



COURSE DESCRIPTION		
Course instructor	Harald Buijtendijk, Ph. D., Associate Professor, Breda University of Applied Sciences	
Name of the course	Qualitative Research Process Methods	
Study programme	Master in Sustainable Outdoor Hospitality Management	
Status of the course	Compulsory	
Year of study	Year 1, Semester 1	
ECTS credits and manner of instruction	ECTS credits	6
	Number of class hours (L+E+S)	60 (30+0+30)
1. Course objectives		
<p>In practical terms, at the end of this course, students are expected to:</p> <ul style="list-style-type: none"> • Recognize and avoid plagiarism • Recognize the value of research, specifically applied research, and its utility in daily practice • Recognize and explain differing epistemological approaches • Identify a relevant topic and search for its relevance for a particular population, outdoor hospitality and camping resort, or stakeholders • Write a literature review based on academic and professional sources • Formulate a problem statement and research questions based on outdoor hospitality and camping resort management issues • Write detailed field notes based on participant observation • Design a questionnaire for quantitative data collection • Analyse quantitative questionnaire data using linear modelling • Explain interviewing as a resource for data collection as well as for interventions • Design interview questions • Develop an item list for interviews • Engage participants in a conversation • Collect data using at least two different forms of interview • Analyse qualitative data using a thematic coding approach • Explain how quantitative and qualitative findings relate • Formulate solutions to contextual management based on research findings • Structure and compose a useful professional research report 		



2. Course enrolment requirements

We expect that, based on a complete bachelor level, students have certain knowledge and skills. To succeed in RPM, students must be able to:

Ethical

- Recognize, explain, argue against, and avoid **plagiarism**;
- Explain the necessity of informed consent when researching human participants;

Mathematical

- Calculate elementary descriptive statistics such as mean, median, and standard deviation;
- Explain, apply, and graph linear equations;

Philosophical

- Reason based on logic;
- Construct a logical argument;
- Take and argue for the perspective of someone else, with whom students may disagree;

3. Expected learning outcomes

Creative/transformativ thinking: The ability to generate innovative ideas to elaborate useful questions that can build an effective scenario to structure research. It is about asking different kinds of questions to better understand choices in combination with the relevance of the research.

Critical thinking: the ability to be self-aware, being able to weigh the influences of motives and biases and recognize one's own assumptions as well as different points of view in order to be able to evaluate those differences.

Listening, talking and presenting ideas: The ability to pay full attention to the situation, to be engaged in the context, being able to listen and at appropriate times to talk and present a position regarding the subject. Listening is one of the most important skills students can have as a researcher. How well you listen has a major impact on how you talk, interact and on the quality of relationships with others. As a good listener and researcher, their role is not just to understand what has been said, but also how it has been said. When talking, they should also be able to make their point in a positive and respectful way.

Collect, understand, evaluate and analyse information: This is the competency of finding relevant information, processing it, and working with the data produced during research. The technical skills of research methods belong here.

Writing skills: The ability to translate ideas into words on a paper in a coherent and clear way. Writing is a fundamental competency for researchers to make their point very clear to their readers and to articulate important ideas from different authors together with personal insights. **Attachments to this outline explain writing to the point, writing paragraphs, and plagiarism.**

4. Course content

This sequence consists of lectures, workshops, supervision (contact hours) and an assignment.

Students are supposed to spend 168 hours.

Lectures

The lectures aim to introduce techniques and principles of field research to students, where a strong emphasis will be on selecting techniques, assessing their relevance (both academically and applied) and critically discussing constraints during the execution of the technique in uncertain circumstances.



Workshops							
In the workshops, data collection and analysis techniques will be practiced. There will also be individual meetings for feedback on writing.							
5. Manner of instruction		<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> distance learning <input type="checkbox"/> fieldwork			<input checked="" type="checkbox"/> individual assignments <input type="checkbox"/> multimedia and network <input type="checkbox"/> laboratories <input type="checkbox"/> mentorship <input type="checkbox"/> other Case study		
6. Comments		-					
7. Student responsibilities							
Independent work and group work, attend classes							
8. Monitoring of student work ^{3F} ¹							
Class attendance	2	Class participation		Seminar paper		Experimental work	
Written exam	1	Oral exam		Essay		Research	1,7
Project		Continuous assessment	1,3	Report		Practical work	
Portfolio		Case study					
9. Assessment of learning outcomes in class and at the final exam (procedure and examples)							
Assignment							
<p>Professionals need to comprehend what a destination is about, how complex it is, and how people relate there: locals, tourists, NGO's, corporate business, etc. The focus in destination management can vary from attracting tourists, to promoting a sustainable environment, bringing stakeholders together, improving social cohesion, and so forth.</p> <p>For many destinations, the crucial thing is that tourists visit at all. For others, destination managers want tourists to stay longer or spend more money. Still other destinations wish for fewer tourists, different kinds of tourists, or for tourists to interact differently with locals. These are all behaviours that destination managers try to deal with.</p> <p>To frame the assignment, a campsite visiting tourist is the unit of analysis. Students will spend a day doing participant observation in a campsite to explore what happens in terms of tourists' activities, behaviours, and interactions.</p> <p>Students select a phenomenon, such as an activity, a behaviour or interaction, that seems relevant. Based on the literature and their personal experiences, they will better explore these variables in the corporate context, understanding them and identifying how managers may be able to bring about positive change.</p> <p>To be prepared to start collecting data students frame research questions that will guide literature review as well as the questions they will pose to participants. They start with a qualitative approach to the topic by running in-depth interviews in order to investigate meanings, processes and stories. They will learn how to formulate open questions and curious question in order inspire their participants to talk as</p>							

¹ IMPORTANT: Enter the appropriate proportion of ECTS credits for each activity so that the total number of credits equals the ECTS value of the course. Use empty fields for additional activities.



open and freely about what is important for them in the topic investigated. After the interview process, they will transcribe the interview word for word, and the analysis we use (thematic analysis) will help expand the understanding of the context in which tourism happens.

After this first investigation they will continue with the quantitative research, focusing on identifying some variables to further address and cover the topic. Each student will collect 10 completed questionnaires. There will be some basic statistics to predict the changes.

10. Mandatory literature (at the time of submission of study programme proposal)

- Brown, L. & Durrheim, K. (2009) Different Kinds of Knowing: Generating Qualitative Data Through mobile interviewing. *Qualitative Inquiry*, 15 (5), pp. 911-930
www.researchgate.net/publication/263464809_Different_kinds_of_knowing_Different_Kinds_of_Knowing_Generating_Qualitative_Data_Through_Mobile_Interviewing
- Braun, V. & Clarke, V. (2006) *Using thematic analysis in psychology*. *Qualitative Research in Psychology*, 3 (2). Pp. 77-101
- McNamee, Research as Social Construction.
[www.pubpages.unh.edu/~smcnamee/research/Research_as_SC_\(Brazil\).pdf](http://www.pubpages.unh.edu/~smcnamee/research/Research_as_SC_(Brazil).pdf)
- Field, A. *A Guide to Statistics With SPSS*.
- Gillet, S., Schmitz, P., & Mitas, O. (2016). The Snap-Happy Tourist the Effects of Photographing Behaviour on Tourists' Happiness. *Journal of Hospitality & Tourism Research*, 40(1), 37-57.

11. Optional/additional literature (at the time of submission of the study programme proposal)

- Konijn, E., Sluimer, N., & Mitas, O. (2016). Click to Share: Patterns in Tourist Photography and Sharing. *International Journal of Tourism Research*.

12. Number of assigned reading copies in relation to the number of students currently attending the course

Title	Number of copies	Number of students
<ul style="list-style-type: none"> • Brown, L. & Durrheim, K. (2009) Different Kinds of Knowing: Generating Qualitative Data Through mobile interviewing. <i>Qualitative Inquiry</i>, 15 (5), pp. 911-930 www.researchgate.net/publication/263464809_Different_kinds_of_knowing_Different_Kinds_of_Knowing_Generating_Qualitative_Data_Through_Mobile_Interviewing 	Available online	30
<ul style="list-style-type: none"> • Braun, V. & Clarke, V. (2006) <i>Using thematic analysis in psychology</i>. <i>Qualitative Research in Psychology</i>, 3 (2). Pp. 77-101 	Available online	30
<ul style="list-style-type: none"> • McNamee, Research as Social Construction. www.pubpages.unh.edu/~smcnamee/research/Research_as_SC_(Brazil).pdf 	Available online	30
<ul style="list-style-type: none"> • Field, A. <i>A Guide to Statistics With SPSS</i>. 	Available online	30
<ul style="list-style-type: none"> • Gillet, S., Schmitz, P., & Mitas, O. (2016). The Snap-Happy Tourist the Effects of Photographing Behaviour on Tourists' Happiness. <i>Journal of Hospitality & Tourism Research</i>, 40(1), 37-57. 	Available online	30



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13. Quality monitoring methods that ensure the acquisition of exit knowledge, skills and competences

The quality of the programme and the performance of the teaching process will be evaluated in accordance with the general act of Breda University of Applied Sciences and quality assessment procedure of Master of Sustainable Outdoor Hospitality Management.