



SYLLABUS OF THE SUBJECT "QUALITATIVE RESEARCH METHODS "

Të dhëna bazike të lëndës	
Academic unit:	Faculty of Education
Course title:	Qualitative research methods
Programme:	Education Sciences
Level:	Master
Status of the course:	Mandatory
Year of study:	1 year, 2 semester
Number of hours per week:	2 + 2
Value on credit – ECTS:	6
Time / Location:	
Course teacher:	Prof. asst. dr. Fatmir Mehmeti
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Description of the subject	The "Qualitative Research Methods" course provides students with an in-depth understanding of qualitative research approaches within the context of educational sciences. The course delves into the theoretical foundations, practical applications, and ethical considerations of qualitative research. Students explore various qualitative data collection and analysis techniques, gaining the skills necessary to design, conduct, and critically evaluate qualitative studies.
Purpose of the course:	The purpose of the subject "Qualitative Methods in Education" is to provide students with a foundational understanding of the philosophical underpinnings and epistemological foundations of qualitative research. The course aims to equip students comprehensively with a diverse set of qualitative research methods, such as interviews, focus groups, participant observation, and content analysis. Additionally, the subject seeks to develop students' critical assessment skills for selecting appropriate qualitative research designs aligned with research questions and objectives. The overarching goal is to enhance students' proficiency in qualitative data collection, analysis, and interpretation within an educational context, fostering ethical awareness and sensitivity in their research conduct. Through this subject, students will gain the necessary knowledge and skills to engage thoughtfully and ethically in qualitative research within educational settings.
Learning outcomes:	Upon successful completion of the course, students will be able to:

	Demonstrate a profound understanding of qualitative research paradigms and methodologies.		
	Apply theoretical frameworks to the design and implementation of qualitative research projects.		
	Employ a range of qualitative data collection and analysis techniques with proficiency.		
	Critically evaluate and interpret qualitative research findings.		
	Demonstrate ethical considerations in the planning and execution of qualitative research.		
Student workload (should correspond to the student's learning outcomes)			
Activity	Hours	Days/weeks	Total
Lectures	2	15	30
Theoretical and Laboratory exercises	2	15	30
Practical work			
Meetings with teachers/consultations	1	10	10
Field exercises	2	5	10
Colloquiums and seminars			
Homework			
Individual studying time (in the library or at home)	2	10	20
Final preparations for an exam	2	10	20
Time spent on assessment (tests, quiz, and final exam)	2	5	10
Projects and presentations	2	5	10
Total			150 Orë 4 ECTS
Teaching methodology:	Teaching Methodology: The course adopts an interactive and participatory teaching approach, including: Lectures to provide theoretical foundations. Practical exercises and case studies for hands-on application of qualitative methods. Group discussions and seminars to encourage critical thinking and scholarly dialogue.		



	Research project supervision to guide students in applying qualitative methods to their own research interests.
Assessment methods:	Continuous assessment (activity) 10% Individual presentations 20% Coursework 20% Final exam 50 %
Basic Literature:	Mattheus, B. & Ross, L.(2010). Metodatat e hulumtimit. Udhëzues praktik për shkencat sociale e humane.(e. Qendra për Arsim Demokratik (CDE) Tiranë. Kumar, R. (2014). Metodologjia e hulumtimit: udhërrëfyes hap pas hapi për fillestarë. Sage Publications. Creswell, J. W., & Poth, C. N. (2018). Qualitative inquiry and research design: Choosing among five approaches. Sage Publications. Charmaz, K. (2014). Constructing grounded theory. Sage Publications.
Additional Literature:	Patton, M. Q. (2014). Qualitative research & evaluation methods. Sage Publications Merriam, S. B. (2009). Qualitative research: A guide to design and implementation. Jossey-Bass. Miles, M. B., Huberman, A. M., & Saldana, J. (2013). Qualitative data analysis: A methods sourcebook. Sage Publications.

The designed learning plan:		
Week	The planned lesson	Exercises
First Week:	Introduction to Qualitative Research: Philosophical Underpinnings and Epistemological Foundations.	Facilitate a discussion where students critically analyze a qualitative research article, identifying the philosophical assumptions and epistemological foundations that underpin the study.
Second Week:	Research Design in Qualitative Inquiry: Choosing Methodological Approaches.	Students work in groups to design a research project.
Third Week:	Data Collection Methods I: Interviews.	Conduct mock interviews where students take turns being both the interviewer and interviewee.



Fourth Week:	Data Collection Methods II: Focus Groups	Organization simulated focus group session.
Fifth Week:	Data Collection Methods III: Participant Observation.	Students engage in participant observation in a real or simulated setting.
Sixth Week:	Case Study Research	Critically analyze the case, identify key issues, and propose a research design for an in-depth qualitative investigation.
Seventh Week:	Content analysis	Students analyse a set of documents or texts.
Eighth Week:	Action Research	Students identify a real-world educational issue or challenge.
Ninth Week:	Qualitative Data Analysis: Coding and Categorization.	Analyze a set of qualitative data (e.g., interview transcripts).
Tenth Week:	Qualitative Data Analysis: Thematic Analysis.	Analyze a set of qualitative data
Eleventh Week	Drafting of project proposals	Provide a template for a qualitative research project proposal
Twelfth Week:	Drafting of project proposals	Provide a template for a qualitative research project proposal
Thirteenth Week:	Final Research Project Presentations and Reflection.	Reflection
Fourteenth Week:	Final Research Project Presentations and Reflection.	Reflection
Fifteenth Week:	Course conclusion and reflection	Reflection
Academic policies and code of conduct		
The student must respect the rules of the institution: - Must respect the schedule of lectures, exercises and be attentive in the classroom; - To maintain discipline during lectures; - Student Card Ownership and Presentation (ID) is required for tests and exams; - When designing seminar papers, the student must follow the instructions given for research and technical implementation of the paper.		