SYLABUS PRZEDMIOTU / COURSE DESCRIPTION (SYLLABUS)

1.	Nazwa przedmiotu / Course **Qualitative data analysis** (Analiza danych jakościowych)
2.	Dyscyplina / Discipline: **Sociology**
3.	Język wykładowy / language: **English**
4.	Jednostka prowadząca przedmiot / Department or unit **Institute of Sociology, University of Wrocław**
5.	Kod przedmiotu / Course code:
6.	Rodzaj przedmiotu/modułu *(obowiązkowy lub do wyboru)* **/** Course/module type: core (mandatory) or elective (optional): **core**
7.	Kierunek studiów (specjalność) / University subject (pogramme) **Master in Sociology, Speciality Intercultural Mediation**
8.	Poziom studiów / Program level: **Graduate (Master Programme)**
9.	Rok studiów / Year*: **2nd**
10.	Semestr *(zimowy lub letni)* / Semester (*fall or spring*): **fall**
11.	Forma zajęć i liczba godzin (w tym liczba godzin zajęć online*) / Form of tuition and number of hours: **class instruction** (ćwiczenia) **30 hours**
12.	Wymagania wstępne w zakresie wiedzy, umiejętności i kompetencji społecznych dla przedmiotu/modułu / Prerequisites for taking the course: Completed course in methodology (semester 2nd or equivalent).
13.	Cele kształcenia dla przedmiotu / Objectives The goal of this module is provide students' with an advanced knowledge of epistemic and theoretical assumptions of qualitative sociological research. A student will acquire skills at selecting and using the techniques of qualitative research design, data collection, data analysis and interpretation and reporting within an individual research project. S/he will also acquire competences related to cooperation in task-oriented small research teams.
14.	Treści programowe / Content: (1) Introduction to the content of the course and assessment criteria; (2) Qualitative research: multiple paradigms and historical evolution of qualitative research; (3-4) Designing a qualitative research project - discussion of a common theme within a group; formulating and justifying research problems; developing research tools; ethical and practical dilemmas related to qualitative research; (5) Methodological approaches to the analysis of qualitative (interview) data : positivism, emotionalism, constructivism; (6) Grounded theory methodology (GTM) as research style and the set of procedures; (7-8) Qualitative data coding - a workshop based on students' individual interviews; (9-10) Introduction to the basic functions of CAQDAS software – Atlas.ti and coding the 2nd individual interview during the class; (11) Theoretical sampling, memos writing and constructing hypotheses; (12) The analysis of visual data (students' own family photographs): basic principles, diverse approaches (GTM, content, discourse analysis); (13) Basics of the biographical narrative analysis by Fritz Schuetze (interviews provided by a teacher); (14) Quality in qualitative research: assessment criteria and methods; (15) Presentation and discussion of the results of students' research projects. Evaluation of the course.

15.	Zakładane efekty uczenia się / Learning outcomes	Symbole odpowiednich kierunkowych efektów uczenia się / Outcome symbols:
	A student knows in an in-depth manner the methods of qualitative data collection, analysis and interpretation, their theoretical and epistemic foundations and their application	**K_W05**
	A student knows and understands the basic concepts and regulations connected with the management of qualitative data (including ethical and market aspects connected with the collecting and storing qualitative data)	**K_W08**
	A student is capable of conceptualizing research problems according to a selected sociological perspective and based on earlier research. S/he can also consciously and critically make use of the various techniques of qualitative data collection and analysis to plan and carry out social research	**K_U02**
	A student can apply the principles of induction, deduction and abduction (adduction) to reconstruct the causes and processes in a selected area of social life and on the basis of qualitative data collected	**K_U03**
	A student is capable of preparing an oral presentation based on his/her individual qualitative research project	**K_U07**
	A student is capable of cooperating in task-oriented research teams carrying out qualitative social research (including interpretive panels for data coding)	**K_K02**
	A student can recognize organizational and ethical contradictions which can emerge at the various stages of qualitative research projects and solve these problems by adjusting priorities and tasks to the project's goals, available resources and ethical rules	**K_K03**
16.	Literatura obowiązkowa i zalecana / Compulsory and recommended literature:	

16. Literatura obowiązkowa i zalecana / Compulsory and recommended literature:

1-2. Qualitative research: multiple paradigms and historical evolution of qualitative research

Silverman, D. (2011) Interpreting qualitative data, London: Sage, pp.3-26.
Denzin, N, Lincoln, Y. (2011) Introduction. The Discipline and Practice of Qualitative Research, in: Denzin, N., Lincoln, Y. (eds.) The Sage Handbook of Qualitative Research, 4th edition, London: Sage, pp. 1-20.

3-4. Designing a qualitative research project - discussion of a common theme within a group; formulating and justifying research problems; developing research tools; ethical and practical dilemmas related to qualitative research

Rychards, L. (2015) Handling qualitative data, London: Sage, pp. 11-32 (class 3)
Kvale, S. (2007) Doing interviews, London: Sage, pp. 23-66 (class 4)

5. Methodological approaches to the analysis of qualitative (interview) data : positivism, emotionalism, constructivism

Silverman, D. (2011) Interpreting qualitative data, London: Sage, pp. 161-206.

6. Grounded theory methodology (GTM) as research style and the set of procedures

Charmaz, K. (2006) Constructing Grounded Theory: a Practical Guide, London: Sage, pp. 1-12.
Glaser, B. (1978) Theoretical Sensitivity, Mill Valley: the Sociology Press, pp. 1-17.

Optional reading
Bryant, A., Charmaz, K (2011) Grounded Theory Methods: Research and Practice, in: Bryant, A., Charmaz, K (eds.) The SAGE Handbook of Grounded Theory, London: Sage, pp. 1-28.

7-8. Qualitative data coding - a workshop based on students' individual interviews
Charmaz, K. (2006) Constructing Grounded Theory: a Practical Guide, London: Sage, pp. 42-71 (class 7)
Rychards, L. (2015) Handling qualitative data, London: Sage, pp. 102-123 (optionally till 132) (class 8)

Please bring a copy of the first 2-3 pages of interview transcript for the entire group.

9-10. Introduction to the basic functions of CAQDAS software – Atlas.ti and coding the 2nd individual interview during the class

Please bring electronic versions of both interviews on a memory stick.
Atlas Ti: https://atlasti.com/manuals-docs/
Friese, S. (2014) Qualitative Data Analysis with Atlas.Ti, London: Sage (selected chapters)

11. Theoretical sampling, memos writing and constructing hypotheses
Charmaz, K. (2006) Constructing Grounded Theory: a Practical Guide, London: Sage, pp. 72-95.
Glaser, B., Strauss, A. (1967) The Discovery of Grounded Theory, New York, Aldine, pp. 45-77.

Please remember to download Altlas.Ti 30-days trial version: https://atlasti.com/free-trial-version/ to prepare coding of your interviews on your personal laptop and send the file along your report.

12. The analysis of visual data (students' own family photographs): basic principles, diverse approaches

Please bring a sample of a "collection" of family photographs building a sequence to be coded and used for a group discussion of the topic: "Family in a local cultural context"

Obligatory reading
Konecki, K. (2009) Teaching Visual Grounded Theory, Qualitative Sociology
Review 5(3). available at:
http://www.qualitativesociologyreview.org/ENG/Volume14/QSR_5_3_Konecki.pdf

Optional reading
Rose, G. (2011) Visual Methodologies. An Introduction to Research with Visual Materials, London: Sage, pp. 51-104
Rose, G. (2011) Visual Methodologies. An Introduction to Research with Visual Materials, London: Sage, pp. 189-226

13. Basics of the biographical narrative analysis by Fritz Schuetze (interviews provided by a teacher)

Schütze, F. (1992a) Pressure and Guilt - War Experiences of a Young German Soldier and Their Biographical Implications (part I), International Sociology 7(2): 187-208.
Schütze, F. (1992b) Pressure and Guilt - War Experiences of a Young German Soldier and Their Biographical Implications (part I), International Sociology 7(3): 347-367.

14. Quality in qualitative research: assessment criteria and methods;

	Silverman, D. (2011) Interpreting qualitative data, London: Sage, pp. 351-395.
17.	Metody weryfikacji zakładanych efektów uczenia się np. / Course assessment e.g.: - egzamin ustny lub pisemny (T) / oral or written exam (T) - końcowa praca kontrolna (T) / final essay - pisemna praca semestralna (indywidualna lub grupowa) / final essay (individually or in group) (T) - przygotowanie wystąpienia ustnego (indywidualnego lub grupowego) / oral presentation (individually or in group) (T) - przygotowanie i zrealizowanie projektu (indywidualnego lub grupowego) / (T) individual or group project (T) - przygotowanie i zrealizowanie projektu (indywidualnego lub grupowego) / (T) individual or group project (T)

Assessment of the participation in group discussions during the classes	K_W05 K_W08 K_U02 K_U03 K_K03
Assessment of the research design and the process of data collection and the partial and overall results of data analysis of individual cases	K_U02 K_U03 K_K02 K_K03
Assessment of the report from research based on the individual and group interpretation and analysis of the collected data	K_U02 K_U03 K_U06 K_U07

18.	Warunki i forma zaliczenia poszczególnych komponentów przedmiotu/modułu: np. / Conditions and form of obtaining a credit for particular course components e.g.: - ciągła kontrola obecności i postępów w zakresie tematyki zajęć (T) / monitoring of attendance and progress in class subject matter (T) - praca kontrolna (końcowa) (T) / final work - pisemna praca semestralna (indywidualna lub grupowa) (T) / final essay (individually or in group) - wystąpienie ustne (indywidualne lub grupowe) (T) / oral presentation - przygotowanie i zrealizowanie projektu (indywidualnego lub grupowego) (T) / preparation of an individual or group project (T) - napisanie raportu z zajęć (T) / writing a class report (T) - egzamin (pisemny lub ustny) (T) / oral or written exam (T) The overall mark will be composed of partial marks from the following criteria: - Assessment of the participation in group discussions during the classes - Assessment of the research design and the process of data collection and the partial and overall results of data analysis of individual cases - Assessment of the research design and the process of data collection and the partial and overall results of data analysis of individual cases The special emphasis will be put on the qualitative data analysis skills and competences as demonstrated in the quality of intermediate and final reports.

19.	Nakład pracy studenta/doktoranta / Student's workload	
	forma realizacji zajęć przez studenta	liczba godzin przeznaczona na zrealizowanie danego rodzaju zajęć / Estimated workload in hours
	zajęcia (wg planu studiów) z prowadzącym / classroom instruction:	

- wykład / lecture*: - ćwiczenia / classes (discussions)*: - inne / other: classroom instruction and qualitative research workshops - irregular contact hours with academic teacher (individual mentoring and consulting research projects)	**30 h** **10 h**	
praca własna studenta/doktoranta (w tym udział w pracach grupowych) / Students' own work (including group work): - pre-readings for classes - field research (research design, data collection, data transcription, data analysis) - preparation of intermediate and final reports	 **30 h** **30 h** **20 h**	
Łączna liczba godzin / Total number of hours:	**120**	
Liczba punktów ECTS / Number of ECTS credits:	**4**	

(T) – realizowane w sposób tradycyjny