



SUBJECT DATASHEET

Methods and Tools of Qualitative Research I.

BMEGT51XX60531-59

I. SUBJECT DESCRIPTION

1. SUBJECT DATA

Subject name

Methods and Tools of Qualitative Research I.

ID (subject code)

BMEGT51XX60531-59

Type of subject

contact hour

Course types and lessons

<i>Type</i>	<i>Lessons</i>
Lecture	0
Practice	8
Laboratory	0

Type of

assessment

midterm grade

Number of

credits

5

Subject Coordinator

<i>Name</i>	<i>Position</i>	<i>Contact details</i>
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Educational organisational unit for the subject

Department of Technical Education

Subject website

<https://www.mpt.bme.hu/>

Language of the subject

magyar - HU

Curricular role of the subject, recommended number of terms

Direct prerequisites

Strong nincs/no

Weak nincs/no

Parallel nincs/no

Exclusion nincs/no

Validity of the Subject Description

Approved by the Faculty Board of Faculty of Economic and Social Sciences, Decree No: 580466/11/2025registration number. Valid from: 2025.06.25.

2. OBJECTIVES AND LEARNING OUTCOMES

Objectives

The aim of the course is to introduce students to the role and potential of qualitative research in educational science, with a special focus on understanding the differences, connections, and complementary nature of qualitative and quantitative approaches. Students will gain both theoretical and practical knowledge related to designing qualitative research, applying data collection techniques (such as interviews, observations, and document analysis), and interpreting and presenting research findings. The course also seeks to foster a reflective research attitude and a strong commitment to ethical data handling.

Academic results

Knowledge

1. Understands the principles, aims, and methodological characteristics of qualitative research. Has a clear overview of the differences, connections, and comparison possibilities between qualitative and quantitative research approaches. Is familiar with the theoretical background and practical conditions of data collection techniques such as interviews, observations, and document analysis. Understands the key concepts of qualitative data analysis, including coding and interpretation principles.

Skills

1. Is able to design a qualitative research plan to investigate an issue in educational science. Can select and prepare appropriate data collection techniques in accordance with specific research objectives. Is capable of systematically documenting collected data, performing basic coding, and initiating preliminary interpretation. Can distinguish between qualitative and quantitative data and apply the appropriate methodological approach accordingly.

Attitude

1. Demonstrates openness to researcher reflexivity and sensitivity to ethical issues throughout all phases of qualitative research. Is committed to authentic, context-aware, and well-founded interpretation of scientific data. Appreciates the depth and complexity of qualitative approaches and their value in educational research.

Independence and responsibility

1. The student is capable of independently identifying a qualitative research problem and designing a research plan. Takes responsibility for adhering to ethical standards during data collection and analysis. Demonstrates the ability to reflect on their role as a researcher and applies methodological principles responsibly within the field of educational research.

Teaching methodology

The instructional approach combines instructor-led explanations with group analysis and collaborative interpretation. Students independently carry out small-scale qualitative investigations, experimenting with various methodological types (e.g., interviews, observations, case studies). Their experiences are processed through reflective group discussions, promoting the deepening of practical methodological knowledge.

Materials supporting learning

- Kontra József (2011): A pedagógiai kutatások módszertana, Kaposvári Egyetem, Kaposvár
- <https://mek.oszk.hu/12600/12648/12648.pdf>
- Falus Iván (2004): Bevezetés a pedagógiai kutatás módszereibe. Műszaki Könyvkiadó, Budapest
- <https://docplayer.hu/5665571-Bevezetes-a-pedagogiai-kutatas-modszeribe.html>
- Csikos Csaba (2020): A neveléstudomány kutatómódszertanának alapjai. ELTE Eötvös Kiadó, Budapest.
https://www.eltereader.hu/media/2020/12/web_Csikos-Csaba_Bevezetes_.pdf
- Majoros Pál (2004): A kutatómódszertan alapjai. Perfekt Kiadó, Budapest
- <https://www.scribd.com/doc/272468152/Majoros-Pal-A-kutatasmodszertan-alapjai>
- Hornyacsék Júlia (2014): A tudományos kutatás elmélete és módszertana. Nemzeti Közszerzői Egyetem, Hadtudományi és Honvédtisztviselői Kar, Budapest,
- <https://hbk.uni-nke.hu/document/hbk-uni-nke-hu/Teljes%20sz%C3%B6veg!.pdf>
-
- Boncz Imre (2015): Kutatómódszertani alapismeretek, Pécsi Tudományegyetem Egészségtudományi Kar, Pécs. 8-40. oldal
- https://www.etk.pte.hu/protected/OktatasiAnyagok/%21Palyazati/sport/Kutatasmodszertan_e.pdf
- Earl Babbie (2003): A társadalomtudományi kutatás gyakorlata. Balassi Kiadó
- http://www.agr.unideb.hu/~balogh/B/Books/A%20tarsadalomtudomanyi%20kutatas%20-%20Earl%20Babbie_556.pdf
- Falus Iván - Ollé János (2008): Az empirikus kutatások gyakorlata. Adatfeldolgozás és statisztikai elemzés. Nemzeti Tankönyvkiadó, Budapest
- https://aleph.omikk.bme.hu/F/?func=find-b&request=000588476&find_code=SYS&adjacent=N&x=27&y=11&filter_code_1=WLN&
- Hunkár Márta (2013): A kutatás módszertana /Gyakorlati jegyzet/, Debreceni Egyetem AGTC, Debrecen
- https://dtk.tankonyvtar.hu/xmlui/bitstream/handle/123456789/3424/kutatas_modszertan_gyakorlati_jegyzet.pdf?sequence=1&isAllowed
- Kontra József (2011): A pedagógiai kutatások módszertana. Kaposvári egyetem, Jegyzet
- <https://mek.oszk.hu/12600/12648/12648.pdf>
- Szabó Katalin (2002): Kommunikáció felsőfokon. Kossuth Kiadó, Budapest
- <https://docplayer.hu/19080427-Kommunikacio-felfokon.html>
- Umberto Eco (2008): Hogyan írunk szakdolgozatot? Kairosz Kiadó, Budapest
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- Elektronikus adatbázisok:
- Doktori Iskolák: <http://www.doktori.hu>
- Elektronikus Információs szolgáltatás: <http://www.eisz.hu/hu>
- Európai Bizottság EUROSTAT: <http://epp.eurostat.ec.europa.eu/portal/page/portal/eurostat/>
- Európai Unió kutatás – fejlesztési keretprogramok: <http://cordis.europa.eu>
- Központi Statisztikai Hivatal: <http://www.ksh.hu/>
- Magyar Tudományos Akadémia (MTA): <http://mta.hu>
- MATARKA: Magyar folyóiratok tartalomjegyzékeinek kereshető adatbázisa: <http://www.matarka.hu/>
- MTA Könyvtár: <http://minerva.mtak.hu>
- Nemzeti Innovációs Hivatal: <http://www.nih.gov.hu>
- Google tudós: <https://scholar.google.hu/schhp?hl=hu>
- MTMT Magyar Tudományos Művek Tára: <https://www.mtmt.hu/>

II. SUBJECT REQUIREMENTS

TESTING AND ASSESSMENT OF LEARNING PERFORMANCE

General Rules

The learning outcomes specified in point 2.2 are assessed through a thematic written test following the contact hours.

Performance assessment methods

Detailed description of the assessment of performance during the term: - In case of absence from contact hours exceeding 30%, the credit

of the subject (according to § 105, 4. of the TVSZ) cannot be obtained. - Submission of the thematic essay - the subject knowledge, skills, attitudes, and competences of the autonomy and responsibility type assessment.

Percentage of performance assessments, conducted during the study period, within the rating

- Órai aktivitás: 40

Percentage of exam elements within the rating

- Vizsga: 60

Conditions for obtaining a signature, validity of the signature

Issuing grades

Excellent	95
Very good	90-95
Good	85-90
Satisfactory	80-85
Pass	50-85
Fail	50

Retake and late completion

Due to the nature of active participation, it cannot be replaced or corrected.

Coursework required for the completion of the subject

részvétel kontaktórákon	8
felkészülés a vizsgára	82
Folyamatos Önreflexió készítése	60

Approval and validity of subject requirements

Consulted with the Faculty Student Representative Committee, approved by the Vice Dean for Education, valid from: 02.06.2025.

III. COURSE CURRICULUM

THEMATIC UNITS AND FURTHER DETAILS

Topics covered during the term

Characteristics and Role of Qualitative Research in Empirical Educational Studies Formulating Research Questions and Designing Qualitative

Research Qualitative Data Collection Techniques: Interview, Observation, Document Analysis The Role of the Researcher, Subjectivity, and Ethical Considerations Coding and Initial Analysis of Qualitative Data Interpretation and Presentation of Research Findings

- 1 1. The Role and Characteristics of Qualitative Research in Educational Inquiry
- 2 Provides an overview of the principles and aims of qualitative research, and how it differs from quantitative approaches. Emphasizes the importance of depth, interpretation, and context.
- 3 2. Research Questions and Design in a Qualitative Framework
- 4 Students learn how to formulate research problems, define objectives, and structure the main elements of a qualitative research plan.
- 5 3. Data Collection Methods: Interviews, Observations, and Document Analysis
- 6 Covers practical techniques such as conducting semi-structured interviews, engaging in participant observation, and analyzing educational documents.
- 7 4. The Researcher's Role and Ethical Dimensions
- 8 Focuses on subjectivity, reflexivity, and the presence of the researcher in the field, along with key ethical principles such as anonymity and informed consent.
- 9 5. Fundamentals of Qualitative Data Processing: Coding and Initial Analysis
- 10 Introduces the first steps in qualitative data analysis, including coding, category development, pattern recognition, and documentation of findings.
- 11 6. Interpretation and Reporting of Qualitative Research Results
- 12 Covers the interpretation of data, the formulation of narratives, and how to present findings using appropriate academic language and structure.

Additional lecturers

Approval and validity of subject requirements