Qualitative method, 7.5 credits

Kvalitativ metod, 7.5 högskolepoäng

Course Code/Codes: 15SO005
Subject Area: Sociology
School/equivalent: School of Humanities, Education, and Social Sciences
Valid from: 2020-01-28
Approved: Enter the date on which the course syllabus was approved. To display a calendar, click on the drop-down arrow to the right.
Revised: 
Approved by: Head of School
Translation to English, date and signature: 2020-01-28
Enter the initials of the person who did the translation.

1 Course content

The course discusses research design, methods for data collection and analysis, as well as opportunities and limitations in relation to different methodological points of departure. Qualitative methods are discussed and analysed from power- and intersectional perspectives. The course consists of two parts: one joint introductory part (2.5 credits) and one specialization part (5 credits), with in-depth studies of observations, interviews, or text and discourse analysis. The student selects one of these specialisations.

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 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:

**Deepened knowledge about**
1. different methodological points of departure for qualitative research and associated opportunities and limitations,
2. methods for various forms of data collection, including interviews, observations, and document studies, and
3. various forms of qualitative data analysis.

**Ability to**
4. plan and conduct qualified qualitative studies,
5. critically review and evaluate qualitative studies,
6. from a power and intersectional perspective, plan, conduct and evaluate qualitative research,
7. in oral and written form present and discuss qualitative research,
8. making research ethical judgments of qualitative studies, and
9. develop and try analytical strategies in relation to different qualitative approaches.

### 3 Reading list and other teaching material

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

**Joint part:**


**In addition:**
A method chapter from a dissertation that the student selects. Articles of max 50 pages may be added.

**Reference literature joint part:**


**Specialisation observation:**


**In addition:**
Articles max 150 pages may be added.

**Reference literature observation:**

**Specialisation interviews:**


Harvey, William (2011) Strategies for conducting elite interviews. Qualitative research. 11(4):431-441


Lapadat, Judith C. & Lindsay, Anne C. (1999) Transcription in Research and Practice: From Standardization of Technique to Interpretive Positionings. Qualitative Inquiry 5(1), 64-86.


Sands, Roberta; Bourjolly, Joretha; Roer-Strier, Dorit (2007) Crossing cultural barriers in research interviewing. Qualitative social work. 6(3)353-372.


Tarzia, Laura; Bauer, Michael; Fetherstonhaugh, Deirdre; Nay, Rhonda (2013) Interviewing Older People in Residential Aged Care About Sexuality: Difficulties and Challenges Sexuality and Disability 31:361–371.

In addition:
Articles max 50 pages may be added.

Specialisation text- and discourse analysis:


In addition:
Articles mas 150 pages may be added.

Reference literature text- and discourse analysis:


Wodak, R. and M. Krzyżanowski (eds) 2008 *Qualitative Discourse Analysis in the Social Sciences*. Basingstoke: Palgrave Macmillan. (Hard copies in ORU Library)
4 Teaching formats

Teaching on the course takes the following format:

The course consists of lectures and mandatory seminars.

5 Examination

1.

The course is assessed through the following examinations which will be graded separately:

Qualitative method I, 2.5 credits. (0100)
Oral and written review of the method in a dissertation connected to the joint part of the course.

Qualitative method II, 5 credits (0200)
Individual PM and seminar assignments connected to one of the three specialisations.

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.
The applicant must have received passing grade in course(s) about qualitative methods, including 7.5 credits, on bachelor and/or master level, or in other ways gained corresponding knowledge.

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. Applicants from subjects within the faculty Humanities and Social Science at Örebro University
2. Applicants 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.

For participation in the course in other respects, the same provisions shall apply as for doctoral students admitted to Örebro University.

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 course language is English

Transitional provisions