



# Course Outline (Higher Education)

<b>School:</b>	School of Arts
<b>Course Title:</b>	QUALITATIVE SOCIAL RESEARCH
<b>Course ID:</b>	SOCIO2597
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	(ATSGC1367 or ATSGC1898 or BAFND1001 or BAXDC1003 or SOCIO1001 or SOCOG1003)
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	(ATSGC2597 and ATSGC3597)
<b>ASCED:</b>	090301

**Description of the Course :**

Qualitative research in sociology involves the study of groups and/or individuals in what is often called their natural setting, that is, as they go about or make sense of their daily lives. This course introduces the fundamental elements of a qualitative research approach to research in the social sciences. Students will be introduced to key methodological concepts and discussions, as well as qualitative techniques of data collection.

**Grade Scheme:** Graded (HD, D, C, etc.)

**Work Experience:**

No work experience: Student is not undertaking work experience in industry.

**Placement Component:** No

**Supplementary Assessment:** Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

**Program Level:**

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Introductory	■	■	■	■	■	■

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Intermediate	■	■	✓	■	■	■
Advanced	■	■	■	■	■	■

### Learning Outcomes:

#### Knowledge:

- K1.** Recognise which qualitative research methods are appropriate for particular social problems;
- K2.** Understand the uses and limitations of qualitative research;
- K3.** Develop a sociological position regarding qualitative research methods.

#### Skills:

- S1.** Gain expertise on how to establish a qualitative research framework;
- S2.** Gain understanding about the components of a research proposal using qualitative methods;
- S3.** Summarise relevant key approaches, issues and debates around qualitative methods.

#### Application of knowledge and skills:

- A1.** Utilise and integrate relevant methodological frameworks;
- A2.** Apply methodological approaches appropriate to the study of particular social issues;
- A3.** Identify links and tensions between issues, debates, concepts and perspectives.

#### Course Content:

Qualitative research is now an accepted and widely used approach in social and cultural inquiry. It is a powerful way of exploring and finding things out about the social world. Qualitative research in sociology involves the study of groups and/or individuals in what is often called their natural setting, that is, as they go about or make sense of their daily lives. In the study of social life qualitative researchers are curious about what people do and why they do it. Qualitative researchers want to understand the world from the perspective of the social actors under study; they use open-ended, exploratory methods. In their investigations qualitative researchers inevitably work with various assumptions and theories, and it is important to be able to formalise and reflect upon these suppositions to ensure rigour and quality.

This course is an introduction to qualitative social research. Students will be introduced to key methodological concepts and discussions, as well as qualitative techniques of data collection. Questions around how to analyse qualitative data and around writing will also be addressed.

#### Values:

- V1.** Professional autonomy and accountability in the field of social science;
- V2.** Importance of building a sociological understanding of the Australian society;
- V3.** Understanding social issues and critically negotiating present public policies;
- V4.** Developing a sociological imagination in writing and understanding need for argument;
- V5.** Critical evaluation of contemporary and historical sociological theories and methods.

#### Graduate Attributes

The Federation University FedUni graduate attributes (GA) are entrenched in the Higher Education Graduate Attributes Policy (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

Graduate attribute and descriptor		Development and acquisition of GAs in the course			
		Learning Outcomes (KSA)	Code A. Direct B. Indirect N/A Not addressed	Assessment task (AT#)	Code A. Certain B. Likely C. Possible N/A Not likely
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K1, K2, K3, S1, S2, S3, A1, A2, A3	A	AT1, AT2, AT3	A
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	N/A	N/A	N/A	N/A
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	A3	B	AT1, AT3	B
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	S3	B	AT1, AT2, AT3	A
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	N/A	N/A	N/A	N/A

### Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1 K2 K3 S2 S3 A2 A3	Students are required to present a critical review of key concepts and ideas	Essay Format	20-30%
K2 K3 S1 S3 A1	Formulating a Research Question	Short Essay Format	20-30%
K1 K3 S1 S2 S3 A1 A2 A3	Research and writing skills, construction of an informed, sustained and substantiated argument, using relevant evidence including primary sources. Application and synthesis of knowledge and critical analysis	Essay Format	40-60%

**Adopted Reference Style:**

Other (Harvard and APA)