



PSYC13024 Qualitative Research Methodology

Term 1 - 2017

Profile information current as at 27/04/2024 01:02 pm

All details in this unit profile for PSYC13024 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

In this unit you will develop a useful toolbox for undertaking qualitative research that is applicable to your chosen career. This unit covers how to design, conduct, analyse and write up qualitative research. It includes issues such as entering the field, ethical issues in qualitative research and dilemmas of reflexivity and voice. We will analyse some intriguing examples of qualitative research to think critically about current issues. We will develop self-awareness and reflexive skills, exploring our own social, economic and political positions and how these shape our views on the world. By producing a piece of qualitative empirical research, you will learn how to apply the knowledge acquired. Qualitative skills are highly sought after in many career paths. Ultimately this unit will equip you with skills that are of benefit to careers in research, business, government, community development and education.

Details

Career Level: *Undergraduate*

Unit Level: *Level 3*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

There are no requisites for this unit.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 1 - 2017

- Distance

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Residential Schools

This unit has a Compulsory Residential School for distance mode students and the details are:

Click here to see your [Residential School Timetable](#).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

Regional Campuses

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

Metropolitan Campuses

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. Written Assessment

Weighting: 25%

2. Practical Assessment

Weighting: 30%

3. Written Assessment

Weighting: 45%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Moodle discussion boards through the course.

Feedback

The relationship between the overall research question guiding the course (what impacts student success at University) and student's own choice of a topic of interest (age, socio economic status, first in family, etc) needs to be clarified in the teaching materials.

Recommendation

Relationship between guiding course question and student interest to focus their assignments should be clarified.

Action

This was explained in detail in the course of recorded tutorial sessions, noted in the assessment materials, reiterated in the residential school lectures, and was indicated in teaching materials (e.g., lecture/tutorial slides).

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Explain the philosophies and principles behind qualitative research
2. Critique qualitative research presented in existing literature
3. Conduct focus groups, interviews and ethnographic observations
4. Write a qualitative research report

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Written Assessment - 25%	•	•		
2 - Practical Assessment - 30%			•	
3 - Written Assessment - 45%	•			•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Communication	•		•	•
2 - Problem Solving				•

Graduate Attributes	Learning Outcomes			
	1	2	3	4
3 - Critical Thinking	•	•		•
4 - Information Literacy		•		
5 - Team Work			•	
6 - Information Technology Competence			•	
7 - Cross Cultural Competence	•			•
8 - Ethical practice	•		•	•
9 - Social Innovation				
10 - Aboriginal and Torres Strait Islander Cultures				

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Written Assessment - 25%	•	•	•	•						
2 - Practical Assessment - 30%	•				•	•	•	•		
3 - Written Assessment - 45%	•		•	•			•	•		

Textbooks and Resources

Textbooks

PSYC13024

Prescribed

Social Research Methods

Edition: 5th (2015)

Authors: Alan Bryman

Oxford University Press

UK

ISBN: 9780199689453

Binding: Hardcover

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Joshua Trigg Unit Coordinator
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Schedule

Week 1 - 06 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Module 1 - A day/project in the life of a qualitative research detective: Introduction to qualitative research	Bryman, A. (2015). Social Research Methods (5th ed.). Oxford: Oxford University Press. Chapters 1 & 17.	Online consult hour

Week 2 - 13 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Module 2 - How to know what to ask: Reviewing the literature and composing a research question	Bryman, A. (2015). Social Research Methods (5th ed.). Oxford: Oxford University Press. Chapter 5.	Online consult hour

Week 3 - 20 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Module 3 - The secret of the mysterious qualitative research project: Research design	Bryman, A. (2015). Social Research Methods (5th ed.). Oxford: Oxford University Press. Chapters 3 & 4.	Online consult hour

Week 4 - 27 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Module 4 - Keeping the streets safe for researchers and participants: The depth, breadth and ethics of working with people	Bryman, A. (2015). Social Research Methods (5th ed.). Oxford: Oxford University Press. Chapters 6.	Online consult hour Assessment 1 Critical Literature Review Due: Week 4 Friday (31 Mar 2017) 5:00 pm AEST

Week 5 - 03 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Residential School: Field work Module 5 - Conducting Interviews; Module 6 - Conducting focus groups; Module 7 - Ethnography and participant observation	Bryman, A. (2015). Social Research Methods (5th ed.). Oxford: Oxford University Press. Chapters 19-21.	Residential school: Field work techniques

Vacation Week - 10 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Vacation Week	No set readings this week	No scheduled classes or activities

Week 6 - 17 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Study week - Assessment 2		Online consult hour

Week 7 - 24 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic

Module 8 - Digital detective: Conducting qualitative research in online environments	Bryman, A. (2014). Social Research Methods (4th ed.). Oxford: Oxford University Press. Chapter 28. [PDF Provided] ; Online research is also integrated into chapters of the 2015 edition of the textbook.	Online consult hour
Week 8 - 01 May 2017		
Module/Topic	Chapter	Events and Submissions/Topic
Module 9 - Wait a minute, I have heard this idea somewhere before: The essentials of qualitative data analysis		
	Bryman, A. (2015). Social Research Methods (5th ed.). Oxford: Oxford University Press. Chapter 24.	Online consult hour Assessment 2 Transcription Process, Ethnographic Account, and Interviewing Reflection Due: Week 8 Friday (5 May 2017) 5:00 pm AEST
Week 9 - 08 May 2017		
Module/Topic	Chapter	Events and Submissions/Topic
Module 10 - Applying predominant qualitative data analysis techniques	Bryman, A. (2015). Social Research Methods (5th ed.). Oxford: Oxford University Press. Chapter 22.	Online consult hour
Week 10 - 15 May 2017		
Module/Topic	Chapter	Events and Submissions/Topic
Module 11 - Convince me! Describing evidence, telling the underlying story, and writing up qualitative research	Bryman, A. (2015). Social Research Methods (5th ed.). Oxford: Oxford University Press. Chapters 28.	Online consult hour
Week 11 - 22 May 2017		
Module/Topic	Chapter	Events and Submissions/Topic
Module 12 -Who is looking at who: Reflexivity, objectivity and voice	Bryman, A. (2015). Social Research Methods (5th ed.). Oxford: Oxford University Press. p. 388 (Box: "What is reflexivity") Additional materials to be advised.	Online consult hour Additional materials to be advised.
Week 12 - 29 May 2017		
Module/Topic	Chapter	Events and Submissions/Topic
Study week - Assessment 3		Online consult hour Assessment 3 Qualitative Research Report Due: Week 12 Friday (2 June 2017) 5:00 pm AEST
Review/Exam Week - 05 Jun 2017		
Module/Topic	Chapter	Events and Submissions/Topic
This unit does not include an examination		No scheduled classes or activities
Exam Week - 12 Jun 2017		
Module/Topic	Chapter	Events and Submissions/Topic
This unit does not include an examination		No scheduled classes or activities

Term Specific Information

This unit involves a **compulsory residential school**. Work and materials from the residential school are needed to complete Assessments 2 and 3.

Assessment Tasks

1 Critical Literature Review

Assessment Type

Written Assessment

Task Description

Your task is to write a critical literature review of theories and research on how socio-cultural elements shape expectations of university study, and the role of these in university success and completion. You will be provided with 3 references to get you started, and you will need to source an additional 7 academic journal articles relevant to the topic. To complete this task you will need to be able to summarise and reflect on the sources, specify a number of research questions, and effectively outline how you will seek answers to your research questions. The minimum word limit is 1,500 words (maximum 1,800 words), not including the abstract, or reference list.

Assessment Due Date

Week 4 Friday (31 Mar 2017) 5:00 pm AEST

Return Date to Students

Week 6 Friday (21 Apr 2017)

Weighting

25%

Assessment Criteria

Assessment is based on the incorporation of the sources, level of critical discussion of the literature, the contextualisation of the research question, the clarity of writing and organisation of material, and the correct citation and referencing of the sources used.

Please see the marking matrix in Moodle for more details.

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Learning Outcomes Assessed

- Explain the philosophies and principles behind qualitative research
- Critique qualitative research presented in existing literature

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy

2 Transcription Process, Ethnographic Account, and Interviewing Reflection

Assessment Type

Practical Assessment

Task Description

Data analysis cannot occur unless you have data! Interview data must be easily accessible and in a format that will allow clear differentiation between the interviewees, and between the interviewees and interviewer. The focus groups and interviews you conducted during the residential school will be audio recorded and each student will transcribe their interview and part of their focus group. To complete this task you will need to:

1. Using a transcription template, listen to the audio and accurately transcribe from the audio;
2. Clearly differentiate between the speakers;
3. Pay special attention to their vernacular and making it clear when they are paraphrasing others;
4. Include a summarising paragraph for each transcript (200-250 words);
5. Conduct field observations based on the topic of the interview and focus group. Write an ethnographic account which includes descriptive, reflexive notes of context, what you notice (and what you do not observe), and any preliminary

connections that can be made between this piece of ethnography and the information garnered from the transcripts (2000-2500 words).

6. Lastly, write a critical reflection of your approach to both the one-on-one interview and the focus group, including: a) how you designed and delivered the interview and focus group guides; and b) a reflection on what you felt worked well, and what you would do differently next time for both the interview and focus group, including a comparison of the two formats (450-500 words).

Assessment Due Date

Week 8 Friday (5 May 2017) 5:00 pm AEST

Return Date to Students

Week 10 Friday (19 May 2017)

Weighting

30%

Assessment Criteria

Assessment is based on:

- 1) The layout of the transcription, its quality and organisation of sequences;
- 2) Written expression, ethnographic writing, and preliminary fieldwork analysis;
- 3) The interviewing reflection summary description and justification of effective interviewing and focus group techniques that were used, as well as critical description of limitations in the process, and suggestions of how these may be overcome in future interviews and focus groups.

Please see the marking matrix in Moodle for more details.

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Learning Outcomes Assessed

- Conduct focus groups, interviews and ethnographic observations

Graduate Attributes

- Communication
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

3 Qualitative Research Report

Assessment Type

Written Assessment

Task Description

Your task is to write a research report based on field research, which you will conduct during the residential school. To complete this task you will need to:

- 1) Clearly articulate your research topic, present a brief critical discussion of the literature (based on Assessment 1) to show how your research topic is grounded in previous research, specify a research question and outline the research methodology.
- 2) Analyse two of the three forms of transcribed data elicited at Residential School--your ethnographic, interview and focus group data (see Assessment 2)--and incorporate it into a research report.

The research report must include an Introduction, Literature Review, Methodology, Process of Data Analysis, Findings, and a Discussion. Your interview and observation notes and data sets must be included in the appendix. The minimum word count is 2,500 words (maximum 3,000), not including the abstract, reference list, or appendices

Assessment Due Date

Week 12 Friday (2 June 2017) 5:00 pm AEST

Return Date to Students

Exam Week Friday (16 June 2017)

Weighting

45%

Assessment Criteria

Assessment is based on the:

- 1) Quality of the research idea;
- 2) Review of the literature;
- 3) Level of critical discussion of the literature;
- 4) Quality of the specific research questions;
- 5) Quality of data analysis; and
- 6) Level of critical discussion of the findings.

Please see the marking matrix in Moodle for more details.

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Learning Outcomes Assessed

- Explain the philosophies and principles behind qualitative research
- Write a qualitative research report

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy
- Cross Cultural Competence
- Ethical practice

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?



Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem