



אוניברסיטת בן-גוריון בנגב  
הפקולטה למדעי הרוח והחברה

### טופס סילבוס לסטודנט

המחלקה לחינוך תשע"ט 2018-2019

שם הקורס: מבוא לשיטות מחקר איכותניות בחינוך

מס' קורס: 12910102

שם המרצה: ד"ר אריס טבק

#### יעדי ההוראה:

מטרות הקורס כוללות:

- (א) הכרת גישות מתודולוגיות מרכזיות במחקר "האיכותני" בחינוך, הנחות היסוד שלהן, הצדקותיהן, יתרונותיהן והבעיות הכרוכות בהן.
- (ב) הבנת עקרונות יסוד בעיצוב מחקר.
- (ג) הכרת מגוון הכלים במחקר האיכותני לאיסוף נתונים ולניתוחם.
- (ד) פיתוח גישה ביקורתית כלפי המחקר האיכותני וכושר שיפוט של מחקרים.

#### פרשיות לימודים:

- 1) מהו מחקר "איכותני"? מסגרת רעיונית למחקר איכותני
- 2) קוהרנטיות מחקרית: הזיקה בין מטרות ידע, תיאוריה, שאלה, מסגרת אנליטית ושיטות
  - i. דגשים במחקר חינוכי
- 3) זרמים במחקר האיכותני
  - i. אתנוגרפיה, מיקרו-אתנוגרפיה וניתוח שיח
  - ii. מחקר נרטיבי ופנומנולוגי
  - iii. תיאוריה מעוגנת בשדה
  - iv. חקר מקרה, מחקר פעולה ומחקר עיצוב
- 4) כלים ושיטות במחקר איכותני
  - i. עריכת תצפיות
  - ii. שיח וניתוח שיח
  - iii. עריכת ראיונות
- 5) אתיקה במחקר
- 6) קריאה ביקורתית של מחקר חינוכי וקריטריונים להערכת מחקר איכותני

#### דרישות והרכב ציון הקורס

1. נוכחות חובה
2. תרגילים - 50%
3. עבודה סופית - 50%

4. ציון מעבר בקורס – ציון סופי 70 לפחות

## רשימה ביבליוגרפית:

צבר בן-יהושע, נ. (1995). *המחקר האיכותי בהוראה ובלמידה*. ישראל: הוצאת מודן.  
צבר בן-יהושע, נ. [עורכת] (2001). *מסורות וזרמים במחקר האיכותני*. ישראל: הוצאת דביר.

קסן, ל. וקרומר-נבו, מ (2010). *ניתוח נתונים במחקר איכותני*. באר-שבע: הוצאת אוניברסיטת בן-גוריון בנגב.

שקדי, א' (2003). *מילים המנסות לגעת*: מחקר איכותני - תאוריה ויישום, תל-אביב: רמות

- Bloom, L. R. (2002). From self to society: Reflections on the power of narrative inquiry. In M. B. Sharan (Ed.), *Qualitative research in practice: examples for discussion and analysis* (pp. 310-313). San Francisco, CA: Jossey-Bass.
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- Brott, P. E., & Myers, J. E. (2002b). My journey with grounded theory. In M. B. Sharan (Ed.), *Qualitative research in practice: examples for discussion and analysis* (pp. 160-162). San Francisco, CA: Jossey-Bass.
- Creswell, J. W. (1998) *Qualitative Inquiry and Research Design: choosing among five traditions*. London: Sage Publications Lt.
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- Gee, J. P., & Green, J. L. (1998). Discourse analysis, learning, and social practice: A methodological study. In *Review of Research in Education*, 23, 1998 (Vol. 23, pp. 119-169).
- Hebert, T. P. (2002). Reflections on my research experience with Jermaine and his community. In M. B. Sharan (Ed.), *Qualitative research in practice: examples for discussion and analysis* (pp. 233-235). San Francisco, CA: Jossey-Bass.
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- Johnson-Bailey, J. (2002a). Cathy: The wrong side of the tank. In M. B. Sharan (Ed.), *Qualitative research in practice: examples for discussion and analysis* (pp. 314-322). San Francisco, CA: Jossey-Bass.
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- Jones, S. R. (2002). Becoming grounded in grounded theory methodology. In M. B. Sharan (Ed.), *Qualitative research in practice: examples for discussion and analysis* (pp. 175-177). San Francisco, CA: Jossey-Bass.
- Krenske, L. (2002). "You're researching what?": The importance of self in ethnographic research. In M. B. Sharan (Ed.), *Qualitative research in practice: examples for discussion and analysis* (pp. 283-285). San Francisco, CA: Jossey-Bass.
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- Sharan, M. B. (2002b). Phenomenological research. In M. B. Sharan (Ed.), *Qualitative research in practice: examples for discussion and analysis* (pp. 93-95). San Francisco, CA: Jossey-Bass.
- Wolff, R. R. (2002). Self-reflection: An essential quality for phenomenological researchers. In M. B. Sharan (Ed.), *Qualitative research in practice: examples for discussion and analysis* (pp. 117-119). San Francisco, CA: Jossey-Bass.
- Worthen, V. E. (2002). Phenomenological research and the making of meaning. In M. B. Sharan (Ed.), *Qualitative research in practice: examples for discussion and analysis* (pp. 139-141). San Francisco, CA: Jossey-Bass.
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**Ben Gurion University of the Negev**  
**The faculty of Social Science**

**Syllabus**

**Education Department 2017-2018**

**Course name:** Introduction to Qualitative Research in Education

**Course number:** Spring semester: 12910102

**Lecturer:** Dr. Iris Tabak

**Goals:**

Course goals include:

- a) Becoming acquainted with central approaches in “qualitative” educational research, their assumptions, justifications, advantages and problems.
- b) Understanding basic principles in research design.
- c) Becoming acquainted with a range of tools for qualitative data collection and analysis.
- d) Developing a critical stance toward qualitative research and the capacity to judge qualitative studies.

**Course content:**

- 1) What is “qualitative” research? Conceptual framework for qualitative research.
- 2) Conceptual coherence in research: coherence among knowledge goals, theory, questions, analytic framework, and research methods.
  - a. Specialized goals and values of educational research
- 3) Qualitative Research Traditions
  - a. Ethnography, micro-ethnography and discourse analysis
  - b. Narrative and phenomenological research
  - c. Grounded theory
  - d. Case studies, Action Research and Design-based Research Methods
- 4) Qualitative Research Methods
  - a. Observation
  - b. Discourse and discourse analysis
  - c. Interviewing
- 5) Research ethics
- 6) Critical reading and use of educational research and criteria for evaluating qualitative research

## **Course requirements:**

- 1) Attendance mandatory
- 2) Interim assignments and exercises – 50%
- 3) Final Paper – 50%

## **Bibliography**

Hebrew:

Kassan, L., Krumer-Nevo, M. (2010), *Qualitative analysis methods* [Hebrew]. Jerusalem: Magnes..

Shkedi, Asher (2003). *Words which try to Touch: Qualitative Research-Theory and Practice* [Hebrew]. Tel-Aviv: Ramot.

Tzabar-Ben-Yehoshua, N. (1995) *Qualitative Research in Teaching and Learning* [Hebrew]. Tel Aviv: Modan.

Zabar-Ben Yehoshua N (Ed) (2001) *Trends and traditions in qualitative research* [Hebrew]. Jerusalem: Dvir Publication.

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