

## Qualitative Research Methods and Interpretation (H000216)

**Course size** *(nominal values; actual values may depend on programme)*

**Credits 5.0** **Study time 150 h**

### Course offerings and teaching methods in academic year 2024-2025

A (semester 1)	Dutch	Gent	seminar lecture
B (semester 1)	Dutch	Gent	seminar lecture

### Lecturers in academic year 2024-2025

Roets, Griet	PP04	lecturer-in-charge
Vanblaere, Bénédicte	PP06	co-lecturer
Vanderplasschen, Wouter	PP10	co-lecturer

### Offered in the following programmes in 2024-2025

	crdts	offering
Bachelor of Science in Educational Sciences(main subject Clinical Special Needs Education and Disability Studies)	5	A
Bachelor of Science in Educational Sciences(main subject Pedagogy and Educational Sciences)	5	A
Bachelor of Science in Educational Sciences(main subject Social Work and Social Welfare Studies)	5	A
Master of Science in Teaching in Languages(main subject African Languages and Cultures)	5	A
Master of Science in Teaching in Languages(main subject East European Languages and Cultures)	5	A
Master of Science in Teaching in Arts and Humanities (main subject History)	5	A
Master of Science in Teaching in Languages(main subject Oriental Languages and Cultures)	5	A
Master of Arts in History	5	A
Linking Course Master of Science in Educational Sciences(main subject Clinical Special Needs Education and Disability Studies)	5	A
Linking Course Master of Science in Educational Sciences(main subject Pedagogy and Educational Sciences)	5	A
Linking Course Master of Arts in Gender and Diversity	5	A
Linking Course Master of Science in Social Work and Social Welfare Studies	6	B
Linking Course Master of Science in Primary Education	5	B
Preparatory Course Master of Science in Educational Sciences(main subject Clinical Special Needs Education and Disability Studies)	5	B
Preparatory Course Master of Science in Educational Sciences(main subject Pedagogy and Educational Sciences)	5	A

### Teaching languages

Dutch

### Keywords

research methodology, interpretation, qualitative research methods

### Position of the course

The course is taught at 3rd Bachelor students Educational Sciences, and at students in the linking and preparatorycourse to the Master of Science in Educational Sciences (Clinical Special Needs Education and Disability Studies and Pedagogy and Educational Sciences), and the Master of Science in Social Work and

Social Welfare Studies. The course is an important basic subject for students to acquire the necessary content and competences in the methodological research line, and forms a crucial basis to prepare for the Master's thesis research project.

## **Contents**

The course includes an interpretation of the foundations of science theory that are essential for understanding and shaping qualitative, interpretative research, as well as complementarity with quantitative research approaches. This is also dealt with from a historical point of view (cf. the symbolic interactionism as founder).

Next, the importance of reflexivity during the design of the research cycle is indicated from a pedagogical and social work perspective (justification of the choice of theme, theoretical perspective, problem definition and central research question, methodological approach consisting of strategies of data collection, data analysis, construction of findings, conclusions).

This reflexivity is also extended to ethical dimensions of research (procedural, relational, situational, and socio-political). This is important, among other things, for students as baggage in the design of future master's thesis research.

After the lessons that serve as a broad orientation for students in pedagogical sciences and social work, various more concrete research approaches (discourse analysis, arts-based research, ethnographic research, biographical research, focus groups and qualitative interviewing) will be explored in more depth. These approaches are taught concretely by experienced researchers, and concrete examples of such research are also given as demonstrations.

In each of these sessions, strategies of data analysis are then practiced.

For students who follow the course supply B, extra lectures and demonstrations will be offered. The importance of reflexivity during the construction of the research process is key, informed by a pedagogical and social work perspective (accountability for the choice of the theme, the theoretical perspective, the research problem and central research objective and question).

## **Initial competences**

This course unit builds on certain course competencies of Philosophy of Educational Science.

## **Final competences**

- students can position the most effective qualitative research method
- students are able to bring in suitable qualitative research projects in parallel with a research question
- students know the tradition of research in social work as it is grounded in historical processes
- students know the social pedagogical research tradition
- students can evaluate the contribution from different stakeholders in a research project

## **Conditions for credit contract**

Access to this course unit via a credit contract is determined after successful competences assessment

## **Conditions for exam contract**

This course unit cannot be taken via an exam contract

## **Teaching methods**

Seminar, Lecture

## **Extra information on the teaching methods**

*This course assumes the responsible use of generative artificial intelligence (GAI).*

*During the lessons, what this means will be explained.*

## **Study material**

Type: Handbook

Name: Interpretative Research Methods

Indicative price: € 50

Optional: no

Language : English

Author : Griet Roets & Geert Van Hove

Number of Pages : 374

Alternative : no

Oldest Usable Edition : 2014  
Online Available : No  
Available in the Library : Yes  
Available through Student Association : No  
Usability and Lifetime within the Course Unit : intensive  
Usability and Lifetime within the Study Programme : intensive  
Usability and Lifetime after the Study Programme : occasionally  
Additional information: Roets, G., Van Hove, G. (2014). *Qualitative Research in Educational Sciences*. Harlow: Pearson.

## References

Bogdan, R., & Biklen, S. K. (2007). *Qualitative Research for Education: An Introduction to Theory and Methods*. Boston, USA: Allyn and Bacon.  
Denzin N and Lincoln YS (2003) *The Landscape of Qualitative Research: Theories and Issues*. London: Sage.

## Course content-related study coaching

By appointment.

## Assessment moments

end-of-term and continuous assessment

## Examination methods in case of periodic assessment during the first examination period

Written assessment

## Examination methods in case of periodic assessment during the second examination period

Written assessment

## Examination methods in case of permanent assessment

Written assessment, Assignment

## Possibilities of retake in case of permanent assessment

examination during the second examination period is possible

## Extra information on the examination methods

Written assessment: individual

Paper: guided group work

## Calculation of the examination mark

If students have not passed one of the two forms of evaluation (individual written assessment and paper), they cannot pass the exam. When students score less than 10/20 for at least one of the course units, one cannot pass the entire course unit. If the final score would nevertheless be a mark of 10 or more out of 20, this is reduced to the highest unsuccessful mark (i.e. 9/20).

Partial results for which the student scored at least half of the points, can be transferred to the next examination period within the same academic year.

Partial results will never be rounded. Students who eschew one or more parts of the evaluation can no longer pass the course. Final scores will be reduced to the highest non-deliberative quotation (7/20) in case the final score is higher

## Facilities for Working Students

The lessons are recorded.

Individual paper possible after consultation.