Course Number | PLAN 522
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Course Credit(s) | 2.0
Course Title | Qualitative Data Collection and Analysis
Term | 2017-2018 – Winter Term 2
Dates | January 3rd to February 28th
Day/Time | Wednesday 2:00 – 5:00pm

Instructor | Leonora Angeles/ Penny Gurstein
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Office Hours | By Appointment

Short Course Description
There are no prerequisites for this course. This course is designed as a survey that provides beginning and more advanced students an opportunity to learn about and apply each step of the qualitative research process including conceptualization of research questions, ethical considerations, data collection and analysis, and presentation of research findings.

Course Format
Classes will involve mixed formats including presentations by the instructors, guest lectures, in-class exercises and assignments involving planning practice-relevant qualitative research tools, qualitative research group projects with institutional or community partners, and instructor/peer formative feedback on course requirements.

The class meets once a week for three hours, with a 10-minute break in the middle.

Course Overview, Content and Objectives
The overall purpose of the course is to develop learners’ skills in qualitative research to aid their planning practice, particularly in framing planning-oriented research issues and community-identified needs, and prepare for their professional projects. This two-credit course focuses on the what, why, who and how of qualitative research methods and mixed methods research design relevant to professional planning practice. As a core course for SCARP Master’s students, this reading-, writing- and research-intensive seminar course is designed as a survey that provides beginning and more advanced students an opportunity to prepare for their professional project research. Through the course, students will learn about and apply each step of the qualitative research process including conceptualization of research questions, ethical considerations, qualitative data collection and analysis, and presentation of qualitative research findings to specific audiences.
Learning Outcomes
After completing the course, learners are expected to be able to:

a) **Design** qualitative research within a plan and **formulate** clear and answerable qualitative research purposes/objectives/goals and questions relevant to planning practice;
b) **Discuss and apply** various qualitative research methods and tools useful in planning practice;
c) **Employ mixed methods** research using traditional, as well as participatory or community-based, research approaches.
d) **Collect, organize, analyse, and report** qualitative data useful in planning practice;
e) **Evaluate and assess** qualitative research results in planning literature;
f) **Discuss and address** strategic problem-solving needs, as well as logistical, and ethical challenges in planning research and practice; and
g) **Critically reflect** on the qualitative researcher’s role in the knowledge production process in planning contexts.

Additional Course Requirements
Students will be required to engage in Group Project with an Agency or Community Partner. Field visits to local sites in Vancouver will be required to fulfill the requirements for the Group Project.

Attendance
This course is a required core course for all SCARP Master's students and not open to students outside of SCARP.

Evaluation Criteria and Grading
Students are required to complete the following assignments:

- **5% Class Participation** – Attendance and participation in all class meetings
- **30% Group Project** - Data Collection and Data Analysis for an Agency or Community Partner
- **40% Group Project Report** – The final group report will be based on the analysis of data collected addressing a specific planning-related project with an Agency or Community Partner
- **25% Individual Assignments** – Students will complete 5 Assignments worth 5% each; each of the assignments are structured to meet the overall learning objectives for the class
  - Assignment 1: Framing qualitative research question (primary and secondary), statement of research problem, research goals and objectives in planning research practice
  - Assignment 2: Writing literature review for qualitative planning research
  - Assignment 3: Applying qualitative research methods in collecting and analyzing visual and verbal data
  - Assignment 4: Doing a mixed methods research design for planning practice
  - Assignment 5: Addressing logistical problems and ethical challenges in qualitative planning research

**100% - Total**

- **TCPS TUTORIAL & ETHICAL REVIEW APPLICATION (OPTIONAL):** This optional assignment will not be marked, but will be required by UBC for all students doing research on/with human subjects. Students are expected to complete the TCPS 2 Tutorial Online, if they have not done so for their

Interested students can seek help from the Instructors in developing the research ethics review design (e.g. letters of initial contact, consent form, recruitment posters, etc.) to be attached to the BREB application on the UBC Office of Research Services website: www.ors.ubc.ca.

GRADING PRACTICES AND STANDARDS (from FGPS website)

UBC courses are graded on a percentage basis. Corresponding letter grades are assigned automatically by the Registrar. (See UBC Calendar, Academic Regulations, Grading Practices). For master's students registered in the Faculty of Graduate Studies, Fail (F) for individual courses is defined as below 60%:

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<thead>
<tr>
<th>Percentage (%)</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>90-100</td>
<td>A+</td>
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<tr>
<td>85-89</td>
<td>A</td>
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<tr>
<td>80-84</td>
<td>A-</td>
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<tr>
<td>76-79</td>
<td>B+</td>
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<tr>
<td>72-75</td>
<td>B</td>
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<tr>
<td>68-71</td>
<td>B-</td>
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<tr>
<td>64-67</td>
<td>C+</td>
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<tr>
<td>60-63</td>
<td>C</td>
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<td>0-59</td>
<td>F (Fail)</td>
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Grading Criteria
The following guidelines offer a broad-brush characterization of the type of work that might be associated with various ranges of grades.

80% to 100% (A- to A+)
- Exceptional performance: strong evidence of original thinking; good organization; capacity to analyse, synthesize, apply and evaluate; superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base.

68% to 79% (B- to B+)
- Competent performance: evidence of grasp of subject matter; some evidence of critical capacity and analytic ability; reasonable understanding of relevant issues and/or application of skills expected; evidence of familiarity with the literature and professional practice standards.

50% to 60% (D to C+)
- Adequate performance: understanding of the subject matter; ability to develop solutions to
simple problems in the material; acceptable but uninspired work, not seriously faulty but lacking in analytic rigour, style and vigour in argumentation or evidence.

00% to 49% (F)
- Inadequate performance: little or no evidence of understanding of the subject matter; weakness in critical and analytic skills; limited or irrelevant use of the literature.

Required Readings and Videos
1. On-line PDF copies of journal articles and E-Books (E-links and/or PDF Copies available on Connect)

Course Schedule
To be finalized.

Special Needs
Please inform the Instructors as soon as possible if you have special needs and require accommodation of any kind. Please visit [http://www.students.ubc.ca/access/](http://www.students.ubc.ca/access/) for more information on campus resources.

UBC has numerous research, pedagogical and health resources available to students. These include the Koerner and Main Libraries’ Resource Desks, Centre for Teaching, Learning and Technology (CTLT), the Irving K. Barber Learning Centre, the UBC Writing Centre, Student Health Services, UBC Access and Diversity (Brock Hall), Graduate Student Society (GSS), Faculty of Graduate and Post-Doctoral Studies (FGPS) and UBC Student Counselling Services. Please make use of these resources or contact the instructor if you have any questions. Students new to UBC are especially encouraged to become familiar with the [broad spectrum of resources](http://www.students.ubc.ca/access/) that UBC provides.

Academic Integrity
Assistance with the creation of a course syllabus is available through the Centre for Teaching, Learning and Technology, [www.ctlt.ubc.ca](http://www.ctlt.ubc.ca) Resources related to the development of assessable learning outcomes can be accessed through [http://ctlt.ubc.ca/resources/webliography/course-designdevelopment/](http://ctlt.ubc.ca/resources/webliography/course-designdevelopment/) The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President’s Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.
A more detailed description of academic integrity, including the University’s policies and procedures, may be found in the Academic Calendar at http://calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,0.