

Subject name/code:	Research Methods 1: Introduction to Qualitative Research, BNY-DK-161A	
Subject coordinator:	Head of the Doctoral School	
Lecturer(s) of the subject:	Francis J. Prescott, PhD	
Credits:	8	
Lesson type:	seminar	
Brief subject description:	This introductory course looks at what the term “qualitative research” refers to, aiming to uncover the underlying values behind the words. It examines the fundamental questions and their answers (postulates) that constitute the qualitative paradigm and compare those to the position taken by the traditional positivist paradigm. Having clarified the basic stance, we will move on to look at the kind of questions that qualitative researchers are typically concerned with, as well as some of the principle methods used to investigate those questions. We will also consider what constitutes the data in qualitative investigations, how it is analysed and how it is represented in writing by reading some actual studies.	
Theoretical knowledge to be acquired:	Participants will master the "qualitative posture," five research traditions, and criteria for ensuring trustworthiness and validity in studies.	
Practical knowledge to be acquired:	Students will examine how qualitative questions are formulated, how data is collected in natural settings, and how it is analyzed and represented in academic writing. They will gain hands-on experience in interviewing, transcribing, and using digital tools for data analysis and categorization.	
List of the most important required literature (2–4 pieces) with bibliographical details (author, title, edition or specific pages, ISBN)	<p>Creswell, J.W. (2007). <i>Qualitative inquiry & research design – choosing among five approaches</i>. SAGE.</p> <p>Holliday, A. (2016). <i>Doing and writing qualitative research</i>. SAGE.</p> <p>Maykut, P. & Morehouse, R. (1994). <i>Beginning qualitative research: A philosophic and practical guide</i>. Routledge Falmer.</p> <p>Patton, M. Q. (2015). <i>Qualitative research and evaluation methods</i> (4th ed.). SAGE</p> <p>Flick, U. (2023). <i>An introduction to qualitative research</i> (7th ed.). SAGE.</p> <p>Saldana, J. (2021). <i>The coding manual for qualitative researchers</i> (4th ed.). SAGE.</p>	
List of the most important recommended literature (2–4 pieces) with bibliographical details (author, title, edition or specific pages, ISBN)	<p>Charmaz, K. (2014). <i>Constructing grounded theory</i> (2nd ed.). SAGE</p> <p>Cohen, L., Manion, L. & Morrison, K. (2000). <i>Research methods in education</i> (5th ed.). Routledge Falmer.</p> <p>Denzin, N. K., Yvonna, S. L., Giardina, M. D., & Cannella, G. S. (Eds.) (2024). <i>The SAGE handbook of qualitative research</i> (6th ed.). SAGE.</p> <p>Stake, R.E. (1995). <i>The art of case study research</i>. SAGE.</p>	
Theory to practice ratio: 10 % practice – 90 % theory	Number of theoretical contact hours: 0	Number of practical contact hours: 24

Applied teaching methods:	Students will be required to conduct a small-scale piece of qualitative research, possibly but not necessarily on a topic connected to their thesis. The study will be written up as a short article. Participants will carry out their research as we move through the course and give frequent updates on their progress as well as a final presentation.
Method of assessment:	Grades will be awarded for the quality of seminar participation and the marks for the research presentation and the short paper
Assessment criteria:	<ul style="list-style-type: none"> - 80-100% = Excellent (5) - 60-79% = Satisfactory (3) - 0-59% = Unsatisfactory (1)
<p>How the subject contributes to the achievement of the learning outcomes at level 8 of the MKKR, as identified as learning outcomes in the doctoral school's training programme?</p> <p>Elaborate on the way in which competence elements specified in the Training and Outcome Requirements are/may be achieved <i>(Note: do not simply copy the competence elements from the Training and Outcome Requirements)</i></p>	<p>Knowledge: Participants will master the "qualitative posture," five research traditions, and criteria for ensuring trustworthiness and validity in studies.</p> <p>Skills: Students will gain hands-on experience in interviewing, transcribing, and using digital tools for data analysis and categorization.</p> <p>Attitudes: Openness toward different frameworks; critical evaluation of arguments; commitment to high-level scholarly research.</p> <p>Responsibility and autonomy: The course fosters a flexible, student-centered environment where participants take responsibility for leading discussions and negotiating specific areas of in-depth study. Frequent progress updates and a final presentation ensure autonomous project management.</p>