

METHODOLOGY AND IP PREPARATION COURSE

Practical Information:

Number of ECTS points: 10

Number of Contact Hours: 60

Type of Course: Seminar style with practical workshop elements

Course Code: WSM-IE/MA/EC/26

Maximum number of students: 15

Prerequisites: MA students, English C1 level

Location: Room 1.11, Przegorzały Castle, Ul. Jodłowa 13 (Please see the Detailed Description of Sessions for more details on the time and location of the different sessions)

Lecturers:

Luc Ampleman, PhD: Transport researcher, social scientist, political geographer by training, Luc is an adjunct professor at the Jan Kochanowski University in Kielce and lecturer at the Jagiellonian University. His key research interests include: mobility policies in remote areas, transport diplomacy, geopolitics of the Arctic; nordicity, structural geography. Methodological focus on morphodynamic modeling/anisotropic space models, structural narrative semiotics and results chain.

Karolina Czerska-Shaw, PhD: Lecturer at the Institute of European Studies JU, MA in Euroculture Head Programme Coordinator. PhD research includes citizenship testing schemes in France and the UK, the integration of immigrants, national identity, and changing notions of modern citizenship. Methodological focus on discourse analysis/critical discourse analysis.

Ewa Krzaklewska, PhD: Sociologist and youth researcher, Assistant Professor at the Sociology Institute at the Jagiellonian University in Krakow; lecturer of methodology of social research, data analysis and demography. She studied Sociology at the Jagiellonian University in Krakow, as well as at Antioch College (Yellow Springs, USA) and Universita' Cattolica (Milan, Italy). Her doctoral thesis focused on discussions around the concept of adulthood and new patterns of youth transitions in Poland.

Description:

Unit 1: Formulating Research Questions & Design: Epistemological, Methodical and Practical Considerations

This theoretical component will provide students with the tools needed to design research questions at an academic level of thought and abstraction. Students will attain the competency of constructing well formulated research questions and a good working knowledge of the academic research process and its related concepts. Upon completion of the unit, the student will be able to link the research process with the planning of academic writing. A general introduction to the IP topic and subthemes should fall under this section, together with the discussion of the IP articles assigned.

Unit 2: Introduction to Methodological Approaches, Empirical Research Methods Workshops

This unit will provide students with a general outline of the various methodological perspectives in interdisciplinary studies as well as hands-on experience of different methods. A brief outline of the major division in empirical methods, namely quantitative and qualitative and examples thereof, will provide students with a general framework for their research. Students should come to understand how assumptions underlying the various methodological perspectives influence the choice and use of methods. Ethics issues as well as the validity and reliability of data will also be discussed. Following the theoretical introduction, students will be introduced to five different empirical methods, namely: secondary data gathering and analysis; content/discourse analysis; survey construction and analysis; interview construction and analysis; evaluation methods.

Unit 3: Critical Reflection, Presentation of Results, Fine-tuning the IP Paper

This section will give students the tools to assess their own research and become aware of the limits of their findings and different research bias (time constraints, language constraints, lack of access to representative samples, biased information, etc), as well as how research shapes the reality under study. This final section will also give students the tools to polish off their IP papers, including a guide to citations (quotations vs. paraphrasing and the trap of plagiarism), editing, peer-reviewing, translation of quotations or text and how to do it, Chicago Style, and various things to keep in mind before the final paper is submitted.

Learning Outcomes:

The course will provide students with concrete theoretical and empirical methodological tools needed for the writing of their IP paper and MA thesis.

Upon completion of this course, students will be able to:

- Move from a relevant research topic to a good research question
- Develop an appropriate research design using concept mapping
- Understand some theoretical approaches which will enable students to place their research topic in a suitable academic framework for an MA
- Identify the characteristic features of academic writing
- Use their firm grounding in the philosophical foundations of academic enquiry to place their topic in a broader context
- Outline the IP paper in reference to the research design and take advantage of concept mapping
- Identify qualitative & quantitative research methods
- Implement concrete research methods: interview and survey construction, content and discourse analysis, focus groups, observation & evaluation methods, etc.
- Analyze and interpret research results
- IP paper: produce an abstract, carry out a thorough literature review, collect, organize and analyze research data
- Conclude their research with an awareness of the bias and limits their work may contain and how to deal with this in their paper
- Present their research results in a cohesive way, utilizing good use of quotations and presentation of research results
- Critically reflect on their research as well as that of their peers
- Critically review, edit and fine-tune their research paper.

The student:

K_W01: has extended knowledge about the place of European Studies in academia as well as how the subject matter and methodology ties in with other academic disciplines (+)

Assessment of learning outcome: in class discussions, IP paper, final project

K_W03: has ordered and extended knowledge of terminology used in the humanities and social sciences. (+)

Assessment of learning outcome: in class discussions, IP paper, final project

K_W04: has advanced knowledge of methods and research tools as well as techniques used to collect and analyse data (+++)

Assessment of learning outcome: assignments and final project

K_U01: has an ability to search, gather and interpret data and information based on relevant sources; has the ability to evaluate the importance of sources (+++)

Assessment of learning outcome: assignments, IP paper, final project

K_U03: has enhanced research skills which include formulating and analyzing research problems, choosing appropriate research methods and techniques, presenting and disseminating the results of research which allows to resolve problems in the field of European Studies (+++)

Assessment of learning outcome: assignments, IP paper, final project

K_U05: is capable of critical analysis, evaluation and synthesis of new and complex ideas. have an ability to use the appropriate terminology of the areas of European Studies (++)

Assessment of learning outcome: in-class discussion, IP paper, final project

K_U09: has the ability to write independent and creative essays in Polish or in any foreign language (different from the language of study programme) based on a suitable selection of sources and methodological workshops; ability to write an MA thesis based on own research questions/hypotheses (+++)

Assessment of learning outcome: IP paper

K_U19: has the ability to conceive, design, implement and undertake research using appropriate methodologies (+++)

Assessment of learning outcome: IP paper, final project

K_K03: can precisely determine his or her own goals, giving them different priorities (++)

Assessment of learning outcome: final project

Assessment:

Students will be assessed on their participation in and preparation for class, class assignments, IP preparation online course assignments, as well as a final group project. The breakdown of percentage points is as follows:

Participation/preparation	Weight	REMARKS
Assignment No 1	10 percent	For Luc
Assignment No 2	10percent	For Karolina
Assignment No 3	10percent	For Ewa
*Final project	30 percent	Quality of project, ability to answer questions and defend choice of methodology
IP Preparation online course** (see below)	30%	See separate sheet for details
In-class participation	10%	Active participation in classes, preparation of assignments and readings.

***Final project:** On the basis of a given research idea with specifications presented to students by the lecturers, students (in groups) will have 24h to come up with a research design and methodology approach for a particular research idea. These projects will be presented in class, and all lecturers will be present to judge the outcomes and challenge the proposals. Students will be assessed on the project design and the way they defend their choices.

Absences:

Students are allowed 2 valid absences. Students who have more than 2 valid absence will be given some compensatory / supplementary assignment related to the *methodology class*. Students who miss more than 40% of classes will automatically fail the course.



Eh! Buddy! Are you sure this is the right method?

They just asked us to conduct a simple literature review about Estonian ethnologists....

Breakdown of ECTS points: (wherein 1 ECTS point = 25of work)

48h = lectures/seminars

4h = contact time with supervisor in online setting (online IP preparation course)

7h = self-study in the blackboard setting

60h = preparation for seminars/lectures - readings

90h = individual work on IP paper

20 h = assignments

24h = preparation for final project

252h = 10 ECTS

Course Schedule:

No.	hours	Lecturer	Session Title	Format
		Individual work	Doing research in an inter/transcultural setting. Video-clips, thinking about personal goals, start online journal.	Online / Blackboard collaborate
1	3h	Luc Ampleman	Introduction to research in social sciences and humanities;	Seminar/ Workshop
2	3h	Luc Ampleman	Research topic(s); problem(s) and scope of Research / Research Question(s)	Seminar/ Workshop
	30min	Online Supervisor (4 teaching hours)	Brainstorming research ideas, establishing contact with your supervisor to discuss research ideas and the IC learning plan	Online / Blackboard collaborate
3	3h	Luc Ampleman	Literature selection and review; Library database/research tools; Discussion of IP articles (I)	Seminar/ Workshop
4	3h	Karolina Czerska-Shaw	Conceptualisation: indicators, variables, units of analysis and observation. Operationalisation, collection of data.	Seminar/ Workshop
5	3h	Ewa Krzaklewska	Gathering and analysis of secondary data	Workshop
6	3h	Ewa Krzaklewska	Survey research design	Workshop
7	3h	Ewa Krzaklewska	Survey research design	Workshop
	1h	Online supervisor (1hx2)	IP paper proposals – small group discussion of the IP proposals.	Blackboard collaborate
8	3h	Luc Ampleman	Comparative techniques	Workshop

Course Schedule (Next) :

No.	hours	Lecturer	Session Title	Format
9	3h	Karolina Czerska-Shaw	Content / Discourse analysis: overview and practical usage I	Workshop
10	3h	Karolina Czerska-Shaw	Content / Discourse analysis: overview and practical usage II	Workshop
11	3h	Ewa Krzaklewska	Conducting Interviews	Seminar
12	3h	Ewa Krzaklewska	Conducting Interviews	Workshop
	1h	Online supervisors (1hx2)	Abstract – upload abstract drafts and receive in-text feedback by peers.	
			Literature map – small group session.	Blackboard collaborate
	1h	Online supervisors (1hx2)	Research design: small group discussions of research designs, peer-review.	Blackboard collaborate
13a	2h	Luc Ampleman	Comparative methods – assignment workshop	Workshop/tutorship
13b	2h	Ewa Krzaklewska	Survey/interview assignment workshop	Workshop/tutorship
13c	2h	Karolina Czerska-Shaw	Content/discourse analysis – assignment workshop	Workshop/tutorship
14	2h	Luc Ampleman	IP paper –peer reviewing, critical reflection, presentations	Workshop
		Small online groups	Small group discussion of research progress, small issues linked to paper writing	Blackboard collaborate
	30min /student	Online supervisors (30minx8)	Student-supervisor meetings to discuss final drafts	Blackboard collaborate
IP PAPER FINAL DOWNLOAD				
15a	30min		FINAL PROJECT GIVEN	
15b	4h	All lecturers	FINAL PROJECT DUE	Examination

Detailed Description of Sessions:

Session Title 1	Introduction to research in social sciences and humanities; Introduction to IP themes
Lecturer	Luc Ampleman
Format	Seminar/Workshop
Content	<p>Introduction to research in social sciences and humanities</p> <ul style="list-style-type: none"> • Brief introduction to the research framework • Research framework and Research Problem • Main steps, components and aspects of the research process: <ul style="list-style-type: none"> ○ Knowledge Base, research question(s), hypotheses production Experimentation and observation, data, analysis, results <p>Fundamental and epistemological dimensions of research narratives</p> <ul style="list-style-type: none"> • Description vs. explanation vs. prediction • Correlation vs. causality • Validity and reliability of methods. <p>Introduction to IP themes</p> <ul style="list-style-type: none"> • Discussion and brainstorming of students' ideas for the IP paper and the various themes. Discussion of IP articles mentioned below.
Aims	<p>Students should acquire a good knowledge base of the scientific research process in social sciences and humanities.</p> <p>They should acquire as a firm grasp of the IP topics, the two articles, and have a good idea of what they will be writing about.</p>
Mandatory Readings/preparation	<ul style="list-style-type: none"> • IP reader articles
Suggested Further Readings	<ul style="list-style-type: none"> • Creswell, John W (2014), <i>Research Design (International Student Edition)</i>, Sage Publishing. • Babbie E. (2007) <i>The practice of Social Research</i>, Thomson Wadworth, 608 pages. (Especially chapters 1 and 2) • Kallet, R.H. (2004) How to Write the Methods Section of a Research Paper. <i>Respiratory Care</i>, 49, NO 10, 1229-1232. • Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams (2008) <i>The Craft of Research</i>, Third Edition. Chicago Guides to Writing, Editing, and Publishing (Chapters 1 and 2)
Assignment	Students should come with their fields of interest for their IP paper and MA Thesis. Students must be prepared to talk about their experience/expectations regarding scientific writing and research.

Session Title 2	Research topic(s); problem(s) and scope of Research / Research Question(s)
Lecturer	Luc Ampleman
Format	Seminar/Workshop
Content	<p>Question design</p> <ul style="list-style-type: none"> • Good research topics in the social sciences (come back) • Manageable scope of research • Formulation of a relevant and clear research question • Motivation and value of the question • Designing the IP paper question(s) <p>Research Design</p> <ul style="list-style-type: none"> • Research Design • Introduction to qualitative & quantitative research methods

	<ul style="list-style-type: none"> • Answering the research question(s) • Conceptualisation and choice of research method • The selection of units of analysis • Formulating clear and appropriate hypotheses
Aims	Students should be able to construct a well formulated research question and learn how to answer their own research question.
Mandatory Readings/preparation	<ul style="list-style-type: none"> • IP reader articles
Suggested Further Readings	<ul style="list-style-type: none"> • Creswell, John W (2014), <i>Research Design (International Student Edition)</i>, Sage Publishing. • Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams (2008) <i>The Craft of Research</i>, Third Edition. Chicago Guides to Writing, Editing, and Publishing (Chapters 3 and 4) • Babbie E. (2007) <i>The practice of Social Research</i>, Thomson Wadworth, 608 pages. (Especially chapters 1 and 2) • Marsh, D. & Stoker, G. (2010) <i>Theory and Methods in Political Science (Third Edition)</i> Palgrave Macmillan: Chap 9. Pages 184-211.

Session Title 3	Literature selection and review; Library database/research tools; Discussion of IP articles (I)
Lecturer	Luc Ampleman
Format	Seminar/Workshop
Content	<p>IP paper/research topics & relevant literature</p> <ul style="list-style-type: none"> • Good research topics in the social sciences • Literature selection, • Literature review • annotated bibliography • Library database/research tools ; • Introduction to Jagiellonian library research tools and databases <p>Discussion of IP articles</p> <ul style="list-style-type: none"> • Further discussion and brainstorming of topics. • Discussion of IP articles mentioned below:
Aims	Students should feel confident in researching their topics with the databases at their disposal and understand what is a literature review. They should have a have a good understanding of all the IP articles and themes, as well as a concrete IP topic.
Mandatory Readings/preparation	<ul style="list-style-type: none"> • IP reader articles
Suggested Further Readings	<ul style="list-style-type: none"> • Pan, M.L. (2008) <i>Preparing Literature Reviews: Qualitative and Quantitative Approaches</i>, Pyrczak Publishing, 189 pages.
Assignment	Students should come with at least 1-2 ideas for their IP paper

Session Title 4	Conceptualisation: indicators, variables, units of analysis and observation. Operationalisation: collection of data - sampling
Lecturer	Karolina Czerska-Shaw
Format	Lecture/Workshop
Content	This session will focus on finding a suitable sample for research, determining units of analysis and observation, deductive vs inductive

	reasoning, conceptualization (a review), indicators, variables and operationalization.
Aims	Students should become familiar with some unobtrusive methods of analysis and know if their IP topic is suitable for this kind of methodology; they will learn how to find a suitable sample for analysis and collect the data.
Mandatory Readings/preparation	<ul style="list-style-type: none"> • Creswell, John W (2014), "Qualitative Methods" in <i>Research Design: Qualitative, Quantitative & Mixed Methods Approaches</i>. Sage Publishing (pp: 183-214) • Babbie, Earl. <i>The Practice of Social Research</i>. 11th edition. Belmont, CA: Thomson Wadsworth, 2007 chapter 5 (pp 120-150).

Session Title 5	Gathering and analysis of secondary data
Lecturer	Ewa Krzaklewska
Format	Workshop
Content	<ol style="list-style-type: none"> 1. Introduction: secondary data versus primary data, types of secondary data, pros and cons of secondary data usage 2. Overview of main sources of secondary data: administrative data, demographical data, statistical data on a given country, international data for cross country comparison, international organisations' data, survey data, legislation, policy papers 3. Reliability and accuracy of secondary data – how to control and verify quality of secondary data, comparing data from different sources 4. How to write a desk-research report – guidelines
Aims	<ol style="list-style-type: none"> <u>1.</u> Students know what desk research is <u>2.</u> Students can distinguish between primary and secondary data <u>3.</u> Students can point out the pros and cons of using secondary and primary data <u>4.</u> Students realise the existence of a large amount of sources of secondary data <u>5.</u> Students know various sources of secondary data <u>6.</u> Students can critically use secondary data <u>7.</u> Students can compare data from different sources
Mandatory Readings/preparation	<ul style="list-style-type: none"> • Boslaugh, 2007, An introduction to secondary data, http://sfcs.cals.arizona.edu/azsearch/sites/sfcs.cals.arizona.edu/azsearch/files/Boslaugh,%202007.pdf • Research Methods in the Social Sciences, Frankfort-Nachmias Chava, Nachmias David, chapter on secondary data • Paula Devine, Secondary data analysis, in: Robert L. Miller & John D. Brewer, <i>The A-Z of Social Research</i>, 2003, available: http://books.google.pl/books?id=eJlIQxt3FAC&printsec=frontcover&hl=pl#v=onepage&q&f=false
Suggested Further Readings	Archival strategies and techniques / Michael R. Hill. Newbury Park: Sage Publications, cop. 1993.
Assignment	

Session Title 6	Survey research design 1
Lecturer	Ewa Krzaklewska
Format	seminar
Content	<ol style="list-style-type: none"> 1. Survey methods characteristics and usage, types of surveys/survey methods, sampling (unit of analysis, population, sample), reliability and validity 2. Research process: conceptualisation and operationalisation 3. Students will know basics about how to design a questionnaire and spot most common mistakes.
Aims	<ol style="list-style-type: none"> 1. Students will know basics about survey research 2. Students will be able to characterise different survey methods 3. Students will be able to propose a relevant topic for a survey
Mandatory Readings	<ul style="list-style-type: none"> • Earl Babbie, The Practice of Social Research, Thomson Wadsworth, 2001, chapter: Survey methods. • Earl Babbie, The Practice of Social Research, Thomson Wadsworth, 2001; chapter: Conceptualisation, Operationalisation and Measurement.
Suggested Further Readings	<ul style="list-style-type: none"> • Questionnaire design, interviewing and attitude measurement / A. N. Oppenheim, http://books.google.pl/books?id=6V4GnZS7TO4C&printsec=frontcover&hl=pl#v=onepage&q&f=false • Earl Babbie, The Practice of Social Research, Thomson Wadsworth, 2001, chapter: The Logic of Sampling • Research methods and statistics in psychology / S. Alexander Haslam, Craig McGarty. London : SAGE Publ., 2003 (esp. chapter 5) • Survey methodology / Robert M. Groves [et al.]. Hoboken : John Wiley & Sons, cop. 2009.

Session Title 7	Survey Research Design 2
Lecturer	Ewa Krzaklewska
Format	Workshop
Content	<ol style="list-style-type: none"> 1. Questionnaire design – questionnaire structure, types of questions, most common mistakes in questionnaires of different types 2. Field work and data analysis – practicalities of survey field work, conducting a standardised interview, coding survey data
Aims	<ol style="list-style-type: none"> 1. Students will be able to operationalise research questions 2. Students will design a questionnaire and conduct a standardised interview 3. Students will be able to judge the quality of the questionnaire prepared by other party and be able to spot and correct most common mistakes done in questionnaires 4. Students will know how to arrange a survey field work
Mandatory Readings	<ul style="list-style-type: none"> • Questionnaire design, interviewing and attitude measurement / A. N. Oppenheim, chapter 8 “Question wording” http://books.google.pl/books?id=6V4GnZS7TO4C&printsec=frontcover&hl=pl#v=onepage&q&f=false

Suggested Further Readings	<ul style="list-style-type: none"> • Converse, Jean M. (1927-). Survey questions : handcrafting the standardized questionnaire / Jean M. Converse, Stanley Presser. Sage Publications, [post 2005], cop. 1986. • Handbook of Recommended Practices for Questionnaire Development and Testing in the European Statistical System, http://epp.eurostat.ec.europa.eu/portal/page/portal/research_methodology/documents/Handbook_questionnaire_development_2006.pdf
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Session Title 8	Comparative studies, case studies and comparative techniques
Lecturer	Luc Ampleman
Format	Interactive seminar
Content	<p>Research methodology</p> <ul style="list-style-type: none"> • Comparative case vs. specific case study • Social Science: Why do we compare? • Social Science: How do we compare? Comparative methods and techniques • Definition of timeframe, • Selection of places • Polity Model Comparison • Building comparison • Making the comparison clear. Visual tips to strengthen the argument of your paper
Aims	Students should acquire a good knowledge base of scientific concepts and paradigms, become familiar with scientific 'jargon' and be able to put into context a research project and/or a discussion paper.
Suggested Further Readings	<ul style="list-style-type: none"> • To be announced 02.03.2018
Assignment	<ul style="list-style-type: none"> • To be announced 02.03.2018

Session Title 9	Content/ discourse analysis: overview and practical usage I
Lecturer	Karolina Czerska-Shaw
Format	Lecture/Workshop
Content	This session will serve as an overview of content / discourse analysis, when to use it and how it can be used. Particular focus will be on political discourse and content analysis in media. Students will also be introduced to coding, creating code categories, and finding indicators in data and familiarizing themselves with the process
Mandatory readings	<ul style="list-style-type: none"> • Wilson, John. "Political Discourse." In The Handbook of Discourse Analysis, edited by Deborah Shiffrin, Deborah Tannen and Heidi E. Hamilton, 398-416. Oxford: Blackwell Publishing, 2003. • Cotter, Colleen. "Discourse and Media." In The Handbook of Discourse Analysis, edited by Deborah Shiffrin, Deborah Tannen and Heidi E. Hamilton, 416-437. Oxford: Blackwell Publishing, 2003. • Saladana, Johnny, "An Introduction to Codes and Coding", in <i>The Coding Manual for Qualitative Researchers</i>, Sage Publishing 2009 (pp 1-31)

Suggested Further Readings	<ul style="list-style-type: none"> • Krippendorff, Klaus (2013), <i>Content Analysis: An Introduction to its Methodology</i>. Third Edition. Sage Publishing.
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Session Title 10	Content/ discourse analysis: overview and practical usage II
Lecturer	Karolina Czerska-Shaw
Format	Lecture/Workshop
Content	This session is a continuation of the previous and introduces critical discourse analysis and particularly the discourse-historical approach. Students will also learn how to code data, make sense of it and draw conclusions.
Aims	Students will practice coding, creating code categories, and finding indicators in data and familiarize themselves with the process.
Assignment	Students will be assigned a text to analyse – they will find indicators, create code categories, and draw initial conclusions.
Mandatory readings	<ul style="list-style-type: none"> • Wodak Ruth, Meyer, Michael, “Critical Discourse Analysis: History, Agenda, Theory and Methodology”, in (eds) Wodak, R., Meyer, M., <i>Methods of Critical Discourse Analysis</i>, Sage Publishing, 2009 (pp 1-33) • Reisigl, Martin, Wodak, Ruth, “The Discourse Historical Approach”, in (eds) Wodak, R., Meyer, M., <i>Methods of Critical Discourse Analysis</i>, Sage Publishing, 2009 (pp 87-121)
Suggested Further Readings	<ul style="list-style-type: none"> • Fairclough, Norman, <i>Critical Discourse Analysis: The Critical Study of Language</i>. Second Edition. Routledge. • Van Dijk, Teun. “Critical Discourse Analysis.” In <i>The Handbook of Discourse Analysis</i>, edited by Deborah Shiffrin, Deborah Tannen and Heidi E. Hamilton, Oxford: Blackwell Publishing, 2003 (pp 352-372) • Van Leeuwen, Theo (2008), <i>Discourse and Practice: New Tools for Critical Discourse Analysis</i>. Oxford Studies for Social Linguistics. Oxford University Press.

Session Title 11	Conducting interviews 1
Lecturer	Ewa Krzaklewska
Format	Workshop
Content	<ol style="list-style-type: none"> 1. Introduction to in-depth interviews (IDI): characteristics of the method, types of interviews, what data is possible to gather through interviews, comparing a regular conversation with an in-depth interview – roles of an interviewer and a respondent 2. Research aims and research questions for an interview research project 3. Conducting interviews: who to interview – choosing best informants, sampling, interview guide and interview questions, recording and note-taking, characteristics of a good interviewer 4. Designing an interview guide
Aims	<ol style="list-style-type: none"> 1. Students can construct an interview research project (problem, aims, research questions, sample) 2. Students can construct an interview guide 3. Students know about how to conduct an in-depth interview 4. Students know about different ways of analysing qualitative data

Mandatory Readings	<ul style="list-style-type: none"> Steinar Kvale, Doing Interviews, SAGE 2008 chapter 4 and 5 (33-66) Questionnaire design, interviewing and attitude measurement / A. N. Oppenheim, Continuum International Publishing Group, 2000 chapter: the exploratory interview (65-81)
Suggested Further Readings (all books are available at some library of JU)	<ul style="list-style-type: none"> Steinar Kvale, Doing Interviews, SAGE 2008 (other chapters) Denzin NK, Lincoln YS (eds.). Handbook of Qualitative Research. London: Sage Publications, 2000. Qualitative research : theory, method and practice / ed. by David Silverman. London : Sage Publications, 2004. Qualitative research practice : a guide for social science students and researchers / ed. Ritchie and Jane Lewis. Sage Publications, 2004. Maxwell, Joseph Alex, Qualitative research design : an interactive approach, Thousand Oaks, CA: SAGE Publications, 2005 Uwe Flick, Designing Qualitative Research , Sage 2008. Collecting data by in-depth interviewing, Rita S. Y. Berry, Paper presented at the British Educational Research Association Annual Conference, University of Sussex at Brighton, September 2 - 5 1999, http://www.leeds.ac.uk/educol/documents/000001172.htm (15.02.12)
Assignment	Prepare an interview guide.

Session Title 12	Conducting interviews 2
Lecturer	Ewa Krzaklewska
Format	Workshop
Content	<ol style="list-style-type: none"> In-depth interviews in practice: arranging interviews – managing interview context Practical exercise on conducting interviews: presentation of a model interview, conducting interviews with other students, contact-keeping Recording: Preparing notes, interview summary and transcripts from conducted interviews Analysing qualitative data 1: Managing the data (categorizing and coding, condensing data, comparative analysis) Analysing qualitative data 2: Writing and presenting the results of the qualitative research; discussion on quality in qualitative methods
Aims	<ol style="list-style-type: none"> Students can conduct a qualitative interview and record its outcomes Students know about different ways of analysing qualitative data Students know how to present results of the qualitative study
Mandatory Readings	<ul style="list-style-type: none"> Gibbs, Analysing qualitative data, SAGE, 2009, chapter 4 and 6 Handout: Conducting Qualitative In-depth Interviews, Wiliam Marsiglio, http://www.clas.ufl.edu/users/marsig/conducting.qual.interviews.PDF (15.02.12) - pages 3-5
Suggested Further Readings	<ul style="list-style-type: none"> Gibbs, Analysing qualitative data, other chapters Steinar Kvale, Doing Interviews, SAGE 2008, chapter 9, 10, 11 Miles, Matthew B., Qualitative data analysis : an expanded sourcebook / Matthew B. Miles, A. Michael Huberman. Sage 1994. The interview: from neutral stance to political involvement. Andrea Fontana and James H. Frey, in: The Sage handbook of qualitative research / eds. Norman K. Denzin, Yvonna S. Lincoln., Sage 2005.

	<ul style="list-style-type: none"> • Holstein, James A., The active interview / James A. Holstein, Jaber F. Gubrium. Thousand Oaks : Sage Publications, cop. 1995. • Silverman, David, Interpreting qualitative data : methods for analysing talk, text and interaction / David Silverman. Sage Publications, 2006. • Feldman, Martha S. Strategies for interpreting qualitative data. Thousand Oaks [etc.] : Sage Publications, cop. 1995.
Assignment	Homework: to conduct an interview using designed interview guide and prepare an interview note/summary

Session Title 13	Methodological assignment / workshop
Lecturer	Sub-session A: Ewa Krzaklewska Sub-session B: Karolina Czerska-Shaw Sub-session C : Luc Ampleman
Format	Workshop/tutorship
Content	session A: Comparative methods/ Case studies session B: Discourse analysis C: Interview and surveys These sessions are 'in the field' (or at the desk, classroom, etc), where you will be working on your mini-assignments (one for each of the sessions) and engaging in the methodology at hand. This is a chance to get advice from the tutors and from each other.
Aims	Those sub-sessions aim to allow students to obtain tailored support and feedback about each of the methodological approaches.
Assignment	Students will work on their assignments.

Session Title 14	IP paper –peer reviewing, critical reflection, presentations
Lecturer	Luc Ampleman
Format	Seminar/Workshop
Content	This workshop will be a feedback session on the IP paper draft and critical peer review session.
Aims	To inform students about best academic practice in term of critical reviewing and peer-reviewing as well as presentation. Students will also learn how to deal with questions and critiques.

Session Title 15(a/b)	Examination
Lecturer	L. Ampleman, K. Czeska-Shaw, E. Krzaklewska
Content	On the basis of a given research idea with specifications presented to students by the lecturers, students (in groups) will have 24h to come up with a research design and methodology approach for a particular research idea. These projects will be presented in class, and all lecturers will be present to judge the outcomes and challenge the proposals. Students will be assessed on the project design and the way they defend their choices.