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| SYLLABUS  Institute 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 research  Paradigms & 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 research  Practicing 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/categories  Group 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 questions  Peer 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 Observation  Drawing 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 tasks  Peer 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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