

Institute of Administrative Sciences
Faculty of Business, Economics, and Administrative Sciences
University of the Punjab, Lahore
Course Outline



Programme	BS Management	Course Code	MGT-355	Credit Hours	3
Course Title	Qualitative Data Analysis				
Course Introduction					
<p>The organization of this course reflects the process of analyzing data collected through qualitative research methods. The course will help students transform data to make it useful for the purpose of analysis. The students will learn to use thematic data analysis techniques to draw patterns and infer from the data to answer the research questions.</p>					
Learning Outcomes					
<p>On the completion of the course, the students will:</p> <ol style="list-style-type: none"> 1. Relate ontology and epistemology with the different methods of qualitative analysis 2. Create and NVivo project, import and organize qualitative and quantitative data 3. Manage a literature review in NVivo 4. Autocode structured data deductively and identify themes inductively 5. Generate and falsify hypotheses 6. Combine data in sets for management and analysis 7. Seek patterns and identify relationships across codes and cases 8. Present findings using visualizations 9. Export data out of NVivo 					
Course Content				Assignments/Readings	
Week 1	Unit 1: The design of qualitative research <ul style="list-style-type: none"> • What Is Qualitative Research? • Six Common Qualitative Research Designs • Expanding the Qualitative Paradigm: Mixed Methods, Action, Critical, and Arts Based Research • Designing Your Study and Selecting a Sample 				
Week 2	Unit 2: Collecting Qualitative Data <ul style="list-style-type: none"> • Conducting Effective Interviews • Being a Careful Observer • Mining Data from Documents and Artifacts 				
Week 3	Unit 3: Analyzing and Reporting Qualitative Data <ul style="list-style-type: none"> • Qualitative Data Analysis • Dealing with Validity, Reliability, and Ethics • Writing Up Qualitative Research 				

	<ul style="list-style-type: none"> Analyzing Interviews, Focus Groups, Ethnography, Documents, Talk-in Interaction, Visual Data, Mixed Methods 	
Week 4	Unit 4: Interview Transcription Strategies	
Week 5	Unit 5: Strategies for Coding and Categorising Data	
Week 6	Unit 6: Reflection and Analytical Memoing Strategies	
Week 7	Unit 7: Interpretive Strategies	
Week 8	Unit 8: Writing up Qualitative Research	

Textbooks and Reading Material

- Silverman, D. (2020). *Interpreting qualitative data*. Los Angeles, Calif: Sage
- Grbich, C. (2013). *Qualitative data analysis: An introduction*. Los Angeles: SAGE.
- Creswell, J. W., & Báez Creswell Johanna. (2021). *30 Essential skills for the qualitative researcher*. SAGE.
- Hesse-Biber, S. N. (2017). *The practice of qualitative research: Engaging students in the research process*. SAGE.
- Merriam, S. B., & Tisdell, E. J. (2017). *Qualitative research: A guide to design and implementation*. Langara College.

Teaching Learning Strategies

This course makes use of interactive teaching and learning strategies which engage students to promote critical and reflective thinking, research and evaluation skills that will help them become better learners and enhance their skill set. Students will use personal and social capability to collaboratively work with others in learning activities, appreciate their own strengths and abilities and those of their peers, enabling them to develop a range of interpersonal skills such as communication, negotiation, teamwork, leadership and an appreciation of diverse perspectives.

Assignments: Types and Number with Calendar

Will be decided by the course instructor

Assessment

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
2.	Formative Assessment	25%	Continuous assessment includes: Classroom participation, assignments, presentations, viva voce, attitude and behavior, hands-on-activities, short tests, projects, practical, reflections, readings, quizzes etc.
3.	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.