	Live online lecture	
13	3 June	Interpretation of findings and writing-up	Self-directed learning	Assessments 2 & 3
<b>Examination Period</b>				
<b>Examination Period</b>				

# ASSESSMENTS

This course has 3 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Issues in qualitative research design	12 April 2024	Individual	45%	1, 2, 3, 4
2	Analysis of Text and reporting	7 June 2024	Individual	45%	1, 2, 3, 4, 5
3	Research Journal	7 June 2024	Individual	10%	1, 2, 3, 4, 5

## Late Submissions

The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.

## Assessment 1 - Issues in qualitative research design

<b>Assessment Type</b>	Essay
<b>Description</b>	<p>This is a scholarly essay written in the format of a short paper that explores strengths and limitations in qualitative research using a group of set readings and with reference to a method of the student's choice.</p> <p>This essay supports the development of the student in their scholarship in methods, understanding of what is required in qualitative project design and scholarly writing, with particular emphasis on engagement in debate about core issues of trustworthiness, quality and integrity in research</p>
<b>Weighting</b>	45%
<b>Length</b>	See Canvas
<b>Due Date</b>	12 April 2024
<b>Submission Method</b>	Submission through Canvas
<b>Assessment Criteria</b>	<p>This part of the task will be assessed on the extent to which the author demonstrates:</p> <ul style="list-style-type: none"><li>- a thorough and reflective treatment of methods literature on this topic;</li><li>- development of an informed position on how to determine research quality;</li><li>- the ability to translate these understandings/key concepts to research design;</li><li>- ability to identify literature on a method, understanding of &amp; ability to appraise methodological strengths and limitations</li></ul>
<b>Return Method</b>	Canvas
<b>Feedback Provided</b>	Returned Work - . Feedback provided with the returned essay

## Assessment 2 - Analysis of Text and reporting

<b>Assessment Type</b>	Written Assignment
<b>Purpose</b>	<p>The main objective of this assignment is to undertake an exercise in qualitative data analysis and reporting. In addition to doing and presenting this micro-research in text analysis the student will describe and reflect on the processes of analysis and interpretation involved, and what mental and evidential resources and literature they bring to bear in the analysis and interpretation of the text. They will include scholarly, methodological literature to assist in the explanation and articulation of their process.</p>
<b>Description</b>	<p>This assignment is devoted to analysis of data in the form of text or which is described using words (the data may include one or a combination of transcribed material from interviews, published or other documents, written artefacts, photographs/film). Students are to select appropriate sources for analysis, which include either qualitative data that the student has already generated with appropriate ethics approval, or obtained from published materials or other publicly available sources. A document detailing what data is permissible will be provided on the course Canvas site. Each student is encouraged to seek feedback from the Course Coordinator about the appropriateness of the data they wish to analyse.</p>
<b>Weighting</b>	45%
<b>Length</b>	See Canvas
<b>Due Date</b>	7 June 2024
<b>Submission Method</b>	Submission through Canvas
<b>Assessment Criteria</b>	<p>Students will demonstrate the ability to present data/data display &amp; write up their processes of analysis interpretation and reflection</p> <p>Effectively draw on the methods literature in their specification of particular genres of analysis;</p> <p>Effectively and accurately explain their particular approach to analysis</p> <p>Demonstrate the sequence of analysis and the tools/techniques used;</p> <p>Effectively and coherently communicate and support tentative findings/lines of inquiry</p>
<b>Return Method</b>	Canvas
<b>Feedback Provided</b>	Returned Work - Feedback provided with the returned essay

## Assessment 3 - Research Journal

<b>Assessment Type</b>	Journal
<b>Description</b>	Journal entries (oral) outlining the ideas, discoveries, thinking behind, and decisions undertaken, for the analyses in Assessment 2. This task is appended to task 2 and will be looked at in conjunction with task 2
	The key outcome of this task is that the student become alert to the importance and use of reflection in action and analytical memoing when undertaking text analysis. The information can be utilized in reporting the method of analysis.
<b>Weighting</b>	It will be appended to Assessment 2 (as dated and numbered oral recorded entries) 10%
<b>Length</b>	See Canvas
<b>Due Date</b>	7 June 2024
<b>Submission Method</b>	Through Canvas
<b>Assessment Criteria</b>	The work will be assessed on the extent to which it: demonstrates comprehension of analytical techniques pertinent to their specified questions and approach; demonstrates an understanding and specification of coding where used demonstrates an ability to develop and substantiate findings; demonstrates skills in communicating findings effectively drawing on data/other sources; demonstrates capacity to reflect on the process of data analysis and interpretation; achieves an informed understanding of the strengths, as well as the limitations and restrictions on qualitative data collection, analysis and interpretation.
<b>Return Method</b>	Canvas
<b>Feedback Provided</b>	Returned Work - . Feedback provided with the returned work

## ADDITIONAL INFORMATION

### Grading Scheme

This course is graded as follows:

Range of Marks	Grade	Description
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.
65-74	Credit (C)	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.
50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes.
0-49	Fail (FF)	Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.

\*Skills are those identified for the purposes of assessment task(s).

### Communication Methods

Communication methods used in this course include:

- Canvas Course Site: Students will receive communications via the posting of content or announcements on the Canvas course site.

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<b>Course Evaluation</b>	Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.
<b>Oral Interviews (Vivas)</b>	As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the <a href="#">Oral Examination (viva) Procedure</a> . In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the <a href="#">Student Conduct Rule</a> .
<b>Academic Misconduct</b>	All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. For the Student Academic Integrity Policy, refer to <a href="https://policies.newcastle.edu.au/document/view-current.php?id=35">https://policies.newcastle.edu.au/document/view-current.php?id=35</a> .
<b>Adverse Circumstances</b>	<p>The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where:</p> <ol style="list-style-type: none"><li>1. the assessment item is a major assessment item; or</li><li>2. the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system;</li><li>3. you are requesting a change of placement; or</li><li>4. the course has a compulsory attendance requirement.</li></ol> <p>Before applying you must refer to the Adverse Circumstance Affecting Assessment Items Procedure available at: <a href="https://policies.newcastle.edu.au/document/view-current.php?id=236">https://policies.newcastle.edu.au/document/view-current.php?id=236</a></p>
<b>Important Policy Information</b>	The 'HELP for Students' tab in UoNline contains important information that all students should be familiar with, including various systems, policies and procedures.

*This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified and an amended course outline will be provided in the same manner as the original.*

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## EDUC6049 Educational Research Methodology 2: Qualitative

### Assessment 1 - Issues in qualitative research design

<b>Assessment Type</b>	Essay
<b>Description</b>	<p>This is a scholarly essay written in the format of a short paper that explores strengths and limitations in qualitative research using a group of set readings and with reference to a method of the student's choice.</p> <p>This essay supports the development of the student in their scholarship in methods, understanding of what is required in qualitative project design and scholarly writing, with particular emphasis on engagement in debate about core issues of trustworthiness, quality and integrity in research</p>
<b>Weighting</b>	45%
<b>Length</b>	See Canvas
<b>Due Date</b>	12 April 2024
<b>Submission Method</b>	Submission through Canvas
<b>Assessment Criteria</b>	<p>This part of the task will be assessed on the extent to which the author demonstrates:</p> <ul style="list-style-type: none"><li>- a thorough and reflective treatment of methods literature on this topic;</li><li>- development of an informed position on how to determine research quality;</li><li>- the ability to translate these understandings/key concepts to research design;</li><li>- ability to identify literature on a method, understanding of &amp; ability to appraise methodological strengths and limitations</li></ul>
<b>Return Method</b>	Canvas
<b>Feedback Provided</b>	Returned Work - . Feedback provided with the returned essay

Criteria	Fail	Pass	Credit	Distinction	High Distinction	Total/45
<b>Comprehension</b> Pertinent selection of literature Clear understanding of selected method[ology] Identification of the trends in scholarship and strengths and limitations of selected method Demonstrates critical engagement with the literature	Selected literature is not recent or does not address strengths and limitations of method. Understanding of research method is not clear. Trends in scholarship have not been discussed	The selected literature is relevant to the method but with minimal discussion of strengths and limitations. Trends in scholarship are discussed on a limited basis. The author has not engaged critically with the literature.	The selected literature selected is relevant to the method and there is clear discussion of strengths and limitations and trends in scholarship. There is some evidence of critical engagement.	Selected literature includes recent works. The essay demonstrates a clear understanding of the method and can identify strengths and limitations and trends in scholarship. Literature has been critically appraised.	Selected literature includes both recent and seminal works. The essay demonstrates a clear understanding of the method and can identify strengths and limitations. Literature has been critically appraised and ethical issues considered.	/25
<b>Coherence and consistency</b> Synthesis of readings Clear and convincing argument Overall coherence	Articles are discussed individually and not synthesised. There is no clear argument.	The literature has been partially synthesised, but the argument is not clear or convincing.	There is some evidence of synthesis and cohesive argument of the strengths and limitations of the chosen method.	Literature has been mostly synthesised and a clear argument has been made regarding strengths and limitations	Literature has been synthesised to support a clear and convincing argument regarding strengths and limitations.	/15
<b>Mechanics of Writing</b> Logical, well-structured writing style Consistent and appropriate referencing and citations Well edited	The structure of the essay is not clear or logical. Citations are incorrectly used. The essay includes multiple errors.	Writing is not logically structured. Referencing is consistent. There are multiple errors in the text.	Writing is mostly clear but further work is required in terms of structure, referencing and editing.	Writing is clear and follows a logical structure. Referencing is mostly consistent. Minimal typographical errors.	Writing is clear and well-structured. Referencing is consistent. No typographical errors.	/5

Total

/45



## EDUC6049 Educational Research Methodology 2: Qualitative

### Assessment 2 - Analysis of Text and reporting

<b>Assessment Type</b>	Written Assignment
<b>Purpose</b>	The main objective of this assignment is to undertake an exercise in qualitative data analysis and reporting. In addition to doing and presenting this micro-research in text analysis the student will describe and reflect on the processes of analysis and interpretation involved, and what mental and evidential resources and literature they bring to bear in the analysis and interpretation of the text. They will include scholarly, methodological literature to assist in the explanation and articulation of their process.
<b>Description</b>	This assignment is devoted to analysis of data in the form of text or which is described using words (the data may include one or a combination of transcribed material from interviews, published or other documents, written artefacts, photographs/film). Students are to select appropriate sources for analysis, which include either qualitative data that the student has already generated with appropriate ethics approval, or obtained from published materials or other publicly available sources. A document detailing what data is permissible will be provided on the course Canvas site. Each student is encouraged to seek feedback from the Course Coordinator about the appropriateness of the data they wish to analyse.
<b>Weighting</b>	45%
<b>Length</b>	See Canvas
<b>Due Date</b>	7 June 2024
<b>Submission Method</b>	Submission through Canvas
<b>Assessment Criteria</b>	Students will demonstrate the ability to present data/data display & write up their processes of analysis interpretation and reflection Effectively draw on the methods literature in their specification of particular genres of analysis; Effectively and accurately explain their particular approach to analysis Demonstrate the sequence of analysis and the tools/techniques used; Effectively and coherently communicate and support tentative findings/lines of inquiry
<b>Return Method</b>	Canvas
<b>Feedback Provided</b>	Returned Work - Feedback provided with the returned essay

Criteria	Fail	Pass	Credit	Distinction	High Distinction	/45
<p><b>Comprehension</b></p> <p>Ability to identify the strengths/ limitations of data Thoroughness in coding/ analysis of data Clear and informed analysis strategies Analysis is clearly described with reference to the literature. Evidence of moving to deeper analysis and interpretation.</p>	Does not demonstrate a clear understanding of coding/ analysis processes. Strategies for analysis are not supported by literature. There is limited engagement with the data beyond surface-level readings.	Demonstrates emerging understanding of and coding processes linked to the literature. Processes of analysis are still quite superficial with limited connection to the methods literature.	Demonstrates understanding of and coding processes linked to the literature. Processes of analysis are clear and informed but the work of analysis and interpretation has not yet reached deeper or more complex levels.	Demonstrates good understanding of and coding processes and identifies some strengths and limitations of data. Analysis and interpretation are mostly supported by research data and/or literature. Limited interpretation of findings.	Demonstrates clear understanding of and coding processes and identifies strengths and limitations. Analysis and interpretation are supported by research data and literature and deeper interpretation of findings is offered.	/25
<p><b>Coherence and consistency</b></p> <p>Data displayed clearly and logically. Evidence from data used to support interpretation. A clear and well-supported argument.</p>	Data are not displayed within the writing. Analysis/ interpretation is not clearly supported by literature or data. There is no clear argument.	Data are displayed but not clearly or logically. Analysis is only supported by literature or data in some sections. There is limited argument or interpretation.	Data are displayed clearly. Analysis and interpretation are sometimes supported by data and/or literature. The argument lacks clarity or structure.	Data are displayed clearly and logically. Analysis and interpretation are mostly supported by data and/or literature. The argument is clear.	Data are displayed clearly, logically and creatively. Analysis and interpretation are supported by data and literature. The argument is clear and supported.	/15
<p><b>Mechanics of Writing</b></p> <p>Logical, well-structured writing style Consistent and appropriate referencing and citations Well edited</p>	The structure of the essay is not clear or logical. Citations are incorrectly used. The essay includes multiple errors.	Writing is not logically structured. Referencing is consistent. There are multiple errors in the text.	Writing is mostly clear but further work is required in terms of structure, referencing and editing.	Writing is clear and follows a logical structure. Referencing is mostly consistent. Minimal errors.	Writing is clear and well-structured. Referencing is consistent. No typographical errors.	/5

Total

/45

## Assessment 3 - Research Journal

<b>Assessment Type</b>	Journal
<b>Description</b>	<p>Journal entries (oral) outlining the ideas, discoveries, thinking behind, and decisions undertaken, for the analyses in Assessment 2. This task is appended to task 2 and will be looked at in conjunction with task 2</p> <p>The key outcome of this task is that the student become alert to the importance and use of reflection in action and analytical memoing when undertaking text analysis. The information can be utilized in reporting the method of analysis.</p>
<b>Weighting</b>	It will be appended to Assessment 2 (as dated and numbered oral recorded entries) 10%
<b>Length</b>	4-5 minutes
<b>Due Date</b>	7 June 2024
<b>Submission Method</b>	Through Canvas
<b>Assessment Criteria</b>	<p>The work will be assessed on the extent to which it:</p> <ul style="list-style-type: none"><li>demonstrates comprehension of analytical techniques pertinent to their specified questions and approach;</li><li>demonstrates an understanding and specification of coding where used</li><li>demonstrates an ability to develop and substantiate findings;</li><li>demonstrates skills in communicating findings effectively drawing on data/other sources;</li><li>demonstrates capacity to reflect on the process of data analysis and interpretation;</li><li>achieves an informed understanding of the strengths, as well as the limitations and restrictions on qualitative data collection, analysis and interpretation.</li></ul>
<b>Return Method</b>	Canvas
<b>Feedback Provided</b>	Returned Work - . Feedback provided with the returned work

Criteria	Unsatisfactory (0-5)	Satisfactory (5-7)	Outstanding (8-10)
<p><b>Oral reflective journal</b></p> <p>Creation of an oral reflective journal.</p> <p>Evidence of reflection-in-action and reflection-on-action.</p> <p>Evidence of reflection <i>for</i> action (impact of learning).</p> <p>Recording is clear and audible</p> <p>Recordings are within defined time limit.</p>	<p>No submission; submission that is inaudible or does not include any evidence of reflection; submission that is substantially over or under the time limit</p>	<p>An oral reflective journal that documents the process of conducting research. Includes some evidence of reflection-in-action and reflection-on-action. The audio presentation is mostly clear and generally meets the 4-5 minute criteria.</p>	<p>A clear and concise oral reflective journal that documents the process of conducting research. Includes strong evidence of reflection-in-action and reflection-on-action, while also considering the impact of that learning for the future. The audio presentation is clear and within the 4-5 minute criteria.</p>