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| SYLLABUSInstitute of Social Sciences |
| Course Code | **Course Title** | **Credits** | ECTS Value |
| ELT 536 | Scientific Research Methods and Ethical Issues I | (3-0) 3 | 8 |
| Prerequisite Courses: |  |
| Course Language: | English | **Course Delivery Mode:** | Online |
| Course Type and Level: |  Masters Degree / Compulsory |
| Instructor's Title, Name, and Surname | **Course Hours** | **Office Hours** | Contact |
| Dr. Aysun Dağtaş  | Wed. 19.00-22.00 | Mon. 10.00-11.00 | aysunyurdaisik@cag.edu.tr |
| Course Coordinator: | Dr. Aysun Dağtaş  |
| Course Objectives: Students will be able to design qualitative research methods. They will also conceptualize various qualitative strategies needed to collect and analyze data for qualitative research. |
| Course Learning Outcomes | Upon successful completion of this course, the student will be able to; | Relations |
| Program Outcomes | Net Contribution |
| 1 | comprehend the nature of qualitative research | 1, 9 | 5, 5 |
| 2 | develop research questions | 1 | 5 |
| 3 | conduct qualitative research | 1,7 | 5,4 |
| 4 | conduct a search of the literature on a topic of their interest | 1, 9 | 5 |
| 5 | distinguish between various sampling methods used in qualitative research | 1, 9 | 5, 4 |
| 6 | construct different data collection instruments for qualitative research | 1 | 5 |
| 7 | justify the importance of reliability and validity in qualitative research | 1, 9 | 5 |
| Course Content: |  |
| Course Schedule (Weekly Plan) |
| Week | **Topic** | **Preparation** | Teaching Methods and Techniques |
| 1 | Introduction to the course | Chapter 1 from the coursebook  | Icebreaker & Expectation Sharing: Students introduce themselves and share their research interests and expectations for the course.Mini Lecture + Discussion: Instructor explains the purpose of the course, outlines qualitative research characteristics, and introduces paradigms (positivist, interpretivist, constructivist, etc.).Think–Pair–Share: Students discuss differences they perceive between qualitative and quantitative research, then share insights with the whole class. |
| 2 | Key characteristics of qualitative researchParadigms & approaches of qualitative research | Students read Chapter 2 from the coursebook  | Mini Lecture + Discussion: Instructor outlines qualitative research characteristics, and introduces paradigms (positivist, interpretivist, constructivist, etc.).Case Study Analysis: Students review a short qualitative research abstract in pairs and identify its paradigm/approach.Concept Mapping: Groups create a mind map of the key characteristics of qualitative research and present to the class.Q&A Session: Open discussion about challenges and benefits of qualitative research in ELT. |
| 3 | Qualitative purpose statement / Research question Sampling in qualitative research | Students are asked to review 1–2 published qualitative studies in ELT and underline the purpose statements and research questions. They also prepare one potential research idea of their own. | Mini Lecture: Explanation of how qualitative research questions differ from quantitative ones (exploratory, open-ended, process-oriented).Case Study Analysis: Students analyze a published ELT article, identifying its sampling method and evaluating its appropriateness.Class Discussion: Reflection on challenges of formulating good research questions and selecting participants in qualitative research. |
| 4 | Interviewing in qualitative researchPracticing interviewing Working on interview questions | Students read Chapter 7 & 8 from the coursebook Instructor: Prepares short readings or guidelines on qualitative interviewing (structured, semi-structured, unstructured). Provides sample interview transcripts from ELT research.Students: Asked to bring a draft list of 5–7 interview questions related to their own potential research topic. | Mini Lecture: Overview of interviewing in qualitative research – types, advantages, challenges, and ethical considerations (e.g., informed consent, confidentiality).Question Design Workshop: Students critique sample interview questions (identifying leading, double-barreled, or vague questions) and rewrite them to be more effective.Peer Practice (Role-Play): Students pair up; one acts as interviewer, the other as interviewee, practicing with their drafted questions. They rotate roles to gain both perspectives. |
| 5 | Analysis of interview data | Students read Chapter 9 from the coursebook Instructor: Prepares sample excerpts from interview transcripts (preferably from ELT or applied linguistics research). Provides a short reading on coding techniques (open coding, axial coding, thematic analysis).Students: Asked to bring their practice interview transcript (from Week 3) or prepare notes from it for in-class analysis. | Mini Lecture: Introduction to steps in interview data analysis – transcription, coding, categorizing, and identifying themes.Coding Demonstration: Instructor shows how to code a short transcript extract (line-by-line) and highlights emerging categories. |
| 6 | Practicing analysis of interview data | Students: Asked to bring their practice interview transcript and their coding draft from the previous week | Hands-On Workshop: Students work individually or in pairs to code excerpts from their own practice interviews or the sample provided.Peer Comparison: Students compare codes/themes with classmates to see similarities and differences in interpretation.Group Discussion: Reflection on the challenges of subjectivity and bias in qualitative data analysis.Ethics Focus: Brief discussion on ethical considerations in handling interview data (confidentiality, anonymization, data storage). |
| 7 | In-class task 1 (Coding-Categorizing Interview Data) | The instructor brings interview data for analysis.  | Individual Work on codes/categoriesGroup work: Discuss differences in interpretation and justify your choices.Class Debrief:Each group shares one category/theme they created.Instructor facilitates discussion on how coding can be flexible but systematic. |
| 8 | Midterm Exam |  |  |
| 9 | Individual feedback on research questions and interview questions for the Interview Task | Students bring their research questions and interview questions | Individual Feedback : the instructor gives feedback to students’ research questions and interview questionsPeer teaching Feedback Session: Students share their research questions and interview questions and give feedback to each other |
| 10 | Observation *Field roles, field notes, and field focus* | Students read Chapter 6 from the coursebook Instructor: Prepares short readings on observation in qualitative research (types: participant vs. non-participant, overt vs. covert). Provides authentic or sample field notes from an ELT classroom.Students: Asked to read one article that uses classroom observation as a research method and identify the researcher’s role and data collection techniques. | Mini Lecture: Overview of observation in qualitative research – field roles (observer-as-participant, participant-as-observer, full participant, full observer), importance of reflexivity.Field Notes Demonstration: Instructor shows sample descriptive and reflective notes, explaining the difference.Classroom Simulation: Students watch a short video of an ELT classroom and take quick field notes. |
| 11 | Practicing ObservationDrawing conclusions and displaying findings on qualitative analysis | Students read Chapter 9 from the coursebook Students: Asked to review their Week 11 field notes and bring them to class for follow-up analysis. | Small Group Coding: Students highlight patterns in their notes (e.g., teacher talk dominance, student group work, classroom management).Conclusion Drawing Workshop: Groups discuss what these patterns might suggest about teaching and learning behaviors.Displaying Findings:Students transform their observation data into a simple table, thematic chart, or short narrative report. |
| 12 | Feedback on data for the Interview Task | Students bring their interview tasks data to the session | Individual Feedback : the instructor gives feedback to students’ interview tasksPeer teaching Feedback Session: Students share their interview tasks and give feedback to each other |
| 13 | Advanced qualitative data analysis Narrative analysis Metaphor analysis Explanation and causality | Students: read Chapter 10 from the coursebook.Instructor: Prepares short readings on advanced qualitative analysis methods (narrative, metaphor, causality in qualitative inquiry). Provides sample excerpts from ELT-related studies using these approaches. | Mini Lecture Data-to-Theory Task: Students connect small findings (from narratives or metaphors) to broader theoretical concepts in ELT (e.g., motivation, identity, agency).Reflection: Class discussion on the value of advanced analysis in deepening qualitative insights. |
| 14 | Classroom Observation Task  | The instructor brings a short video of a language classroom.  | Guided Viewing/Reading: Students watch the classroom video (or read transcript) and take notes using the template provided.Field Notes Workshop: Students compare their descriptive and reflective notes in pairs, noticing differences in detail and interpretation.Focus Exercise: Each student selects one focus (e.g., student participation) and revisits their notes to identify patterns related to it. |
| 15 | Computer-assisted qualitative data analysis | The instructor birngs interview data for coding and categorising | Hands-On Demonstration: Instructor shows basic features of Atlas-ti (importing transcripts, coding, visualization).Practical Exercise: Students manually code a short text, then compare with each other |
| 16 | Trustworthiness and ethical issues in qualitative research | Students: read Chapter 11 | Mini Lecture: Introduce trustworthiness criteria and ethical issues in qualitative research, using ELT examples.Discussion on ethical issues in qualitative research  |
| 17 | Final Exam |  |  |
| 18 | Final Exam |  |  |
| Course Resources |
| Textbook: | Tracy, S. J. (2020). Qualitative research methods: Collecting evidence, crafting analysis, communicating impact (2nd ed.). Wiley Blackwell. |
| Recommended References: |  |
| Course Assessment and Evaluation |
| Activities | **Number** | **Percentile** | Notes |
| Midterm Exam | 1 | 30% |  |
| Project (In-class Task) | 1 | 20% |  |
| Assignment  |  |  |  |
| Presentation |  |  |  |
| Portfolio |  |  |  |
| Final | 1 | 50% |  |
| ECTS Table |
| Content | **Number** | **Hours** | Total |
| Course Duration | **16** | **3** | 48 |
| Out-of-Class Study | **16** | **3** | 48 |
| Assignment  |  |  |  |
| Presentation |  |  |  |
| Project (In-class task) | **1** | **35** | 35 |
| Midterm Exam (Midterm Exam Duration + Midterm Exam Preparation) | **1** | **45** | 45 |
| Final Exam (Final Exam Duration + Final Exam Preparation) | **1** | **50** | 50 |
| Total: | 226 |
| Total / 30: | 226/30 |
| ECTS Credit: | 7.5 |

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| Past Term Achievements |
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