



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: סמסטר אביב 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

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- Brott, P. E., & Myers, J. E. (2002a). Development of professional school counselor identity: A grounded theory. In M. B. Sharan (Ed.), *Qualitative research in practice: examples for discussion and analysis* (pp. 145-159). San Francisco, CA: Jossey-Bass.
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- Creswell, J. W. (1998) *Qualitative Inquiry and Research Design: choosing among five traditions*. London: Sage Publications Lt.
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- 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.
- Johnson-Bailey, J. (2002b). Dancing between the swords: My foray into constructing narratives. In M. B. Sharan (Ed.), *Qualitative research in practice: examples for discussion and analysis* (pp. 323-326). San Francisco, CA: Jossey-Bass.
- 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.
- Krenske, L., & McKay, J. (2002). Hard and heavy: Gender and power in a heavy metal music subculture. In M. B. Sharan (Ed.), *Qualitative research in practice: examples for discussion and analysis* (pp. 262-282). San Francisco, CA: Jossey-Bass.

- Miles, M. & Huberman M (1994) *Qualitative Data Analysis*. London: Sage.
- 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.
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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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