Course Specifications
Valid as from the academic year 2020-2021

Due to Covid 19, the education and evaluation methods may vary from the information displayed in the schedules and course details. Any changes will be communicated on Ufora.

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

<table>
<thead>
<tr>
<th>Credits</th>
<th>Study time</th>
<th>Contact hrs</th>
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<tbody>
<tr>
<td>5.0</td>
<td>150 h</td>
<td>45.0 h</td>
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Course offerings and teaching methods in academic year 2020-2021

A (semester 2) Dutch Gent group work lecture online lecture

- 15.0 h
- 30.0 h
- 0.0 h

Lecturers in academic year 2020-2021

Verleye, Katrien

EB23 lecturer-in-charge

Offered in the following programmes in 2020-2021

| Bachelor of Arts in Moral Sciences | 5 | A |
| Bachelor of Science in Public Administration and Management | 5 | A |
| Linking Course Master of Science in Public Administration and Management | 5 | A |

Teaching languages

Dutch

Keywords

Qualitative research, qualitative research approaches, case study research, phenomenology, narrative research, ethnography, grounded theory, qualitative data-analysis, coding, interpreting, Nvivo

Position of the course

This course aims to familiarize students with different qualitative research approaches and their relevance in public administration contexts. More particularly, students gain insight into the essential characteristics of different qualitative research approaches and the way in which these approaches can be implemented in a public administration context with specific attention for developing a qualitative research design in relation to a specific research- or policy problem and gathering, analyzing, and reporting qualitative data. Additionally, students are challenged to critically reflect upon extant (inter)national research in a public administration context and apply the different steps in a qualitative research process and reflect upon these steps in group and individually.

Contents

The nature of qualitative research

- Qualitative versus quantitative research
- The role of qualitative research in a public administration context
- Essential characteristics of different qualitative research approaches, more particularly phenomenology, grounded theory, narrative research, ethnographic research, case study research, and action-research.

The implementation of different qualitative research approaches

- Research design in relation to research or policy problem
- Gathering qualitative data (incl. access to data)
- Analyzing qualitative data (incl. difference between inductive, deductive, and abductive research)
- Reporting qualitative data
- Ethical issues associated with the qualitative research process

Data gathering and analysis techniques

- Qualitative data gathering techniques in practice with specific attention for interviews, observations, and documents

(Approved)
• Qualitative data-analysis in practice with specific attention for qualitative data analysis with Nvivo

Initial competences

No initial competences are required.

Final competences

1. Understand the importance of qualitative versus quantitative research to tackle research and policy problems in a public administration context
2. Understand the essential characteristics and the implementation of different qualitative research approaches to tackle policy- and research problems, more particularly grounded theory, phenomenology, ethnography, narrative research, case study research and action research.
3. Critically reflect upon the appropriateness of qualitative research approaches and the way in which qualitative research approaches are implemented to address specific policy and research problems in (inter)national research with specific attention for the research questions/aims, the research design, the data gathering and analysis, reporting, and research ethics
4. Critically reflect upon the own skills to implement qualitative research approaches
5. Apply qualitative research approaches in relation to specific research and policy problems in a thoughtful way with specific attention for formulating research questions/goals, developing a research design, and research ethics
6. Apply different techniques to gather qualitative data in a thoughtful way with specific attention for interviews, observations, and documents
7. Apply different techniques to analyze and report qualitative data in a thoughtful way with specific attention for the inductive, deductive, and abductive logic
8. Report critical reflections with regard to extant (inter)national research based upon qualitative research approaches, the own implementation of qualitative research approaches, and the own skills to implement qualitative research approaches in an oral and/or written way

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

Guided self-study, group work, lecture, online discussion group, self-reliant study activities, seminar: coached exercises, seminar: practical PC room classes, online lecture

Extra information on the teaching methods

During this course, different didactical methods are combined to allow students to achieve the learning objectives.
   Lectures - whether or not online - allow students to gain insight into qualitative versus quantitative research to address research and policy problems in a public administration context and the essential characteristics and the implementation of different qualitative research approaches to address policy and research problems. Additionally, extra readings are provided via Ufora.
   Critical reflection about the appropriateness of qualitative research approaches and the way in which these research approaches are implemented to address specific policy and research problems in (inter)national research happens during (online) seminars with guided exercises and/or online discussion groups.
   The application of qualitative research approaches in relation to specific research and policy problems happens by means of a group assignment and critical reflection upon one’s own skills to implement qualitative research approaches by means of an individual assignment.
   Finally, (online) seminars with guided exercises and PC-room exercises are organized to apply respectively qualitative data gathering and analysis techniques.

Learning materials and price

Presentations lectures and additional journal articles that are downloadable via Ufora.

References


Course content-related study coaching

(Approved)
Students are invited to ask questions before, during, and after lectures and can use the discussion space on Ufora. During the seminars, students can get extra support from the professor/assistant. Finally, feedback sessions are organized in relation to the group assignment.

Evaluation methods
end-of-term evaluation and continuous assessment

Examination methods in case of periodic evaluation during the first examination period
Open book examination

Examination methods in case of periodic evaluation during the second examination period
Open book examination

Examination methods in case of permanent evaluation
Participation, assignment, report

Possibilities of retake in case of permanent evaluation
examination during the second examination period is possible in modified form

Extra information on the examination methods
The end-of-term evaluation happens by means of an open book exam and accounts for 50% of the final score.
The permanent evaluation counts for 50% of the final score and involves participation during seminars and/or online discussions, a report associated with the group assignment and an individual report.

Calculation of the examination mark
end-of-term evaluation: 50%
permanent evaluation: 50%
To pass, a student should pass both the end-of-term and the permanent part of the evaluation.
Second examination session: depending on the deficit a written exam and/or exercise.