FOU1820 Qualitative research methods in educational sciences, 5 credits
Kvalitativa metoder i utbildningsvetenskaplig forskning, 5 högskolepoäng

Third-cycle level / Forskarnivå

Confirmation
This syllabus was confirmed by the Department of Education, Communication and Learning on 2018-09-26, and was last revised on 2019-09-16. The revised course syllabus is valid from Autumn semester 2019.

Responsible Department
Department of Education, Communication and Learning, Faculty of Education

Entry requirements
Admission to the course requires admission to a postgraduate programme at the Educational Science Faculty or alternatively to other social or behavioral science postgraduate programmes.

Learning outcomes
The course is primarily designed to help develop the doctoral student’s general methodology skills to a level that is expected of a doctor in the discipline. In line with this, after completing the course the student should be able to:

Knowledge and understanding
- explain the basic premises of various qualitative research methods

Competence and skills
- orally and in writing discuss advantages and disadvantages of qualitative methods in relation to knowledge claims, research questions and empirical materials
- critically evaluate scientific projects and articles with regard to their research methods

Judgement and approach
- evaluate the relevance of a research approach in relation to the research question, empirical
Course content

The course provides an introduction and overview of common qualitative methods and analytic approaches, including ethnography, text analysis, interview-based studies, and analysis of audio and video recorded material. It addresses the advantages and disadvantages of qualitative methods in relation to knowledge claims, research questions, and empirical materials. Additionally, the course will touch on the theoretical and methodological foundations of qualitative methods; their history and development; quality criteria, including reliability and validity; ethical guidelines, dilemmas, and considerations; principles for selection of research; and issues surrounding educational science as a scientific field, including what is characteristic of its questions and methods.

Types of instruction

Lectures and seminars

Language of instruction

The course is given in Swedish but can be given in English if necessary.

Grades

The grade Pass (G) or Fail (U) is given in this course.

The grading scale comprises the grades Pass (G), Fail (U). Pass means that the learning objectives have been achieved. Upon request, certificates of grades according to the ECTS-scale can be issued.

Types of assessment

In order to pass the course, both active participation in the seminars as well as fulfilling the seminar tasks of the course is required, as well as successful completion of the three examination tasks of the course:

(1) an individual written text in form of a so-called extended abstract, which includes the design of a qualitative study with focus on method, analysis and ethical considerations,

(2) participating in a review seminar where the doctoral students in groups discuss each other’s extended abstract,

(3) individually produce and orally present a digital poster based on the extended abstract.

All three examination assignments aim for the doctoral students to achieve the learning outcomes of the course by involving the premises for different qualitative research methods, discussing and reflecting on the advantages and disadvantages of qualitative methods in relation to knowledge claims and empirical material, and evaluating research ethical dilemmas and considerations in relation to the guidelines.
Course evaluation

Course evaluation is carried out after the course. Course evaluations are compiled and made available to interested students. This should guide the development and planning of future courses.

Other information

Doctoral students who have been given admission to graduate studies at the Faculty of Education have precedence.