Qualitative Method, 7.5 credits

Kvalitativ metod, 7,5 högskolepoäng

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<th>Course Code/Codes</th>
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<td>Subject Area</td>
<td>Media and Communication Studies</td>
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<td>School/equivalent</td>
<td>School of Humanities, Education and Social Sciences</td>
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<td>Head of School</td>
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1 Course content

During the course, research design will be discussed based on different approaches to qualitative research. In relation to different methods for data collection and analysis, a range of methodological points of departure, the possibilities and limitations of different approaches, as well as the demands made on data collection depending on approach will be discussed. Qualitative approaches will be discussed and analysed from an intersectionality perspective. During the course, different types of interview studies, ethnography, netnography and document studies (text, image and multi-modal forms of expression) will be discussed.

2 Outcomes

2.1 The course in relation to the doctoral programme

The course shall primarily refer to the following intended learning outcomes for third-cycle courses and study programmes as described in the Higher Education Ordinance, i.e. the doctoral student shall demonstrate:

Knowledge and understanding
- familiarity with research methodology in general (part of outcome 2)
- familiarity with the methods of the specific field of research in particular (part of outcome 2)

Competence and skills
- the capacity for scholarly analysis and synthesis (part of outcome 3)
- the capacity to review and assess new and complex phenomena, issues and situations autonomously and critically (part of outcome 3)
- the ability to identify and formulate issues with scholarly precision critically, autonomously and creatively (part of outcome 4)
- the ability to plan and use appropriate methods to undertake research and other qualified tasks within predetermined time frames (part of outcome 4)
- the ability to review and evaluate research and other qualified tasks (part of outcome 4)
- the ability in both national and international contexts to present and discuss research and research findings authoritatively in speech and writing and in dialogue with the academic community and society in general (outcome 6)
- the ability to identify the need for further knowledge (outcome 7)

**Judgement and approach**
- intellectual autonomy and disciplinary rectitude (part of outcome 9)
- the ability to make assessments of research ethics (part of outcome 9)
- specialised insight into the possibilities and limitations of research, its role in society and the responsibility of the individual for how it is used (outcome 10)

The intended learning outcomes are listed in the same order as in the general syllabus for the programme.

### 2.2 Intended course learning outcomes

To obtain a passing grade, the doctoral student shall demonstrate:

In-depth knowledge of
1. different methodological approaches to qualitative research and any problems associated with these,
2. the data collection methods used in different interview formats and in connection with observational and document studies, and
3. different forms for the analysis of qualitative data.

An ability to
4. undertake advanced qualitative studies,
5. critically review and evaluate different types of qualitative studies,
6. evaluate, with an intersectionality perspective in mind, qualitative research,
7. present and discuss qualitative research, in speech and in writing, and
8. assess his/her need for further knowledge and take charge of his/her own knowledge development.

### 3 Reading list and other teaching material

The following course readings and teaching material will be used on the course:


In addition:
A chapter on methods from a doctoral thesis of the student’s choice. Articles of approximately 300 pages may be added.

4 Teaching formats
Teaching on the course takes the following format:

The course is taught through lectures and compulsory seminars.

5 Examination

The course is assessed through an examination consisting of the components listed below. The individual components are not graded separately but together they provide the basis for assessment and grading.

- Oral and written presentations of all seminar assignments linked to the different themes of the course, and
- a final individual written assignment.

For examinations consisting of several examination components, the following applies: If during the course it is concluded that a doctoral student is unable to complete a certain examination component, the examiner may set a substitute assignment provided that circumstances do not reasonably allow for the course component to be completed at a later date during the run of the course.

6 Grades

Examinations on third-cycle courses and study programmes are to be assessed according to a two-grade scale with either of the grades ‘fail’ or ‘pass’ (local regulations).

The grade shall be determined by a teacher specifically nominated by the higher education institution (the examiner) (Higher Education Ordinance).

To obtain a passing grade on examinations included in the course, the doctoral student is required to demonstrate that he/she attains the intended course learning outcomes as described in section 2.2. Alternatively, if the course consists of multiple examinations generating credit, the doctoral student is required to demonstrate that he/she attains the outcomes that the examination in question refers to in accordance with section 5.

A student who has failed an examination is entitled to a retake.

If an examination consists of several examination components, and a student fails an examination component, the examiner may, as an alternative to a retake, set a make-up assignment with regard to the examination component in question.

A doctoral student who has failed an examination twice for a specific course or course element is entitled, upon his/her request, to have another examiner appointed to determine the grade.

7 Admission to the course

7.1 Admission requirements

To gain access to the course and complete the examinations included in the course, the applicant must be admitted to a doctoral programme at Örebro University.

Furthermore the applicant must be admitted to a research subject within the Faculty Board of Humanities and Social Sciences at Örebro University.

7.2 Selection
Selection between applicants who have been admitted to doctoral programmes at Örebro University and who otherwise meet the admission requirements as listed above is made according to the following order of precedence:

1. Applicant from subjects within the Faculty Board of Humanities and Social Sciences at Örebro University.
2. Applicant from other subjects at Örebro University.

If no other selection criteria are specified in this section, priority shall be given to applicants with a lower number of course credits left before the award of their degree over applicants with a higher number of remaining course credits. Should two or more students have equal number of credits, selection will be done through the drawing of lots. This also applies within any selection groups listed unless otherwise stated.

7.3 Other applicants than doctoral students admitted at Örebro University

Other applicants than doctoral students admitted at Örebro University may be given access to the course on the grounds of provisions for and/or agreements regarding contracted courses, joint degrees, national graduate schools or cooperation in other respects with other universities. Any decisions on what such other applicants may be given access to the course are made separately and on the basis of the provisions and/or agreements that occasion the student to apply for the course.

8 Transfer of credits for courses, study programmes and other experience

Provisions on the transfer of credits can be found in the Higher Education Ordinance and on the university's webpage.

9 Other information

The language of tuition is English.

Transitional provisions

Doctoral students who have taken the course in accordance with a previous course syllabus but who have not received a passing grade on examinations included in the course shall be offered re-examination in accordance with the previous course syllabus, unless there are special reasons to the contrary.