



SUBJECT DATASHEET

Methods and Tools of Qualitative Research II.

BMEGT51XX27936-90

I. SUBJECT DESCRIPTION

1. SUBJECT DATA

Subject name

Methods and Tools of Qualitative Research II.

ID (subject code)

BMEGT51XX27936-90

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>
Dr. Berzsenyi Emese	assistant professor	berzsenyi.emese@gtk.bme.hu

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: 580466/11/2025 registration number. Valid from: 2025.06.25.

2. OBJECTIVES AND LEARNING OUTCOMES

Objectives

The aim of the course is to enable students to apply qualitative methods in their individual thesis research. The course supports students in independently planning their research process, collecting and processing data, interpreting their results, and presenting them professionally. It also aims to foster critical research thinking and collaborative, peer-supported learning.

Academic results

Knowledge

1. Knows the steps involved in planning and conducting thesis-level qualitative research. Understands the methodological foundations of content analysis, document analysis, and other qualitative methods. Recognizes the importance of knowledge transfer in qualitative research.

Skills

1. Is able to adapt qualitative methods to their own research topic. Can independently collect and analyze data using selected methods. Can analyze and reflect on the research results of others.

Attitude

1. Open to methodological dialogue and improving their research based on peer feedback. Committed to conducting high-quality, ethical, and reflective research. Values the collaborative nature of research as a learning process.

Independence and responsibility

1. Takes responsibility for planning and conducting their own research project. Adheres to ethical standards in all phases of research. Actively engages in analyzing and supporting peers' research work.

Teaching methodology

Building on the theoretical foundations of qualitative research, the course focuses on students' independent research practice. Each student conducts qualitative analysis related to their thesis topic (e.g., document analysis, content analysis, interpretation of interview excerpts), which is then jointly interpreted, discussed, and reflected upon in class. The course fosters knowledge transfer: students learn not only from their own research but also from one another's methodological approaches and findings.

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-modszereibe.html>
- Csikos Csaba (2020): A neveléstudomány kutatómódszertanának alapjai. ELTE Eötvös Kiadó, Budapest.
- https://www.elterereader.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>
- Hornyáczek Júlia (2014): A tudományos kutatás elmélete és módszertana. Nemzeti Közszerződési Egyetem, Hadtudományi és Honvédtisztoképző Kar, Budapest,
- <https://hhk.uni-nke.hu/document/hhk-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/Bok/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
-
- 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	50-80
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

Designing Thesis-Level Qualitative Research Theory and Application of Content Analysis Methodology of Document Analysis Additional Qualitative Methods and Their Research Integration Ethical Considerations and Research Documentation Knowledge Transfer and Experience

Sharing in Student Research

- 1 Planning and Structuring Thesis-Level Qualitative Research
- 2 – Identifying the research problem, refining the focus, and aligning the research question with qualitative methods.
- 3 Content Analysis: Principles, Process, and Application to Thesis Topics
- 4 – Developing coding schemes and categories from thesis-related materials (e.g., interview transcripts, media, student texts).
- 5 Document Analysis in the Context of Educational Research
- 6 – Working with institutional documents, policies, curricula, or archival materials relevant to the student's chosen topic.
- 7 Integrating Additional Qualitative Methods into the Thesis Project
- 8 – Selecting and adapting complementary techniques such as observations, field notes, or reflective journaling to enrich the study.
- 9 Ethical Challenges and Research Documentation in Student Projects
- 10 – Ensuring confidentiality, informed consent, and research transparency throughout the student's data collection and analysis.
- 11 Peer Feedback and Knowledge Transfer Through Presentation and Discussion
- 12 – Presenting one's research process and preliminary findings to peers; learning from others' methodological solutions and reflecting on shared insights.

Additional lecturers

Approval and validity of subject requirements