

Course revision – HGO4010

Introduction

As I have been given back the responsibility for HGO4010, I wish to continue revising and developing the course – a process I started on in 2014. While the first round of revision was intended to expand the toolkit of qualitative methods that was presented to our MA students, the second round of revisions (starting the spring of 2019) is intended to direct the learning focus towards the students' own experiences, research projects and practices in class.

The revision consists of three main changes:

- The lecture+seminar model is dropped in favour of a series of nine 3-hour interactive sessions (consisting of flipped classroom techniques such as group exercises, quizzes and role play)
- Preparatory materials are produced, in particular a series of videos
- The assessment is changed from a school exam to a two-pronged home exam (2 weeks): the first section is a research proposal that the students are encouraged to work on throughout the semester, the second is a case problem which is revealed at the start of the home exam period

The nine course sessions are organized thematically, focusing on particular stages or processes of the research. Each of these themes are accompanied by videos, a reading list and will be explored in class through a set of exercises.

IMPORTANT: Given the scope of these changes, and the preparation required from the course convenor and other academic personnel, the changes made to HGO4010 are not complete, and I ask the "programråd" to accept that there will be further revisions in the reading list and in the module throughout October. This will be done in consultation with the administration.

1 Designing

Videos: Operationalisation and Interpretation (David JL); Research Questions (DJL); Rigour (DJL)

Readings: Chapters 1, 6 and 7 in Hay (2016)

Exercises: Establishing groups; Formulating research questions

2 Interviewing

Videos: Elite Interviews (Hege MK); Focus Groups (DJL)

Readings: Chapters 8 and 10 in Hay (2016); @Goss, J. D., & Leinbach, T. R. (1996); @Markusen, A. (1994); Patton, M. Q. 2002; @Smith, K. E. (2006); @Schoenberger, E. 1991

Exercises: Testing different question types and probing strategies; group dynamics; role play

3 Observing and participating

Videos: Ethnography (Morgan SS)

Readings: Chapter 15 in Hay; *Emerson, R.M., Fretz, R.I. and Shaw, L.L. (2011); Evans, James and Jones 2011; Marcus, George E. 1995; Kusenbach, M 2003; Sæther, E. 2006; Watson, A. and Till, K. (2010);

Exercises: Mini-fieldwork

4 Reading

Videos: Document Analysis (Hilde R); Discourse Analysis (Marielle SG)

Readings: Chapters 11 and 14 in Hay; Asdal, Kristin 2015; Hilgartner, Stephen (2000); Hull, Matthew S. (2012);

Exercises: Analysing a text

5 Analysing

Videos: Narrative Analysis (Lise K); Process Tracing (Kristian S); Grounded Theory (Per Gunnar R); Thematic Analysis (David JL)

Readings: Charmaz, K., & Belgrave, L. (2012); Braun, V., & Clarke, V. (2006); Loseke, D. R. (2007); Vennesson, P. (2008)

Exercises: Discussing analytical strategies in groups

6 Coding

Videos: Coding (Morgan SS)

Readings: Saldaña, J. 2009a and 2009b

Exercises: Coding lab

7 Experimenting

Videos: Visual methods (Aron S)

Readings: Chapters 13 and 16 in Hay; Caquard, Sébastien. 2011; Garrett, Bradley L; Jung, Jin-Kyu and Elwood, Sarah. 2010; Morgan, D., Fellows, C., & Guevara, H. (2008)

Exercises: Creative group exercise

8 Evaluating

Videos: Subjectivity and reflexivity (David JL)

Readings: Chapters 2 and 3 in Hay; @Bailey, C., White, C., & Pain, R. (1999); Grossman, J. (2011); Pain, R. (2003)

Exercises: Group supervision of research proposal drafts; Course evaluation