

**Subject card**

<b>Subject name and code</b>	Strategy of Qualitative Research, PG_00195399						
<b>Field of study</b>	Special Pedagogy						
<b>Date of commencement of studies</b>	October 2026	<b>Academic year of realisation of subject</b>				2028/2029	
<b>Education level</b>	uniform Master's studies	<b>Subject group</b>				Obligatory subject group in the field of study Subject group related to scientific research in the field of study	
<b>Mode of study</b>	full-time studies	<b>Mode of delivery</b>				at the university	
<b>Year of study</b>	3	<b>Language of instruction</b>				Polish	
<b>Semester of study</b>	6	<b>ECTS credits</b>				2.0	
<b>Learning profile</b>	academic	<b>Assessment form</b>				exam	
<b>Conducting unit</b>	Division of Philosophy of Education and Culture Studies -> Institute of Education -> Faculty of Social Sciences -> Rector						
<b>Name and surname of lecturer (lecturers)</b>	<b>Subject supervisor</b>		dr hab. Piotr Stańczyk				
	Teachers						
<b>Lesson types</b>	<b>Lesson type</b>	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	<b>Number of study hours</b>	15.0	0.0	0.0	0.0	0.0	15
	E-learning hours included: 0.0						
<b>Learning activity and number of study hours</b>	<b>Learning activity</b>	Participation in didactic classes included in study plan		Participation in consultation hours		Self-study	SUM
	<b>Number of study hours</b>	15		0.0		35.0	50
<b>Subject objectives</b>	To familiarize students with the theoretical foundations and methodological assumptions of the constructivist-interpretivist orientation and the research methods used in its field , ways of collecting, analyzing and presenting data.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	<p>[G.W.2] has an in-depth knowledge and understanding of the structure of the research process in the context of the adopted research strategy (quantitative, qualitative and mixed strategies), principles of developing a research project, stages of scientific research, criteria for selecting a research strategy, including research objectives, research problems and hypotheses, variables and relationships between variables, conceptualization, operationalization of variables; research sample selection strategies and techniques, defining a research case; types and types of scientific research, including descriptive, diagnostic, explanatory, verification, design, comparative, experimental, quasi-experimental and survey; methods of indexing, measurement and types of measurement scales; issues related to evaluation, panel, sociometric, comparative, field, ethnographic, performative and biographical research; concepts of netography, critical discourse analysis and case study; methods of data collection and analysis; types and ways of using observation; types of research interviews; document, content, textual, conversational, discourse and audiovisual analysis; research tools; issues related to the construction of questionnaires, measurement scales, pedagogical tests, observation sheets and sociometric tools;</p>	<p>He/she knows and understands the epistemological and paradigmatic differences between qualitative and quantitative social research strategies. Can accurately select a strategy for the research topic, research problem and research objective. Recognises and knows the specifics of different qualitative strategies (e.g. phenomenography, discourse analysis [in its different varieties], grounded theory, ethnography, biographical research). Can select a strategy to suit the research objectives, taking into account the feasibility.</p>	<p>[SW4] test/exam - oral or written</p>
	<p>[G.W.5] Knows and understands the various criteria of quality of scientific research, as well as issues of: representativeness, validity, reliability, credibility, transparency, authenticity, triangulation of theoretical perspectives, research methods and data sources, generalizability and transferability of research results</p>	<p>Knows and can apply the criteria for assessing the value of scientific work.</p>	<p>[SW4] test/exam - oral or written</p>
	<p>[G.W.3] Knows and understands the specificity of scientific research on children, adolescents and adults with disabilities</p>	<p>He/she understands the difficulties arising from the specificities of research on children and childhood, and on people with disabilities and impairments, with particular reference to the ethics of research work.</p>	<p>[SW4] test/exam - oral or written</p>
	<p>[G.U.3] Is able to apply methodological knowledge and skills in a research project; select a research strategy, formulate the aim and subject of the research, develop research methods and techniques, formulate the research problems, prepare research tools, select a research sample, area and determine the course of research;</p>	<p>Can prepare and describe a research project on a given research topic.</p>	<p>[SU4] test/exam - oral or written</p>

	Course outcome	Subject outcome	Method of verification
	[G.U.1] Is able to prepare a research project using various research strategies, including quantitative, qualitative or mixed; develop research scenarios and instructions for qualitative research and tools for quantitative research; select methods, techniques and tools for the purpose of quantitative research	Can prepare and describe a research project on a given research topic.	[SU4] test/exam - oral or written
Subject contents	<p>The main research orientations in the social sciences - theoretical assumptions and methodological foundations; the opposition of positivism and constructivism as a source of interpretive orientation.</p> <p>Structure of the research project - the nature of research problems vs. criteria for selecting qualitative research strategies. Basic features of qualitative research, the specifics of research sampling, defining the boundaries of the research case. The question of reliability and legitimacy of qualitative research. The main strategies of qualitative research - ethnographic, biographical and phenomenographic research, research in action, qualitative case study, Internet research. Types of data and methods of data collection - interviews and observation in qualitative research, document analysis/textual analysis/content analysis. Research tools in qualitative research.</p> <p>Implementation of research - essential stages of research, relations between researcher and research participants, ethics of research (including implementation of research with children and people with disabilities). Analysis and interpretation of the collected research material - ways of analyzing and presenting qualitative data.</p>		
Prerequisites and co-requisites			
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	practical oral exam with research raport presentation	50.0%	100.0%
Recommended reading	Basic literature	<p>Miles, M.B., Huberman, A.M., (2000), Analiza danych jakościowych, Transhumana, Białystok.</p> <p>Kvale, S. (2004), InterViews, Transhumana, Białystok.</p> <p>Kvale S.(2012), Prowadzenie wywiadów. Wydawnictwo Naukowe PWN, Warszawa.</p> <p>Jemielniak, D. (2012). (red.). Badania jakościowe. Podejścia i teorie (t. 1i2). Warszawa, PWN.</p>	
	Supplementary literature	<p>Denzin, N.K.; Lincoln Y.S. (2009). Metody badań jakościowych. PWN Warszawa.</p> <p>Pilch, T., Bauman, T., (2001), Zasady badan pedagogicznych. Strategie ilosciowe i jakosciowe (wyd. II), Wyd. Akademickie Zak, Warszawa (tylko czesc III, autorstwa T. Bauman).</p>	
	eResources addresses		
Example issues/ example questions/ tasks being completed	The exam consists of an oral presentation of the results of a group research project carried out during exercises. Attention to the theoretical language, knowledge of the consequences of the methodological choices made and their justification, as well as the originality of the research idea and the literature review made as its justification are taken into account.		
Work placement	Not applicable		

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