



<b>Short Course Description</b>	Examining the background and philosophical foundations of qualitative research methodology, its explanation in the general pattern/flow of qualitative research, formulating qualitative research problems, translating problems into several research focuses, collecting and presenting research data, checking data validity, procedures for analyzing data, formulating research findings, flow of discussion of research findings and how to conclude findings and prepare research products.						
<b>References</b>	<b>Main :</b>						
		<ol style="list-style-type: none"> <li>1. Denzin, N. K., &amp; Giardina, M. D. (2021). Collaborative Futures in Qualitative Inquiry. Routledge.</li> <li>2. Creswell, J. W., &amp; Poth, C. N. (2018). Qualitative inquiry and research design: Choosing among five approaches. Sage publications.</li> <li>3. Clandinin, D. J., &amp; Husu, J. (Eds.). (2017). The SAGE handbook of research on teacher education. Sage.</li> <li>4. Salvo, J. M. (2019). Reading autoethnography: Reflections on justice and love. Routledge.</li> <li>5. Kirkpatrick, D., Porter, S., Speedy, J., &amp; Wyatt, J. (Eds.). (2021). Artful Collaborative Inquiry: Making and Writing Creative, Qualitative Research. Routledge.</li> <li>6. Rousell, D. (2021). Immersive Cartography and Post-Qualitative Inquiry: A Speculative Adventure in Research-Creation. Routledge.</li> <li>7. Denzin, N. K., &amp; Salvo, J. (Eds.). (2020). New Directions in Theorizing Qualitative Research: Performance as Resistance(Vol. 4). Stylus Publishing, LLC.</li> </ol>					
	<b>Supporters:</b>						
	<ol style="list-style-type: none"> <li>1. Lincoln, Yvona S. &amp; Guba, Egon G.1985. Naturalistic Inquiry. Beverly Hills. London, New Delhi: Sage Publication.</li> </ol>						
<b>Supporting lecturer</b>	Prof. Dr. Wahyu Sukartiningsih, M.Pd. Neni Mariana, S.Pd., M.Sc., Ph.D.						
Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [ Estimated time]		Learning materials [ References ]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline ( offline )	Online ( online )		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Examining the background & philosophical foundations of qualitative research methodology.	Able to explain the background and philosophical foundations of qualitative research based on a review of various research articles	<b>Criteria:</b> Product Analysis of the article  <b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment	Problem based learning 2 x 35	Problem based learning 2 x 35	<b>Material:</b> Chronology of paradigms in the history of research. (According to references) <b>References:</b> 1. Denzin, NK, & Giardina, MD (2021). Collaborative Futures in Qualitative Inquiry. Routledge.	2%
2	Explain the general pattern/flow of qualitative research.	Able to explain the flow of qualitative research based on reviewing various research articles.	<b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment	Problem based learning 2 x 35	Problem based learning 2 x 35	<b>Material:</b> Naturalistic qualitative research flow diagram. (As per reference) <b>Bibliography:</b> 2. Creswell, JW, & Poth, CN (2018). Qualitative inquiry and research design: Choosing among five approaches. Sage publications.  <b>Material:</b> Naturalistic qualitative research flow diagram. (As per reference) <b>Bibliography:</b> 1. Lincoln, Yvona S. & Guba, Egon G.1985. Naturalistic Inquiry. Beverly Hills. London, New Delhi: Sage Publications.	2%

3	Examining the differences between quantitative and qualitative research.	Able to explain the difference between quantitative and qualitative research based on reviewing various research articles	<b>Criteria:</b> Product analysis results of articles  <b>Form of Assessment :</b> Participatory Activities	Problem based learning 2 x 35	Problem based learning 2 x 35	<b>Material:</b> Axioms of the difference between the positivist paradigm and the naturalist paradigm.. (According to references) <b>References:</b> 2. Creswell, JW, & Poth, CN (2018). <i>Qualitative inquiry and research design: Choosing among five approaches</i> . Sage publications.  <b>Material:</b> Axioms of the difference between the positivist paradigm and the naturalist paradigm.. (According to references) <b>References:</b> 3. Clandinin, DJ, & Husu, J. (Eds.). (2017). <i>The SAGE handbook of research on teacher education</i> . Sage.	2%
4	Examining the differences between quantitative and qualitative research.	Able to explain the difference between quantitative and qualitative research based on reviewing various research articles.	<b>Criteria:</b> Product analysis results of articles  <b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Tests	Problem based learning 2 x 35	Problem based learning 2 x 35	<b>Material:</b> Characteristics of qualitative naturalistic research (According to references) <b>References:</b> 2. Creswell, JW, & Poth, CN (2018). <i>Qualitative inquiry and research design: Choosing among five approaches</i> . Sage publications.  <b>Material:</b> Characteristics of qualitative naturalistic research (According to references) <b>References:</b> 5. Kirkpatrick, D., Porter, S., Speedy, J., & Wyatt, J. (Eds.). (2021). <i>Artful Collaborative Inquiry: Making and Writing Creative, Qualitative Research</i> . Routledge.	3%

5	Examining the differences between quantitative and qualitative research.	Able to explain the difference between quantitative and qualitative research based on reviewing various research articles	<b>Criteria:</b> Product analysis results of articles  <b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance	Problem based learning 2 x 35	Problem based learning 2 x 35	<b>Material:</b> Characteristics of qualitative naturalistic research (According to references) <b>References:</b> 3. <i>Clandinin, DJ, &amp; Husu, J. (Eds.). (2017). The SAGE handbook of research on teacher education. Sage.</i>  <b>Material:</b> Characteristics of qualitative naturalistic research (According to references) <b>References:</b> 6. <i>Rousell, D. (2021). Immersive Cartography and Post-Qualitative Inquiry: A Speculative Adventure in Research-Creation. Routledge.</i>	3%
6	Examining the differences between quantitative and qualitative research.	Able to explain the difference between quantitative and qualitative research based on reviewing various research articles	<b>Criteria:</b> Product analysis results of articles  <b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment	Problem based learning 2 x 35	Problem based learning 2 x 35	<b>Material:</b> Characteristics of qualitative naturalistic research (According to references) <b>References:</b> 7. <i>Denzin, NK, &amp; Salvo, J. (Eds.). (2020). New Directions in Theorizing Qualitative Research: Performance as Resistance (Vol. 4). Stylus Publishing, LLC.</i>  <b>Material:</b> Characteristics of qualitative naturalistic research (According to references) <b>References:</b> 1. <i>Lincoln, Yvona S. &amp; Guba, Egon G. 1985. Naturalistic Inquiry. Beverly Hills. London, New Delhi: Sage Publications.</i>	3%

7	Formulate qualitative research problems based on initial research results.	Able to find relatively new research problems based on reviewing various research articles	<p><b>Criteria:</b> Proposal draft seminar</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment</p>	Problem based learning 2 x 35	Problem based learning 2 x 35	<p><b>Material:</b> The difference between research problems based on a positivistic paradigm and those based on a post-positivistic paradigm. (As per reference) <b>Bibliography:</b> 6. Rousell, D. (2021). <i>Immersive Cartography and Post-Qualitative Inquiry: A Speculative Adventure in Research-Creation</i>. Routledge.</p> <hr/> <p><b>Material:</b> The difference between research problems based on a positivistic paradigm and those based on a post-positivistic paradigm. (As per reference) <b>Bibliography:</b> 2. Creswell, JW, &amp; Poth, CN (2018). <i>Qualitative inquiry and research design: Choosing among five approaches</i>. Sage publications.</p> <hr/> <p><b>Material:</b> The difference between research problems based on a positivistic paradigm and those based on a post-positivistic paradigm. (As per reference) <b>Bibliography:</b> 1. Lincoln, Yvona S. &amp; Guba, Egon G. 1985. <i>Naturalistic Inquiry</i>. Beverly Hills. London, New Delhi: Sage Publications.</p>	5%
---	--	--	--	----------------------------------	----------------------------------	---	----

8		Able to formulate qualitative research problems based on reviewing various research articles.	<p><b>Criteria:</b> Proposal draft seminar</p> <p><b>Form of Assessment :</b> Participatory Activities, Tests</p>	Problem based learning 2 x 35	Problem based learning 2 x 35	<p><b>Material:</b> Review the results of initial research. (According to selected references) <b>Bibliography:</b> 5. Kirkpatrick, D., Porter, S., Speedy, J., &amp; Wyatt, J. (Eds.). (2021). <i>Artful Collaborative Inquiry: Making and Writing Creative, Qualitative Research</i>. Routledge.</p> <hr/> <p><b>Material:</b> Review the results of initial research. (According to selected references) <b>References:</b> 4. Salvo, JM (2019). <i>Reading autoethnography: Reflections on justice and love</i>. Routledge.</p>	5%
9	Report initial research results	Able to formulate qualitative research problems based on reviewing various research articles.	<p><b>Criteria:</b> Seminar proposal draft Seminar</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment</p>	Problem based learning 2 x 35	Problem based learning 2 x 35	<p><b>Material:</b> Review the results of initial research. (According to selected references) <b>References:</b> 6. Rousell, D. (2021). <i>Immersive Cartography and Post-Qualitative Inquiry: A Speculative Adventure in Research-Creation</i>. Routledge.</p> <hr/> <p><b>Material:</b> Review the results of initial research. (According to selected references) <b>Bibliography:</b> 7. Denzin, NK, &amp; Salvo, J. (Eds.). (2020). <i>New Directions in Theorizing Qualitative Research: Performance as Resistance (Vol. 4)</i>. Stylus Publishing, LLC.</p> <hr/> <p><b>Material:</b> Review the results of initial research. (According to selected references) <b>References:</b> 3. Clandinin, DJ, &amp; Husu, J. (Eds.). (2017). <i>The SAGE handbook of research on teacher education</i>. Sage.</p>	5%

10	Report initial research results	Able to formulate qualitative research problems based on reviewing various research articles	<p><b>Criteria:</b> Seminar proposal draft Seminar</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment, Portfolio Assessment</p>	Problem based learning 2 x 35	Problem based learning 2 x 35	<p><b>Material:</b> Review the results of initial research. (According to selected references) <b>Bibliography:</b> 1. <i>Lincoln, Yvona S. &amp; Guba, Egon G. 1985. Naturalistic Inquiry. Beverly Hills. London, New Delhi: Sage Publications.</i></p> <hr/> <p><b>Material:</b> Review the results of initial research. (According to selected references) <b>References:</b> 2. <i>Creswell, JW, &amp; Poth, CN (2018). Qualitative inquiry and research design: Choosing among five approaches. Sage publications.</i></p> <hr/> <p><b>Material:</b> Review the results of initial research. (According to selected references) <b>References:</b> 6. <i>Rousell, D. (2021). Immersive Cartography and Post-Qualitative Inquiry: A Speculative Adventure in Research-Creation. Routledge.</i></p>	5%
----	---------------------------------	--	---	----------------------------------	----------------------------------	--	----

11	Able to collect data and present it.	Able to carry out researcher-based data collection as a research instrument	<p><b>Criteria:</b> Proposal draft seminar</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Problem based learning 2 x 35	Problem based learning 2 x 35	<p><b>Material:</b> Observation methods, unstructured interviews, open questionnaires, and documentation (According to references) <b>References:</b> 2. <i>Creswell, JW, &amp; Poth, CN (2018). Qualitative inquiry and research design: Choosing among five approaches. Sage publications.</i></p> <hr/> <p><b>Material:</b> Observation methods, unstructured interviews, open questionnaires, and documentation (According to references) <b>References:</b> 3. <i>Clandinin, DJ, &amp; Husu, J. (Eds.). (2017). The SAGE handbook of research on teacher education. Sage.</i></p> <hr/> <p><b>Material:</b> Observation methods, unstructured interviews, open questionnaires, and documentation (According to references) <b>References:</b> 4. <i>Salvo, JM (2019). Reading autoethnography: Reflections on justice and love. Routledge.</i></p>	10%
----	--------------------------------------	---	---	----------------------------------	----------------------------------	---	-----



12	Able to check the validity of the data.	Able to check the validity of data in various ways based on reviewing various research articles	<p><b>Criteria:</b> Proposal draft seminar</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Problem based learning 2 x 35	Problem based learning 2 x 35	<p><b>Material:</b> Data triangulation; member check; audit trail. (As per reference)</p> <p><b>Bibliography:</b> 5. Kirkpatrick, D., Porter, S., Speedy, J., &amp; Wyatt, J. (Eds.). (2021). <i>Artful Collaborative Inquiry: Making and Writing Creative, Qualitative Research</i>. Routledge.</p> <hr/> <p><b>Material:</b> Data triangulation; member check; audit trail. (As per reference)</p> <p><b>Bibliography:</b> 7. Denzin, NK, &amp; Salvo, J. (Eds.). (2020). <i>New Directions in Theorizing Qualitative Research: Performance as Resistance (Vol. 4)</i>. Stylus Publishing, LLC.</p> <hr/> <p><b>Material:</b> Data triangulation; member check; audit trail. (As per reference)</p> <p><b>Bibliography:</b> 2. Creswell, JW, &amp; Poth, CN (2018). <i>Qualitative inquiry and research design: Choosing among five approaches</i>. Sage publications.</p>	10%
----	---	---	---	----------------------------------	----------------------------------	--	-----

13	Able to analyze data	Able to analyze data according to the recommended flow based on the study of various research articles.	<p><b>Criteria:</b> Proposal draft seminar</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Problem based learning 2 x 35	Problem based learning 2 x 35	<p><b>Material:</b> Qualitative data analysis. (As per reference)</p> <p><b>Bibliography:</b> 2. Creswell, JW, &amp; Poth, CN (2018). <i>Qualitative inquiry and research design: Choosing among five approaches</i>. Sage publications.</p> <hr/> <p><b>Material:</b> Qualitative data analysis. (As per reference)</p> <p><b>Bibliography:</b> 7. Denzin, NK, &amp; Salvo, J. (Eds.). (2020). <i>New Directions in Theorizing Qualitative Research: Performance as Resistance (Vol. 4)</i>. Stylus Publishing, LLC.</p> <hr/> <p><b>Material:</b> Qualitative data analysis. (As per reference)</p> <p><b>Bibliography:</b> 1. Lincoln, Yvona S. &amp; Guba, Egon G. 1985. <i>Naturalistic Inquiry</i>. Beverly Hills. London, New Delhi: Sage Publications.</p>	5%
----	----------------------	---	--	----------------------------------	----------------------------------	--	----

14	Able to prepare qualitative naturalistic research proposals and reports,	Able to display/present the systematics of qualitative naturalistic research proposals and explain the systematics of qualitative naturalistic research reports based on a review of various research articles.	<p><b>Criteria:</b> Proposal draft seminar</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Problem based learning 2 x 35	Problem based learning 2 x 35	<p><b>Material:</b> Results of writing a research proposal (According to selected references) <b>References:</b> 5. Kirkpatrick, D., Porter, S., Speedy, J., &amp; Wyatt, J. (Eds.). (2021). <i>Artful Collaborative Inquiry: Making and Writing Creative, Qualitative Research</i>. Routledge.</p> <hr/> <p><b>Material:</b> Results of writing a research proposal (According to selected references) <b>References:</b> 6. Rousell, D. (2021). <i>Immersive Cartography and Post-Qualitative Inquiry: A Speculative Adventure in Research-Creation</i>. Routledge.</p> <hr/> <p><b>Material:</b> Results of writing a research proposal (According to selected references) <b>References:</b> 7. Denzin, NK, &amp; Salvo, J. (Eds.). (2020). <i>New Directions in Theorizing Qualitative Research: Performance as Resistance (Vol. 4)</i>. Stylus Publishing, LLC.</p>	10%
----	--	---	---	----------------------------------	----------------------------------	---	-----

15	Produce a qualitative naturalistic research proposal (UAS)	Able to present proposals correctly	<p><b>Criteria:</b> Proposal draft seminar</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment, Test</p>	Problem based learning 2 x 35	Problem based learning 2 x 35	<p><b>Material:</b> Results of writing a research proposal (According to selected references) <b>References:</b> 7. Denzin, NK, &amp; Salvo, J. (Eds.). (2020). <i>New Directions in Theorizing Qualitative Research: Performance as Resistance (Vol. 4)</i>. Stylus Publishing, LLC.</p> <p><b>Material:</b> Results of writing a research proposal (According to selected references) <b>References:</b> 1. Lincoln, Yvona S. &amp; Guba, Egon G. 1985. <i>Naturalistic Inquiry</i>. Beverly Hills. London, New Delhi: Sage Publications.</p>	10%
16		Able to present proposals correctly based on a review of various research articles	<p><b>Criteria:</b> Submission of dissertation proposal drafts</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment, Portfolio Assessment</p>	Problem based learning 2 x 35	Problem based learning 2 x 35	<p><b>Material:</b> Results of writing a research proposal (According to selected references) <b>References:</b> 1. Lincoln, Yvona S. &amp; Guba, Egon G. 1985. <i>Naturalistic Inquiry</i>. Beverly Hills. London, New Delhi: Sage Publications.</p> <p><b>Material:</b> Results of writing a research proposal (According to selected references) <b>References:</b> 1. Denzin, NK, &amp; Giardina, MD (2021). <i>Collaborative Futures in Qualitative Inquiry</i>. Routledge.</p> <p><b>Material:</b> Results of writing a research proposal (According to selected references) <b>References:</b> 2. Creswell, JW, &amp; Poth, CN (2018). <i>Qualitative inquiry and research design: Choosing among five approaches</i>. Sage publications.</p> <p><b>Material:</b> Results</p>	20%

of writing a research proposal (According to selected references)  
**References:** 3. *Clandinin, DJ, & Husu, J. (Eds.). (2017). The SAGE handbook of research on teacher education. Sage.*

**Material:** Results of writing a research proposal (According to selected references)

**References:** 4. *Salvo, JM (2019). Reading autoethnography: Reflections on justice and love. Routledge.*

**Material:** Results of writing a research proposal (According to selected references)

**References:** 5. *Kirkpatrick, D., Porter, S., Speedy, J., & Wyatt, J. (Eds.). (2021). Artful Collaborative Inquiry: Making and Writing Creative, Qualitative Research. Routledge.*

**Material:** Results of writing a research proposal (According to selected references)

**References:** 6. *Rousell, D. (2021). Immersive Cartography and Post-Qualitative Inquiry: A Speculative Adventure in Research-Creation. Routledge.*

**Material:** Results of writing a research proposal (According to selected references)

**References:** 7. *Denzin, NK, & Salvo, J. (Eds.). (2020). New Directions in Theorizing Qualitative Research: Performance as Resistance (Vol.*

**Evaluation Percentage Recap: Project Based Learning**

No	Evaluation	Percentage
1.	Participatory Activities	18.34%
2.	Project Results Assessment / Product Assessment	56.34%
3.	Portfolio Assessment	15.84%
4.	Practice / Performance	1%
5.	Test	8.5%
		100%

**Notes**

- 1. Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
- 2. The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
- 3. Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
- 4. Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
- 5. Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
- 6. Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
- 7. Forms of assessment:** test and non-test.
- 8. Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
- 9. Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
- 10. Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 11. The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
- 12. TM=Face to face, PT=Structured assignments, BM=Independent study.**