I. CATALOGUE COURSE DESCRIPTION

COURSE CODE: SST 226  
COURSE TITLE: QUALITATIVE RESEARCH  
COURSE DESCRIPTION: This course covers concepts, principles, methods and techniques of qualitative inquiry. Hence, it aims to prepare graduate students to pursue qualitative investigations by providing them the learning experiences in doing qualitative research.

PREREQUISITE: None  
PERIOD OFFERED: Second Semester, SY 2018-2019  
CREDIT: 3 units  
TOTAL NUMBER OF CONTACT HOURS: 54 hours

II. INSTITUTIONAL VISION AND MISSION

Vision: A Premier University delivering world-class education that promotes sustainable development amidst climate change

Mission: To provide quality education to enhance food security, sustainable communities, industry innovation, climate resilience, gender equality, institutional development and partnerships.

III. GOALS

1. Institutional:
   1. Develop proactive programs to ensure relevant quality education;
   2. Develop proactive programs for quality service;
   3. Enhance responsive systems and procedures for transparent institutional development;
   4. Develop relevant and gender sensitive research and extension programs for institutional development, sustainable communities, climate resilience, industry innovation, and partnerships; and,
   5. Strengthen and expand public-private partnerships.

   Core Values: (SLIDES): Student-centered, Leadership, Integrity, Diversity, Efficiency, Service

2. College of Arts & Sciences:
   1. Promote dynamic teaching and learning engagements, research and extension activities towards climate change adaptation and resilience for sustainable development;
   2. Produce globally competent and gender sensitive graduates imbued with the value systems in the preservation and respect of cultural and environmental heritage;
   3. Establish collaborative research and disseminate scholarly outputs through relevant platforms towards innovation and product development; and,
   4. Design and deliver mentoring expertise, management programs and leadership in community affairs.
3. **M.A. Social Studies Program Objectives:**

1. Empower the learners to critically understand the local, national and world situations in a holistic framework;
2. Help the students understand their role in the fabric of social events, relationship, system and structures;
3. Develop an empowering pedagogy by exposing the students to a wide range of perspective and paradigms and encourage participatory and active learning which involves both the heart and mind; and
4. Emphasize and promote concern and commitment in the promotion, preservation and development of national identity and heritage.

4. At the end of the course, with due regard to gender identities, ethnic affiliation, sex, race, age, socio-economic classes, intelligences, religious beliefs, political persuasions, and learning and physical disabilities, the students are expected to:

1. Explain the theoretical premises of qualitative researches.
2. Explain the characteristics of qualitative researches.
3. Determine ethical considerations and practices involved in qualitative research.
4. Distinguish the various methods and techniques of doing qualitative research.
5. Conduct research fieldwork using the various methods and tools of data gathering.
6. Evaluate/critique examples of qualitative researches to be presented in class.
7. Report in written and oral forms actual qualitative researches they have conducted during the semester.
## IV. COURSE CONTENT

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Content</th>
<th>Time Allotment</th>
<th>Activities</th>
<th>Materials</th>
<th>Assessment Strategy</th>
<th>Remarks</th>
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<tbody>
<tr>
<td>At the end of the lesson, the learners will be able to:</td>
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<tr>
<td>1. Familiarize themselves with the key terms in the BSU VMGO</td>
<td>I. Course orientation</td>
<td>1 hr</td>
<td>Lecture Discussion</td>
<td>LCD projector, Laptop, copy of</td>
<td>Q &amp; A on the meanings and implications of the BSU VGMo, Program goals, Course</td>
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<td>2. Recognize the knowledge, skills, and attitudes that M.A. Social Studies</td>
<td>A. BSU VMGO explained</td>
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<td>BSU VMGO and Core Values</td>
<td>objectives, content, and requirements</td>
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<td>graduates must possess</td>
<td>B. Program Goals explained</td>
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<td></td>
<td>C. Course objectives, content, and requirements discussed</td>
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<tr>
<td>1. Explain the nature of qualitative research</td>
<td>II. INTRODUCTION: Overview of qualitative inquiry</td>
<td>3 hrs</td>
<td>Lecture-Discussion</td>
<td>LCD projector, Laptop, MS</td>
<td>Class discussion on the assigned reading</td>
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<tr>
<td>2. Discuss the premises underlying qualitative research</td>
<td>A. Nature of qualitative research</td>
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<td>Powerpoint Presentation</td>
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<tr>
<td>3. Identify the major characteristics of qualitative research</td>
<td>B. Premises underlying qualitative research</td>
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<td>4. Compare and contrast</td>
<td>C. Major Characteristics of qualitative research</td>
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<td>D. Comparing quantitative and qualitative research</td>
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### Readings:


Merriam, S.B. and...
<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
<th>Time</th>
<th>Requirements</th>
<th>Reading</th>
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<tbody>
<tr>
<td>1.</td>
<td>Brainstorm on researchable ideas, theories, and concepts</td>
<td>8 hrs</td>
<td>LCD projector, Laptop, MS Powerpoint Presentation</td>
<td>Merriam, S.B. and Tisdell, E.J., 2016, Chapter 4: Designing your study and selecting a sample, (In Qualitative research: A guide to design and implementation, 4th ed.), pp. 73-83.</td>
</tr>
<tr>
<td>2.</td>
<td>Read and outline related studies to selected research problems</td>
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<td>Sidchogan-Batani, R. 2018. Ethical Documentation of Traditional Knowledge and Practices. Benguet State University.</td>
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<td>3.</td>
<td>Formulate clear research problems or questions</td>
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<td>4.</td>
<td>Define operationally key concepts in research problems</td>
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<td>5.</td>
<td>Design a research plan based on formulated research problem</td>
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<td>6.</td>
<td>Identify clear methods of collecting, organizing, storing, retrieving, and analysis of data</td>
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<td>7.</td>
<td>Plan for an action of disseminating finished</td>
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**III. DESIGNING QUALITATIVE RESEARCH**

A. Ideas, theories and concepts
B. Literature review
C. Framing research problems: Operationalization and conceptualization
D. Designing research projects
E. Data collection and organization
F. Data Storage, retrieval, and analysis
G. Dissemination
H. Ethics in Qualitative Research
I. Some qualitative research approaches

**Peer critiquing of formulated research problems or questions**

**Readings**

- Merriam, S.B. and Tisdell, E.J., 2016, Chapter 1: What is qualitative research?, (In Qualitative research: A guide to design and implementation, 4th ed.), pp. 3-21
<table>
<thead>
<tr>
<th>IV. QUALITATIVE RESEARCH DATA COLLECTION METHODS</th>
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<tbody>
<tr>
<td>A. In-depth interviews: Ethical guidelines, logistics, interviewer traits, tips for interviewing, steps for interviewing</td>
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<tr>
<td>B. Focused group discussion (FGD): Ethical guidelines, logistics, moderator and note-taker traits, tips for moderating, steps in doing FGD</td>
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<tr>
<td>Lecture-Discussion</td>
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<tr>
<td>Group work</td>
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<tr>
<td>Reporting</td>
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</table>

| Tisdell, E.J., 2016, Chapter 2: Six common qualitative research designs, *In Qualitative research: A guide to design and implementation, 4th ed.*), pp. 22-42. |


| Group Activity |
| Critiquing of research proposals |

| Fieldwork |
1. Identify the importance of transcribing collected data from interviews
2. Explain the importance of becoming familiar with the data gathered
3. Demonstrate how transcribed data are coded
4. Discuss the use of computer programs in analyzing qualitative data

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<thead>
<tr>
<th>V. ANALYSING QUALITATIVE DATA</th>
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<tbody>
<tr>
<td>A. Transcribing</td>
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<td>B. Becoming familiar with the data</td>
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<tr>
<td>C. Coding</td>
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<tr>
<td>D. The use of computer programs</td>
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6 hrs  Lecture-Discussion  Group work  LCD projector, Laptop, MS Powerpoint Presentation

**Readings:**


<table>
<thead>
<tr>
<th>VI. PRESENTATION OF QUALITATIVE DATA</th>
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<tbody>
<tr>
<td>A. Whose voices to present?</td>
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<tr>
<td>B. Structuring qualitative findings</td>
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<td>C. To publish in a book or in a journal</td>
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<td>D. Alternative forms of</td>
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10 hrs  Lecture-Discussion  Group work  LCD projector, Laptop, MS Powerpoint Presentation

**Reading:**

| Group activity Peer Critiquing  Peer critiquing Data Analysis presentation |
|----------------------------------|-------------------------------|------------------------------|
| 1. Determine whose voices are to be presented in research reports |
| 2. Identify various forms of presenting structured qualitative findings |
3. Explain the importance of disseminating research findings in books, journals, and in other forms of presentation

<table>
<thead>
<tr>
<th>1. Orally present research outputs</th>
<th>VII. PRESENTATION OF FINISHED RESEARCH PROJECTS</th>
<th>8 hrs</th>
<th>Individual presentation of research outputs</th>
<th>LCD projector, Laptop, MS Powerpoint Presentation</th>
<th>Evaluation and presentation of research outputs</th>
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<td></td>
<td>Midterm Exams</td>
<td>1 hr</td>
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<td>Final Exams</td>
<td>2 hrs</td>
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V. REQUIREMENTS

1. Regular class attendance and active participation in class discussions
2. Reaction/reflection papers on selected topics on qualitative research
3. Oral reports on selected topics
4. Qualitative research paper (written and oral presentation)

VI. EVALUATION AND GRADING SYSTEM

1. Evaluation activities:
   a. Graded reporting, attendance, reflection/reaction papers (70%)
   b. periodic quizzes or exams (30%)

2. Grading system:

   \[
   \text{Midterm Grade (MG)} = \frac{(\text{Class Standing} \times 2) + \text{Midterm Exam Grade}}{3}
   \]

   \[
   \text{Final Grade (FG)} = \frac{(\text{Tentative Final Grade} \times 2) + \text{Midterm Grade}}{3}
   \]

VII. PROVISION FOR DIFFERENTIATED INSTRUCTION

A. Students with Special needs

1. Students who are visually challenged would be asked to sit near or far from the board depending on the nature of their visual “impairment”. These students would be asked to wear the necessary eyeglasses if available.
2. Students with hearing “difficulties” would be asked to sit in front or would be asked to wear hearing aids as appropriate.
3. Students with health problems would be asked to bring with them the necessary medicines in case of emergencies.

B. Foreign/local students who are non-English speaking

1. Allow the student to use an electronic translation device.
2. Tap a resource person who can translate the language into the student’s first language.
3. Use of graphic organizers in the explanation of the lessons

C. Students who are academically challenged

1. Assign tasks to bright students such as being a group leader in activities.
2. Pair “slow learners” with “fast learners” so they can be aided by the latter as the need arises.
3. Remedial classes would be conducted as needed.

VIII. REFERENCES:


IX. SUGGESTED READINGS


X. COURSE POLICIES, ATTENDANCE AND DEADLINES

A. Students enrolled in the course are encouraged to access resources and readings from the internet. They are also encouraged to visit the library and search for additional references.

B. On Attendance. Students enrolled in the course are expected to attend their classes regularly (as scheduled). Students who would miss graded activities (e.g. quizzes, seat works) shall be given “special activities” if their reason/s for being absent is/are excused. Students who would accumulate absences more than the allowable percentage shall be dropped from the list of enrollees.

C. Cheating during quizzes or examinations and plagiarism shall be dealt with accordingly. If proven beyond reasonable doubt, cheaters would be given “zero” scores on quizzes or examinations that they have been caught cheating. Plagiarized outputs are given “zero” scores.

D. Course requirements such as written research reports, comment or position papers should be submitted on time; otherwise, it will be given the necessary deductions.
XI. CONSULTATION HOURS
9-10 A.M. Saturdays

PREPARED BY:

TECAH C. SAGANDOY
Course Facilitator

APPROVED BY:

GREGORIO C. TAAG
Department Head

NOTED BY:

SAMUEL S. POLIDEN  
College Dean

ROMEO A. GOMEZ, Jr.  
Graduate School Dean