Description

This course will introduce key methods of data collection and data analysis in qualitative research. It will survey techniques such as - ethnographic data collection, interviewing and focus groups along with data analysis methods such as - thematic and content analysis. The course will comprise of five 90 mn lectures each day, followed by five 90 mn seminars dedicated to hands-on applications of the topics discussed during the lectures. The two convenors of the course will hold 90 mn surgeries per day to discuss research projects and deal with queries on a one-to-one basis.

Learning Objectives

- To provide a good grounding in the fundamentals of building a body of qualitative data;
- To enable students to compare the strengths and weaknesses of the common methods of qualitative data collection and analysis;
- To provide some hands-on experience with methods of qualitative data collection and analysis.
This lecture will introduce the aims and scope of the course and outline the main epistemological issues in qualitative research. It will present the various philosophies that underpin current approaches to qualitative methodologies in the social sciences and explore concepts of validity, and reliability in qualitative data analysis. Reviewing a range of examples, it will enable students to assess the quality of qualitative analyses and to make practical informed decisions about research design.

**Key readings**


**Suggested reading**

Svensson, L and Doumas, K (2013): ‘Contextual and analytic qualities of research methods exemplified in research on teaching’ in *Qualitative Inquiry* July 2013 vol. 19no. 6, pp 441-450.
Day 2: Documents and ethnographic data collection.
Elena Gonzalez-Polledo

Drawing on contemporary debates across the social sciences, this lecture will discuss two sets of techniques of qualitative data collection. The first half of the lecture provides a practical overview of working with documents, field archives and digital materials, which are often a primary source of qualitative data. Analysing utility of documents in multidisciplinary methodological designs, this lecture raises questions about the kinds of queries and claims researchers can make through collecting and analysing documents, as well as about the limitations of documentary research.

The second half explores strategies of ethnographic data collection. No longer confined to the discipline of anthropology, ethnography is a key methodology that allows researchers across disciplines to connect with people and processes on the ground. Drawing on insights by leading theorists, the lecture provides an overview of ethnographic methodologies in qualitative fieldwork, focusing on participant observation as a key method of collecting and contextualising data, but integrating participatory methodologies, including diary methods, and working with non-traditional data such as diagrams, photographs and drawings as part of the ethnographic process.

Key readings


**Suggested reading**


Conducting effective interviews and focus groups involves developing key skills for qualitative researchers. This lecture will discuss different types of qualitative interviews, their strengths and weaknesses, and focus on the conceptual and practical issues involved in setting up, preparing for, and successfully conducting interviews. Particularly, we will consider the ideal dynamics of interaction between an interviewer and an interviewee and the way these shape data collection and analysis. We will also discuss the particularities of conducting focus groups, discuss their defining characteristics and the possibilities they afford as particular group interviews. We will explore key examples that show multiple strategies to design and manage focus groups, focusing on fostering interaction among participants in order to produce useful data.

**Key readings**


**Suggested reading**


Day 4: Thematic Analysis
Aude Bicquelet

Thematic analysis is a basic strategy used by many researchers to find key patterns of argumentation in text corpora. This lecture will introduce the functions of codes, corpus construction along with various analytical strategies to systematically extract and categorize content from qualitative data (i.e. classical and hybrid approaches). The focus will be on practical techniques for applying thematic analysis and understanding how it differs from other approaches such as grounded theory and discourse/argumentation analysis.

Key readings


Suggested reading


Thomas, J. and Harden, A. (nd) ‘Methods for the thematic synthesis of qualitative research in systematic reviews’ *Methods for Research Synthesis Node, Evidence for Policy and Practice Information and Co-ordinating (EPPI-)Centre*, Social
Content Analysis is a set of methods for analysing and drawing valid inferences from texts. These methods are used across the social sciences to explore explicit and covert meanings (also called manifest and latent content) and to test hypotheses about texts. This lecture will introduce the main analytical steps involved in Classical Content Analysis. It will also focus on validity and reliability issues and will consider various strategies to strengthen the robustness of the results obtained through classical content analysis.

Key readings


Mayring, P. (2000). *Qualitative content analysis*. Forum: Qualitative Social Research,


Suggested reading


