Module designation	**Qualitative Research** **Indonesian title:** *Penelitian Kualitatif* **Course code:** 8420202235
Semester(s) in which the module is taught	Semester 7 (Fourth year)
Person responsible for the module	**Coordinator:** Prof. Rooselyna Ekawati, Ph.D. **Teaching staff:** Prof. Rooselyna Ekawati, Ph.D.; Prof. Dr. Tatag Yuli Eko Siswono, S.Pd., M.Pd.
Language	Indonesian
Relation to curriculum	Elective
Teaching methods	Lectures using case-based and project-based learning, guided literature reviews, methodological workshops, simulated interviews and observations, collaborative data analysis, research presentations, and reflection. Class workload per week: 2 × 170 minutes = 340 minutes (5.67 hours), of which 2 × 50 minutes are contact lectures. **Media and tools:** Slides, LCD projector, UNESA Learning Management System (LMS), Google Docs, Google Slides, Google Forms, Microsoft Word and Excel, PDF articles, smartphones, laptops, audio recorders or smartphone recording applications, and anonymized interview transcripts.
Workload (incl. contact hours, self-study hours)	**(Estimated) total workload:** 2 CU × 170 minutes × 16 weeks = 5,440 minutes = 90.67 hours (≈ 3.18 ECTS) **Contact hours:** lectures, 2 × 50 minutes per week × 16 weeks = 26.67 hours (class hours per week: 340 minutes = 5.67 hours, including structured activities) **Private study including examination preparation:** structured assignments, 2 × 60 minutes per week × 16 weeks = 32.00 hours; independent study, 2 × 60 minutes per week × 16 weeks = 32.00 hours (total 64.00 hours)
Credit points	2 CU (3.18 ECTS) *1 CU = 170 minutes per week × 16 weeks = 45.3 hours; 1 ECTS = 28.48 hours (144 CU = 229 ECTS), so 1 CU = 1.59 ECTS (UNESA Rector's Decree No. 736/HK/KM/2023).*
Required and recommended prerequisites for joining the module	None
Module objectives/intended learning outcomes	**Programme learning outcomes (PLO) addressed:** • PLO-6: Demonstrate mathematical knowledge and insight. • PLO-8: Design, implement and evaluate mathematics learning using IT. • PLO-9: Demonstrate knowledge related to mathematics education research. • PLO-10: Make decisions based on data/information in completing tasks that are the student's responsibility and evaluating the work that has been done. • PLO-11: Communicate ideas and research results effectively, orally, and in writing. **Course learning outcomes (CLO): after completing this module,**

<table>
<tr><td></td><td>students are able to:
CLO-1: Critically analyze mathematics education phenomena and qualitative research paradigms to identify a relevant research focus and appropriate design. (PLO- 10, PLO-9)
CLO-2: Collaboratively design an ethical, feasible small-scale qualitative study, including research questions, participant selection, and interview, observation, or document-analysis protocols. (PLO-11, PLO-9)
CLO-3: Conduct and document qualitative data collection on mathematics teaching and learning, using appropriate digital tools where relevant and respecting informed consent and confidentiality. (PLO-8, PLO-9)
CLO-4: Organize, code, display, and interpret qualitative evidence of mathematical thinking and learning, verify findings, and make warranted evidence-based judgments. (PLO-10, PLO-6, PLO-9)
CLO-5: Prepare, present, defend, and improve a coherent qualitative research report about mathematics education, drawing conclusions and pedagogical implications from evidence and peer feedback. (PLO- 8, PLO-11, PLO-9)</td></tr>
<tr><td>Content</td><td>The course develops foundational competence in designing and conducting qualitative research in mathematics education. It addresses interpretive paradigms and research traditions; identification of mathematics learning phenomena and research questions; selection of qualitative designs, contexts, and participants; ethical considerations and informed consent; interview, observation, and document-analysis protocols; systematic data collection and management; data reduction, coding, categorization, displays, and thematic interpretation; credibility, triangulation, and reflexivity; and academic writing and presentation of findings. Through small-scale inquiries, students examine mathematical thinking, classroom interactions, and learning experiences. Assignments include literature critique, research design, protocol development, data collection, coding, peer review, and a final report and presentation.</td></tr>
<tr><td>Examination forms</td><td>Final score is calculated from the weekly assessment scheme below (CLO/PLO addressed and weight of each assessment):
<table>
<tr><th>Week</th><th>CLO</th><th>PLO</th><th>Weight (%)</th></tr>
<tr><td>1</td><td>CLO-1</td><td>PLO-9</td><td>5</td></tr>
<tr><td>2</td><td>CLO-1</td><td>PLO-9</td><td>5</td></tr>
<tr><td>3</td><td>CLO-1</td><td>PLO-11</td><td>5</td></tr>
<tr><td>4</td><td>CLO-1</td><td>PLO-9</td><td>5</td></tr>
<tr><td>5</td><td>CLO-2</td><td>PLO-11</td><td>5</td></tr>
<tr><td>6</td><td>CLO-2</td><td>PLO-9</td><td>5</td></tr>
<tr><td>7</td><td>CLO-3</td><td>PLO-8</td><td>5</td></tr>
<tr><td>8</td><td>CLO-3</td><td>PLO-9</td><td>15</td></tr>
<tr><td>9</td><td>CLO-4</td><td>PLO-10</td><td>5</td></tr>
<tr><td>10</td><td>CLO-4</td><td>PLO-6</td><td>5</td></tr>
<tr><td>11</td><td>CLO-4</td><td>PLO-10</td><td>5</td></tr>
<tr><td>12</td><td>CLO-4</td><td>PLO-10</td><td>5</td></tr>
<tr><td>13</td><td>CLO-4</td><td>PLO-9</td><td>5</td></tr>
<tr><td>14</td><td>CLO-5</td><td>PLO-11</td><td>5</td></tr>
<tr><td>15</td><td>CLO-5</td><td>PLO-9</td><td>5</td></tr>
</table></td></tr>
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	16	CLO-5	PLO-9	15

Study and examination requirements

Students are considered competent and pass if the final score is at least 55 or C. Assessment consists of weekly assignments and progressive research outputs (weeks 1–7 and 9–15: 70%), a mid-course research progress review (week 8: 15%), and a final qualitative research report and presentation (week 16: 15%).

Final index (grade conversion):

Index	Converted score	Score range (A = final score)
A	4.00	85 ≤ A ≤ 100
A-	3.75	80 ≤ A < 85
B+	3.50	75 ≤ A < 80
B	3.00	70 ≤ A < 75
B-	2.75	65 ≤ A < 70
C+	2.50	60 ≤ A < 65
C	2.00	55 ≤ A < 60
D	1.00	40 ≤ A < 55
E	0.00	0 ≤ A < 40

Reading list

1. Creswell, J. W., & Poth, C. N. (2024). Qualitative inquiry and research design: Choosing among five approaches (5th ed.). SAGE Publications.
2. Merriam, S. B., & Tisdell, E. J. (2016). Qualitative research: A guide to design and implementation (4th ed.) . Jossey-Bass.
3. Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). Qualitative data analysis: A methods sourcebook (3rd ed.). SAGE Publications.
4. Saldaña, J. (2021). The coding manual for qualitative researchers (4th ed.). SAGE Publications.
5. Siswono, T. Y. E. (2020). Paradigma penelitian pendidikan: Pengembangan teori dan aplikasi pendidikan matematika . Remaja Rosdakarya.