Methods of Qualitative Research D, 6 credits - syllabus

2.3.2022 – 19.05.2022 see online for times – except for the final session, all teaching is online

Taught by
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Note, we will try to answer emails as best we can, but the best way to catch us will be before and after teaching sessions.

Teaching materials and an online link are available on MyCourses.

CONTENT

The course includes seminars, independent research and presentations. Contact sessions will consist of introductory lectures and seminars, and presentations. The course will address:

- o The strengths and principles of qualitative research
- o Observational techniques
- o Different types of interviews
- o Different types of materials
- o Online and offline data
- o Ethnographic approaches and emerging inventive methodologies
- o Key qualitative methods of analysis, e.g. content analysis, semiotic analysis (textual and visual), discourse analysis.

There will be several visiting lecturers sharing their specialist insights, in addition to the sessions led by the two teachers.

LEARNING OUTCOMES

After successfully completing the course, students will be familiar with the core methods of qualitative research today. They will be able to carry out basic research activities, such as organising, undertaking and analysing different types of interviews, and observing, intervening and participating in different social worlds as part of academic research. The course underscores the importance of selecting appropriate methods and media throughout the process of working with data, and of recognising the limitations but also the benefits of different methods in qualitative enquiry.

Students will also be able to think critically but constructively about what 'data' is and how generating and analysing it are intertwined. On the course, students will gain confidence in carrying out data collection and analysis, and gain some experience of adjusting existing methods to their own research fields and topics.

ASSESSMENT AND WORKLOAD

Students are expected to attend at least 80% of the total number of classes. Active participation in class discussions and exercises and timely submission of assignments is also required. These will include reporting on individual and group exercises (e.g. interviews) and a final paper. Attending the first session is compulsory.

Assessment is based on a scale 0–5 (for essay) or pass-fail. This is a mixed teaching group, so assessment criteria are rather generic and contextual. However, in your final essay in particular, we will reward careful argumentation and confident synthesis, appropriate framing and referencing, as well as clear and academically acceptable communication. This also includes properly formatted and labelled submissions.

The workload comprises lectures and seminars 26h, reading 36h, independent work 100h, making a total of approximately 162h including time for reflection.

Assignments will include an interview exercise, short written assignments on appropriate use of methods and a final essay of about 2 500 words. There will be considerable group work during sessions, and students will engage in peer review.

PRE-COURSE EXERCISE AND READING

'Where am I in my research' on MyCourses by 26.2. 09:00

Also read:
Freeman, Melissa (2014) 'The Hermeneutical Aesthetics of Thick Description', *Qualitative Inquiry*, Vol. 20(6): 827 – 833. Pdf provided.
Enjoy reading the text and consider the following questions in preparation for in-class discussion: what could hermeneutical aesthetics be? how does the text relate to our own work?