Syllabus

Zubalov Denis

PhD

Institute of Education

Higher School of Economics

dzubalov@hse.ru

1. Course Description
	1. Title of a Course: *Qualitative Methods in Social Sciences*
	2. Pre-requisites: *Postgraduate students (MA and PhD)*
	3. Course Type (compulsory, elective, optional): *Optional*
	4. Abstract

This course is designed for MA and/or PhD students coming from various fields of social sciences. The course objective is to introduce students to the theoretical and practical aspects of conducting research employing qualitative methods. Students will learn to design research tasks and will be given the opportunity to conduct small-scale surveys applying the techniques they will have learnt in this course.

 Students will learn what types of interviews there are and in what research situations each one is used. Students will likewise learn how to conduct good interviews (and how not to), how to analyze and classify the data. This course will also look at ethnographic approach when doing fieldwork.

Этот общеуниверситетский факультативный курс позволит магистрам и/или аспирантам приобрести базовые навыки собирания качественных данных. Этот курс состоит из теоретической и практической части. Мы изучим, как проводить и достигать основные исследовательские задачи, а также ознакомимся с главными трендами качественных методов сегодня. Мы узнаем какие типы интервью бывают, в каких случаях используются, и научимся правильно брать интервью, анализировать и классифицировать данные. Также, мы коснемся этнографического подхода собирания данных при полевой работе и детально рассмотрим плюсы и минусы данного подхода. По окончанию курса студенты будут уметь формулировать исследовательские вопросы, проектировать исследование, проводить его, представлять и анализировать результаты.

1. Learning Objectives
* *To familiarize students with the latest trends in qualitative methods*
* *To teach students to be able to discern the types of interviews and be able to choose which type best suits each survey*
* *To teach students to correctly design the survey and how to conduct interviews/ethnographic (case) studies*
1. Learning Outcomes

By the end of the course students will have

* *Learnt the basic qualitative methods commonly used in social sciences*
* *Learnt to formulate Research Questions and design a small-scale survey*
* *Practiced various techniques and will have conducted their own small-scale survey*
1. Course Plan

1. Introduction: What is qualitative research? Why do researchers choose it? Definitions & Research questions, research design.

2. Fieldwork 1: Entering the community, how can we get access to the community? The role of the researcher.

3. Fieldwork 2: Ethnographic (participant) observation: analyzing examples. ***Assignment: Ethnographic observation in public.***

4. Interviews: Types of interviews (open, structured, semi-structured). Design of the interview. Digital technology, microphones.

5. Data collection. When, who, where, how, what, why. Self-presentation. Ethics. Stranger Self-report.

6. Data analysis & interpretation***Assignment: Naïve interview.***

7. Case study: Why a case study? A detailed analysis.

8. Research ethics: Informed consent. Surreptitious recordings. Researcher’s responsibilities. ***Final exam.***

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| № | Theme | Overall hours  | Classroom hours | Individual work |
| Lectures | Seminars | Practical training |
| 1 | Introduction: qualitative research | 4 | 2 |  | 2 |  |
| 2 | Fieldwork 1: entering the community | 4 | 2 | 1 | 1 |  |
| 3 | Fieldwork 2: observation.  ***Assignment*** | 26 | 2 | 1 | 1 | 22 |
| 4 | Interviews and equipment | 4 | 2 | 1 | 1 |  |
| 5 | Data collection: when, who, where, how, what | 4 | 2 | 1 | 1 |  |
| 6 | Data analysis & interpretation. ***Assignment*** | 26 | 1 | 2 | 1 | 22 |
| 7 | Case study | 4 | 1 | 2 | 1 |  |
| 8 | Research ethics. ***Final exam*** | 4 | 2 | 1 | 1 |  |

1. Reading List
	1. Required
		* 1. Punch, K. and Oancea, A. (2014). *Introduction to Research Methods in Education*. London: SAGE
			2. Milroy, L. and Gordon, M. (2003). *Sociolinguistics: Method and Interpretation*. Oxford: Blackwell Publishing
	2. Optional
		* 1. Swanborn, P. G. (2010). *Case study research*. Los Angeles [etc.] SAGE Publications
			2. Cohen, L., Manion, L., Morrison, K. (2011). *Research Methods in Education*. Routledge; 7 edition
			3. Kvale, S. (2007) *Doing Interviews*. London: Sage Publications
			4. Scott, D. and Usher, R. (2011). *Researching Education: Data, Methods and Theory in Educational Enquiry*. London: Continuum
			5. Bassey, M. (1999). *Case Study Research in Educational Settings*. Buckingham: Open University Press
			6. Feagin, C. (2004). Entering the Community: Fieldwork. In J. K. Chambers, P. Trudgill, N. Schilling-Estes (eds.). *The Handbook of Language Variation and Change*. Oxford: Blackwell.20-40.
			7. Delamont, S. (ed). (2012). *Handbook of qualitative research in education*. Cheltenham; Northampton Edward Elgar
			8. Schostak, J. F. (2002). *Understanding, designing and conducting qualitative research in education*. Open University Press,
2. Grading System: *10-point scale*
3. Guidelines for Knowledge Assessment
	1. *Data collection (interview) - assignment 25%*
	2. *Ethnographic observation in public - assignment 25%*
	3. *Presentation of an article 10%*
	4. *Final exam 40%*
4. Methods of Instruction

*Interactive lecture*

1. Special Equipment and Software Support (if required)

*Computer (or a lap-top), a projector and speakers*