

Graduate School

FACULTY OF SOCIAL SCIENCES

# SIMM48

Qualitative Analysis and  
Coding (Using Software)

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Version 1.0 – March 2021

GRADUATE SCHOOL METHODS COURSES



# 1. WELCOME

## SIMM48 QUALITATIVE ANALYSIS AND CODING (USING SOFTWARE)

### Contact info

#### Graduate School

e-mail: [master@sam.lu.se](mailto:master@sam.lu.se)

Home page: [graduateschool.sam.lu.se](http://graduateschool.sam.lu.se)

Facebook: [tinyurl.com/LUgradschoolFB](https://www.facebook.com/LUgradschoolFB)

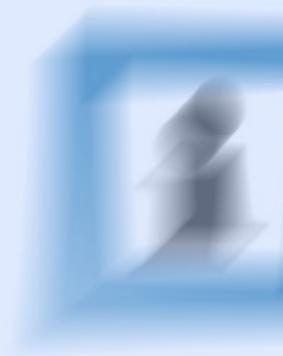
#### Student Union

Home page: [samvetet.org](http://samvetet.org)

#### Lund University

Home page: <http://lunduniversity.lu.se>

The university is on [Youtube](#), [Facebook](#) and [Twitter](#)



# Welcome to the Spring term's course

## *Qualitative Analysis and Coding (Using Software).*

Qualitative data can help us to understand the world, build theory, and advance knowledge. But how does qualitative analysis work – how can we systematically organize, process, integrate, and understand qualitative data?

This course provides the opportunity to focus in depth on qualitative analysis in both theory and practice, and prepares students for research at the master's and doctoral level. Students will develop the skills necessary to conduct qualitative data analysis individually and in collaboration with others to generate new knowledge about the social world.

This course provides students with a range of strategies for qualitative analysis and hands-on practice developing research questions and analytical strategies. Students will learn to code data manually and using Computer Assisted Qualitative Data Analysis Software (CAQDAS) and will gain experience carrying out analysis in both individual and collaborative projects. We will focus on validity, reliability, and generalizability, and will consider the particular issues qualitative data present for conceptualization, operationalization, and measurement. We will discuss the strengths and limitations of qualitative data and will practice diverse inductive and deductive strategies for analysis.

Throughout the course, we will work with extant data; students can work with their own data or with datasets provided. We will develop research questions, build datasets, code data and develop preliminary analyses, and work in small groups to analyze data using diverse qualitative approaches. We will learn to develop codebooks, exploit the analytical tools that CAQDAS offers and use visualization in theory-building and analysis. By the end of the course, students will be able to confidently code and analyze qualitative data manually and using the CAQDAS package NVivo.

The course is open to master's and PhD students with an interest in qualitative research.

## Formal learning outcomes for the course

On completion of the course, the student shall:

### Knowledge and Understanding

- identify and critically reflect on qualitative analysis as a research method in the social sciences
- understand strategies for qualitative analysis that allow researchers to systematically organise, process, integrate, interpret, and understand qualitative data
- understand the strengths and limitations of qualitative data and qualitative strategies for analysis
- know how to develop research questions and link analytical strategies to descriptive and theoretical problems

- understand how methodologically rigorous qualitative analyses manage issues of validity, reliability, and generalisability common to all scientific inquiry
- understand the particular issues qualitative data present for conceptualisation, operationalisation, and measurement.

### Competence and skills

- demonstrate proficiency in the organisation and management of data for qualitative analysis
- demonstrate proficiency in multiple analytical strategies for hand coding and software-assisted coding of data for qualitative analysis
- demonstrate the ability to carry out individual and collaborative analysis at the Masters' level focused on the qualitative study of textual documents.

### Judgement and approach

- demonstrate a methodologically rigorous and theoretically driven approach to the qualitative analysis of empirical data
- demonstrate a critical evaluation, including the potentials and limits, of qualitative analysis in the social sciences
- demonstrate a critical evaluation of manual and software-assisted approaches to qualitative analysis.

## Assessment

Assessment is based on the following:

- individual assignment: research memo and codebook
- group/individual assignment: reliability test, research memo
- final project: written final project and oral presentation

### Examination

Assessment for this course is based on one seminar assignment (marked pass/fail) and one final assignment (marked A-E).

The examiner, in consultation with Disability Support Services, may deviate from the regular form of examination in order to provide a permanently disabled student with a form of examination equivalent to that of a student without a disability.

Upload your paper in the designated folder on Canvas and submit hard copies as requested.

## Grades

Marking scale: Fail, E, D, C, B, A.

The grade for a non-passing result is Fail. The student's performance is assessed with reference to the learning outcomes of the course. For the grade of E the student must show acceptable results. For the grade of D the student must show satisfactory results. For the grade of C the student must show good results. For the grade of B the student must show very good results. For the grade of A the student must show excellent results. For the grade of Fail the student must have shown unacceptable results.

The final grade for the course is based on the final project. Active participation in seminars, and the individual and group assignments are exempt from the grading scale above. The grades for these components are Pass or Fail. For the grade of Pass, the student must show acceptable results. For the grade of Fail, the student must have shown unacceptable results. In order to pass the course, the student has to be awarded at least an E on the graded assignment and a "pass" on the ungraded Assignments.

At the start of the course, students are informed about the learning outcomes stated in the syllabus and about the grading scale and how it is applied on the course.

## Re-examination opportunities

The course includes opportunities for assessment at a first examination, a re-sit close to the first examination and a second re-sit for courses that have ended during that school year. Two further re-examinations on the same course content are offered within a year of the end of the course. After this, further re-examination opportunities are offered but in accordance with the current course syllabus.

## Plagiarism

All final papers will be automatically checked by software and by the graders to detect plagiarism of any sort. Plagiarism constitutes a severe offence in academia, as it means using another person's ideas without admitting to it. Please see appendix I in this guide for more information.

# Your teachers

**Ekatherina Zhukova** is a researcher at the Department of Political Science and your course coordinator for SIMM48. Her research interests include feminist foreign policy, humanitarianism and development, disaster and crisis, and qualitative research methodology. She is currently working on a research project on Sweden's feminist foreign policy. She has done research on humanitarian projects to disaster survivors, particularly children of the Chernobyl (1986) and Fukushima (2011) nuclear disasters. She is a founding member of the Anthropology of Humanitarianism Network at the European Association of Social Anthropologists. She has a PhD in Political Science from Aarhus University in Denmark. She has taught courses on qualitative research methodology at Aarhus University, University of Southern Denmark, and University of Vienna. She has previously held research positions at Aarhus University, University of Copenhagen, Lund University, and Yale University.



**Ekatherina Zhukova**  
(course coordinator)

[ekatherina.zhukova@svet.lu.se](mailto:ekatherina.zhukova@svet.lu.se)

**Alicia Fjällhed** is a PhD-student at the Department of Strategic Communication and one of the teachers in SIMM48. She will appear in the second half of the course as one of your guides to the coding software NVivo, which she also uses in her own research projects. As one with a research interest in strategic communication, Alicia studies the type of communication which seeks to impact how people think, feel and behave. More specifically, her own projects center around unethical practices of strategic communication as captured in discussions on phenomena such as fake news, disinformation, and election interference. Besides teaching and research, Alicia also has a strong commitment in providing support to public authorities within and outside of Sweden on how to understand, identify and counter the problem of unethical strategic communication.



**Alicia Fjällhed**  
[alicia.fjallhed@isk.lu.se](mailto:alicia.fjallhed@isk.lu.se)

**Maria Ruiz** is a lecturer at the Critical Animal Studies course at the Department of Communication and Media at Lund University and a PhD-student at Pompeu Fabra University in Barcelona (Spain). María will be in the second half of the NVivo course as one of your guides to this coding software. Her dissertation (in Communication) is about the lobbies and think tanks of the European dairy industry. She is a member of the research group CritiCC (<https://www.upf.edu/web/criticc>), and of the Centre for Animal Ethics (<https://www.upf.edu/web/cae-center-for-animal-ethics>).

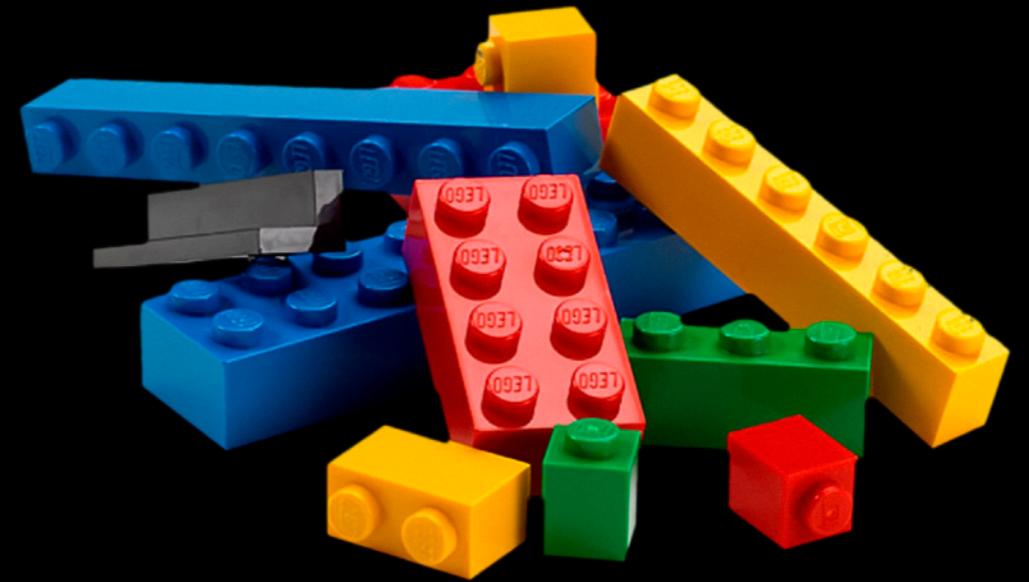


**Maria Ruiz**  
[maria.ruiz@kom.lu.se](mailto:maria.ruiz@kom.lu.se)

# COURSE RESOURCES

In this section we present the course literature and other course resources. This section is to help you to orient yourself in different types of readings and their functions in the course.

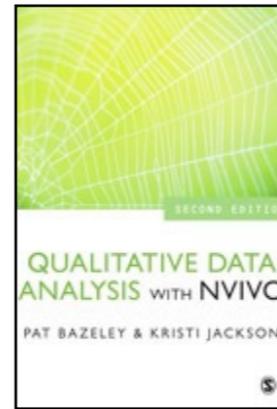
If download links fail, books and articles will be locatable via LUBSearch



Bazeley, Patricia and Kristi Jackson. 2013. *Qualitative Data Analysis with NVivo*. SAGE.

**From the blurb:** This straightforward, jargon-free book provides an invaluable introduction to planning and conducting qualitative data analysis with NVivo. Written by leading authorities, with over 40 years combined experience in computer-assisted analysis of qualitative and mixed-mode data, the new edition of this best selling textbook is an ideal mix of practical instruction, methodology and real world examples.

Practical, clear and focused the book effectively shows how NVivo software can accommodate and assist analysis across a wide range of research questions, data types, perspectives and methodologies.



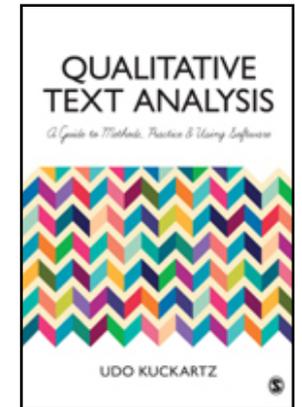
296 Pages

ISBN 9781446256565

[Publisher info](#)

Kuckartz, Udo. 2014. *Qualitative Text Analysis: A Guide to Methods, Practice & Using Software*. SAGE.

**From the blurb:** Qualitative text analysis is ideal for these types of data and this textbook provides a hands-on introduction to the method and its theoretical underpinnings. It offers step-by-step instructions for implementing the three principal types of qualitative text analysis: thematic, evaluative, and type-building. Special attention is paid to how to present your results and use qualitative data analysis software packages, which are highly recommended for use in combination with qualitative text analysis since they allow for fast, reliable, and more accurate analysis. The book shows in detail how to use software, from transcribing the verbal data to presenting and visualizing the results.



160 Pages

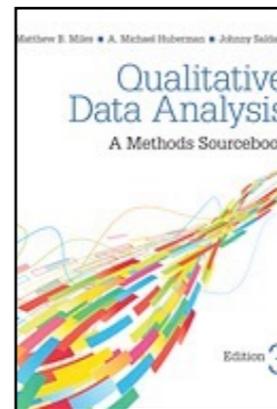
ISBN 9781446267745

[Publisher info](#)

Available online in LU library

Miles, Matthew B., A. Michael Huberman, and Johnny M. Saldana. *Qualitative Data Analysis*. 2014. SAGE.

**From the blurb:** The Third Edition of Miles & Huberman's classic research methods text is updated and streamlined by Johnny Saldaña, author of *The Coding Manual for Qualitative Researchers*. Several of the data display strategies from previous editions are now presented in re-envisioned and reorganized formats to enhance reader accessibility and comprehension. The Third Edition's presentation of the fundamentals of research design and data management is followed by five distinct methods of analysis: exploring, describing, ordering, explaining, and predicting. Miles and Huberman's original research studies are profiled and accompanied with new examples from Saldaña's recent qualitative work. The book's most celebrated chapter, "Drawing and Verifying Conclusions," is retained and revised, and the chapter on report writing has been greatly expanded, and is now called "Writing About Qualitative Research."



362 Pages

ISBN 9781452257877

[Publisher info](#)

# Course Resources – Articles / Book Chapters / Workbooks

If download links fail, articles will be locatable via [LUBSearch](#)

1. Babbie, Earl. 2004. "Chapter 5: Conceptualization, Operationalization, and Measurement." pp.118-149 in *Practice of Social Research*. 10th Ed. 2004. Wadsworth.  
Available as a hardcopy at the library
2. Bazeley, Patricia. 2013. *Qualitative Data Analysis: Practical Strategies*. London: SAGE (chapters 11-13; pp. 327-421).  
Available as a hardcopy at the library
3. Braun, V. & Clarke, V. 2012. "Thematic analysis". In H. Cooper, P. M. Camic, D. L. Long, A. T. Panter, D. Rindskopf, & K. J. Sher (Eds), *APA handbook of research methods in psychology, Vol. 2: Research designs: Quantitative, qualitative, neuropsychological, and biological* (pp. 57-71). Washington, DC: American Psychological Association.  
Download here
4. Bryman, Alan. 2012. "Chapter 13: Content Analysis." Pp. 288–308 in *Social Research Methods*, 4th Edition. Oxford; New York: Oxford University Press.  
Available as a hardcopy at the library
5. Jack, Tulia. 2020. *Qualitative Coding and Analysis using NVivo PC/MAC Workbook*. Lund University.  
Download from Canvas
6. King, Gary, Robert O. Keohane, and Sidney Verba. 1994. "CHAPTER 1: The Science in Social Science." Pp. 3–33 in *Designing Social Inquiry*. Princeton University Press.  
Available as an e-book on the library website
7. Lofland, John and Lyn H. Lofland. 1995. "Chapter 9: Developing Analysis." Pp. 181–203 in *Analyzing Social Settings: A Guide to Qualitative Observation and Analysis*. Wadsworth.  
Available as a pdf online or as a hardcopy at the library
8. Luker, Kristin. 2008. "What Is This a Case of, Anyway?" Pp. 51–75 in *Salsa Dancing into the Social Sciences: Research in an Age of Info-Glut*. Cambridge, Mass: Harvard University Press.  
Available as an e-book on the library website
9. Neuendorf, K. A. 2019. "Content analysis and thematic analysis", In P. Brough (Ed.), *Research methods for applied psychologists: Design, analysis and reporting* (pp. 211-223). New York: Routledge.  
Download here
10. Silver, Daniel. 2018. "Figure It Out!" *Sociological Methods & Research*.  
Download here

11. Swedberg, Richard. 2016. "Can You Visualize Theory? On the Use of Visual Thinking in Theory Pictures, Theorizing Diagrams, and Visual Sketches" *Sociological Theory* 34(3):250–75.  
Download here

## Course Resources – Optional

12. Bazeley, Patricia. 2013. *Qualitative Data Analysis: Practical Strategies*. London: SAGE. (Chapter 6 "Naming, organising, and refining codes")  
Available as a hardcopy at the library
13. Boyatzis, Richard E. 1998. *Transforming Qualitative Information: Thematic Analysis and Code Development*. SAGE.
14. Charmaz, Kathy. 2006. *Constructing Grounded Theory: A Practical Guide through Qualitative Analysis*. SAGE Publications.  
Available as an e-book on the library website
15. Fereday, Jennifer & Eimear Muir-Cochrane. 2006. "Demonstrating Rigor Using Thematic Analysis: A Hybrid Approach of Inductive and Deductive Coding and Theme Development", *International Journal of Qualitative Methods* 5(1): 80-92.
16. Glaser, Barney G., and Anselm L. Strauss. 1967. *The Discovery of Grounded Theory: Strategies for Qualitative Research*. Chicago: Aldine Pub. Co.
17. Strauss, Anselm L. 1987. *Qualitative Analysis for Social Scientists*. Cambridge: Cambridge University Press.
18. Saldana, Johnny. 2015. *The Coding Manual for Qualitative Researchers*. 3rd edition. Los Angeles; London: SAGE Publications Ltd. (Chapter 3 "First cycle coding methods")  
Available as a hardcopy at the library

## Course Resources – Electronic

19. Introduction to Social Science Research (30 min):  
<https://www.youtube.com/watch?v=lJofS0JYIT8>
20. Conducting a Content Analysis (14 min):  
<https://www.youtube.com/watch?v=tBbGCCQnxqys>
21. Defining Valid and Reliable Codes: Qualitative Research Methods (3 min):  
<https://www.youtube.com/watch?v=M87a9YURPFY>

22. Fundamentals of Qualitative Research Methods: Scientific Rigor (Module 6) (8 min):  
[https://www.youtube.com/watch?v=7m0LVHK8a94&list=PLqHnHG5X2PXCcCMYn3\\_EzugAF7GKN2poQ&index=6](https://www.youtube.com/watch?v=7m0LVHK8a94&list=PLqHnHG5X2PXCcCMYn3_EzugAF7GKN2poQ&index=6)
23. Grounded Theory - Core Elements. Part 1 (4 min):  
[https://www.youtube.com/watch?v=4SZDTp3\\_New&list=PL8CB91CC62C1C2C7E&index=2&t=0s](https://www.youtube.com/watch?v=4SZDTp3_New&list=PL8CB91CC62C1C2C7E&index=2&t=0s)
24. Grounded Theory - Core Elements. Part 2 (6 min):  
[https://www.youtube.com/watch?v=dbntk\\_xeLHA](https://www.youtube.com/watch?v=dbntk_xeLHA)
25. Grounded Theory - Open Coding Part 1 (6 min):  
[https://www.youtube.com/watch?v=gn7Pr8M\\_Gu8](https://www.youtube.com/watch?v=gn7Pr8M_Gu8)
26. Grounded Theory - Open Coding Part 2 (8 min):  
[https://www.youtube.com/watch?v=vi5B7Zo0\\_OE](https://www.youtube.com/watch?v=vi5B7Zo0_OE)
27. Grounded Theory - Open Coding Part 3 (7 min):  
<https://www.youtube.com/watch?v=n-EomYWkxcA>
28. Grounded Theory - Open Coding Part 4 (9 min):  
<https://www.youtube.com/watch?v=AwmDRh5l7ZE>
29. Grounded theory - Axial Coding (7 min):  
[https://www.youtube.com/watch?v=s65aH6So\\_zY](https://www.youtube.com/watch?v=s65aH6So_zY)
30. Grounded Theory - Selective coding (4 min):  
<https://www.youtube.com/watch?v=w9BMjO7WzmM>
31. Grounded Theory - Line-by-line Coding (6 min):  
[https://www.youtube.com/watch?v=Dfd\\_U-24egg](https://www.youtube.com/watch?v=Dfd_U-24egg)
32. Grounded theorists and some critiques of grounded theory (7 min):  
[https://www.youtube.com/watch?v=hik-NKtI\\_vY](https://www.youtube.com/watch?v=hik-NKtI_vY)
33. How to Know You Are Coding Correctly: Qualitative Research Methods (3 min):  
<https://www.youtube.com/watch?v=iL7Ww5kpnIM>
34. Iteration is Research in Action (5 min):  
<https://www.youtube.com/watch?v=48gpD05PVc8>
35. New version of Nvivo (for PC users) – video “Intro & Import” (17 min):  
<https://www.qsrinternational.com/nvivo-qualitative-data-analysis-software/resources/on-demand-webinars/the-new-nvivo>
36. New version of Nvivo (for MAC users) – videos “Intro & Import” (4 min) –  
<https://help-nv.qsrinternational.com/20/mac/Content/tutorials/tutorial-01-intro-import.htm>
37. New version of Nvivo (for PC users) – video “Organize” (31 min):  
<https://www.qsrinternational.com/nvivo-qualitative-data-analysis-software/resources/on-demand-webinars/the-new-nvivo>
38. New version of Nvivo (for MAC users) – video “Organize” (11 min) –  
<https://help-nv.qsrinternational.com/20/mac/Content/tutorials/tutorial-02-organize.htm>
39. New version of Nvivo (for PC users) – video “Explore” (16 min):  
<https://www.qsrinternational.com/nvivo-qualitative-data-analysis-software/resources/on-demand-webinars/the-new-nvivo>
40. New version of Nvivo (for MAC users) – video “Explore” (4 min) –  
<https://help-nv.qsrinternational.com/20/mac/Content/tutorials/tutorial-03-explore.htm>
41. NVivo 12 (for PC users) - videos 1-10 (55 min):  
[https://www.youtube.com/playlist?list=PLjCDy\\_BmhjHJsZnHXpMMC7OVUr7BcpgX8](https://www.youtube.com/playlist?list=PLjCDy_BmhjHJsZnHXpMMC7OVUr7BcpgX8)
42. NVivo 12 tutorial (for MAC users) - videos 1-2 (15 min):  
<https://www.youtube.com/playlist?list=PLb-j-OgOXpVCbLbQzBat0FelaGxE85ff0>
43. NVivo 12 (for PC users) - videos 11-16 (35 min):  
[https://www.youtube.com/playlist?list=PLjCDy\\_BmhjHJsZnHXpMMC7OVUr7BcpgX8](https://www.youtube.com/playlist?list=PLjCDy_BmhjHJsZnHXpMMC7OVUr7BcpgX8)
44. NVivo 12 tutorial (for MAC users) - video 4 (5 min):  
<https://www.youtube.com/playlist?list=PLb-j-OgOXpVCbLbQzBat0FelaGxE85ff0>
45. NVivo 12 (for PC users) - videos 17-25 (60 min):  
[https://www.youtube.com/playlist?list=PLjCDy\\_BmhjHJsZnHXpMMC7OVUr7BcpgX8](https://www.youtube.com/playlist?list=PLjCDy_BmhjHJsZnHXpMMC7OVUr7BcpgX8)
46. NVivo 12 tutorial (for MAC users) - video 5 (6 min):  
<https://www.youtube.com/playlist?list=PLb-j-OgOXpVCbLbQzBat0FelaGxE85ff0>
47. Qualitative Research Designs (35 min):  
<https://www.youtube.com/watch?v=gESfZGSd2t8>
48. Reliability, validity, generalizability and credibility. Pt .1 of 3: Research Quality (39 min):  
<https://www.youtube.com/watch?v=4NQHeI8GD54>
49. The Cycles of Coding: Qualitative Research Methods (4 min):  
<https://www.youtube.com/watch?v=oufGDGpFQmo>
50. The Quality of Qualitative Research. Part 2 of 3 on Research Quality and the Research Process (9 min):  
[https://www.youtube.com/watch?v=dGeh\\_foiwu0](https://www.youtube.com/watch?v=dGeh_foiwu0)
51. The Process of Research. Part 3 of 3 on Research Quality and the Research Process (21 min):  
<https://www.youtube.com/watch?v=zCdS5Zy5CNE>
52. Thematic analysis - an introduction (1 hour):  
<https://www.youtube.com/watch?v=5zFcC10vOVY>
53. What is a Code?: Qualitative Research Methods (3 min):  
[https://www.youtube.com/watch?v=BAKRKZq\\_Ebo](https://www.youtube.com/watch?v=BAKRKZq_Ebo)
54. Why Do We Code?: Qualitative Research Methods (2 min):  
<https://www.youtube.com/watch?v=0usNyQKIMNU>

55. What Does Coding Look Like?: Qualitative Research Methods (4 min):  
<https://www.youtube.com/watch?v=phXssQBCDls>
56. When to Stop Gathering Qualitative Data: Qualitative Research Methods (2 min):  
<https://www.youtube.com/watch?v=ysuieMxuZ3o>
57. Writing memos for qualitative research (32 min):  
<https://www.youtube.com/watch?v=eXj4QiyZl50>

## Course Resources – Electronic Optional

58. What is Qualitative Inquiry by Martyn Hammersley (19 min):  
<https://www.youtube.com/watch?v=kW5nCIaHSsQ>

# COURSE OVERVIEW

A detailed description of the course content, including work tasks.



# Your course at a glance

| TIME   | COURSE ACTIVITY  |
|--|--|
| 3/5, asynchronous  | <b>Lecture 1</b>   Ekatherina Zhukova<br>Introductory lecture & self-study<br>What is qualitative research? Strengths and weaknesses                     |
| 4/5, asynchronous  | <b>Deadline</b>   Ekatherina Zhukova<br>Self-study & Submission Tasks 1+2<br>What is "quality" in qualitative research? A good research question         |
| 5/5, 13.15-15.00 (Group 1) & 15.15-17.00 (Group 2)   | <b>Seminar 1</b>   Ekatherina Zhukova<br>Tasks 1+2, qualitative research and research questions  |
| 6/5, asynchronous  | <b>Deadline</b>   Ekatherina Zhukova<br>Self-study & Submission Task 3<br>What is coding in qualitative research? Grounded theory                        |
| 7/5, 13.15-15.00 (Group 1) & 15.15-17.00 (Group 2)   | <b>Seminar 2</b>   Ekatherina Zhukova<br>Task 3 and grounded theory  |
| 10/5, asynchronous   | <b>Deadline</b>   Ekatherina Zhukova<br>Self-study & Submission Task 4<br>What is coding in qualitative research? Content analysis and thematic analysis |
| 11/5, 08.15-10.00 (Group 1) & 10.15-12.00 (Group 2)  | <b>Seminar 3</b>   Ekatherina Zhukova<br>Task 4 and content and thematic analysis  |
| 12/5, asynchronous   | <b>Deadline</b>   Ekatherina Zhukova<br>Self-study & Submission Task 5<br>What are memos, iterative analysis, and fieldnotes?                            |
| 17/5, 08.15-10.00 (Group 1) & 10.15-12.00 (Group 2)  | <b>Seminar 4</b>   Ekatherina Zhukova<br>Seminar/ workshop & Submission Assignment 1<br>Task 5, memos, Assignment 1 drafts                               |
| 18/5, asynchronous   | <b>Individual Studies</b>   Alicia Fjällhed & Maria Ruiz<br>NVivo: Creating a new project and importing files  |
| 19/5, asynchronous   | <b>Deadline</b>   Alicia Fjällhed & Maria Ruiz<br>Self-study & Submission Task 6<br>NVivo: File and case classifications                                 |
| 20/5, 13.15-15.00 (Group 1) & 15.15-17.00 (Group 2)  | <b>Workshop 1</b>   Alicia Fjällhed & Maria Ruiz<br>Task 6, classifications in NVivo, upcoming Assignment 2  |
| NB. Regularly check the course lesson plan online for potential schedule alterations and to locate relevant classrooms |  |

| TIME   | COURSE ACTIVITY  |
|--|--|
| 21/5, asynchronous   | <b>Deadline</b>   Alicia Fjällhed & Maria Ruiz<br>Self-study & Submission Task 7<br>NVivo: Nodes and coding  |
| 24/5, 09.15-10.00, 10.15-12.00 (Group 1), 13.15-15.00 & 15.15-16.00 (Group 2)  | <b>Troubleshooting Meetings</b>   Alicia Fjällhed / Maria Ruiz<br><b>Workshop 2</b>   Alicia Fjällhed / Maria Ruiz<br>Task 7, coding and nodes in NVivo, upcoming Final Paper and "Oral Exam"            |
| 25/5, by 18.00   | <b>Deadline</b>   Alicia Fjällhed & Maria Ruiz<br>Submission Assignment 2  |
| 26/5, asynchronous   | <b>Individual Studies</b>   Alicia Fjällhed & Maria Ruiz<br>How can NVivo help you work with your theory?  |
| 27/5, 09:15-10:00, 10:15-12:00 (Group 1), 13:15-15:00 & 15:15-16:00 (Group 2)  | <b>Troubleshooting Meetings</b>   Alicia Fjällhed / Maria Ruiz<br><b>Seminar/Workshop 3</b>   Alicia Fjällhed / Maria Ruiz<br>Relationship between NVivo and theory in qualitative research              |
| 28/5, asynchronous   | <b>Individual Studies</b>   Alicia Fjällhed & Maria Ruiz<br>Practicing queries, visualizations, and catching up  |
| 31/5, asynchronous   | <b>Individual Studies</b>   Alicia Fjällhed & Maria Ruiz<br>Finalizing your full draft of the reflection paper, preparing for the "oral exam"  |
| 1/6, 09:15-10:00, 10:15-12:00 (Group 1), 13:15-15:00 & 15:15-16:00 (Group 2)   | <b>Troubleshooting Meetings</b>   Alicia Fjällhed / Maria Ruiz<br><b>Workshop 4</b>   Alicia Fjällhed / Maria Ruiz<br>Discussing your full draft of the reflection paper, practicing for the "oral exam" |
| 2/6, asynchronous  | <b>Individual Studies</b>   Alicia Fjällhed & Maria Ruiz<br>Finalizing your reflection paper, preparing for the "oral exam"  |
| 3/6, 08.15-12.00 & 13.15-17.00   | <b>Final Seminar</b>   Alicia Fjällhed, Ekatherina Zhukova & Maria Ruiz<br>Oral Exam   |
| 4/6, 08.15-12.00 & 13.15-17.00   | <b>Final Seminar &amp; Hand in</b>   Alicia Fjällhed, Ekatherina Zhukova & Maria Ruiz<br>Oral Exam & Submission Final Paper  |
| 28/6 by 24:00  | <b>Re-examination hand in</b>   Ekatherina Zhukova<br>Submission Final Paper   |
| 2/8 by 24:00   | <b>Re-examination hand in</b>   Ekatherina Zhukova<br>Submission Final Paper   |
| NB. Regularly check the course lesson plan online for potential schedule alterations and to locate relevant classrooms |  |

# Course details

## Week 18: Qualitative Analysis & Research Design

### Greetings all, and welcome to our course!

We have selected to lay out the course day by day below - each day has a small task to help keep you on track, and each task builds toward either preparation for a seminar, a workshop, or your final assignment for the course.

As this course runs in a hybrid format (seminars/workshops online on Zoom, while class preparations and assignments as self-studies), we have opted, as much as possible, to use extant A/V content rather than recording our own lectures. You will see lots of outside experts popping up here on video, along with those you'll find in the readings. Treat the video content like you would a lecture - follow along, take notes as necessary - and think of them just as you would in a face-to-face class: they are meant to complement the readings.

Before you get started, you'll want to establish a notebook for this course: this can be a single Word document, a physical notebook, a Google doc, a naming convention in Evernote, a pile of notecards in a recipe box: whatever works for you, as long as you can "hand in" some pieces of your notebook on Canvas when it's necessary (cut and paste, upload files, take photos of your notecards, etc.).

Each day you will have a task to complete, and these should all go into your notebook, along with your notes from readings and lectures, research memos, and jottings towards your final project. Most days we will assign a small task - something to think about, a few sentences to write. Sometimes we will ask you to hand in some version of these as preparation for a seminar/workshop, and sometimes they will feed into larger assignments. Use them to orient your readings and lecture-watching and to prepare for conversations in seminars/workshops!

### Before you start, we ask you to:

- \* Download NVivo on your laptop – even though we spend the first two weeks uncovering the specifics of qualitative research, do not wait until the last minute and get this programme set up on your computer. Make sure it is up and running before Week 20 (by Monday, May 17). The software should be available here: <http://www.lunduniversity.lu.se/current-students/it-services-support/software>. Be sure that you have received a license key and that everything seems to be working properly. Contact LU Servicedesk with any problems. We can't help you with software issues! For people coming from other Swedish universities than Lund, make sure that your university has NVivo license and you can get this program installed. Contact your LU IT Support.
- \* Browse along the whole course guide – note the important deadlines for Assignment 1 (May 17), Assignment 2 (May 25), "Oral Exam" (June 3 or 4), and Final Paper (June 4) – check what is required, so that you are familiar with what you should aim for in your progress.

**Best of luck with your learning curve!**

## Monday, May 3 (Introduction & self-study):

### What is qualitative research? Strengths and weaknesses

*Teacher:* Ekatherina Zhukova

Today we're going to take a moment to reorient ourselves to qualitative research in general - for those who might have had some time away - and to start thinking about systematicity and rigor in qualitative research generally.

#### Task 1:

As you work through the day's readings and lectures, consider the strengths and weaknesses of qualitative research generally in the social sciences. Write up a few quick bullet points - five strengths, five weaknesses - and then zoom in on an area you are particularly interested in - what kind of research questions in your discipline / subject / area are particularly well suited to qualitative inquiry? Give us two or three concrete examples.

#### For today – watch these three videos:

- \* Introduction to the course – check the video on Canvas
- \* Introduction to Social Science Research (30 min): <https://www.youtube.com/watch?v=lJofS0JYIT8>
- \* Qualitative Research Designs (35 min): <https://www.youtube.com/watch?v=gESfZGSd2t8>

#### Then read:

- \* Chapters 1-2 (pp. 3-54) in Miles, Matthew B., A. Michael Huberman, and Johnny M. Saldana. 2019. *Qualitative Data Analysis: A Methods Sourcebook*.

Most days we will list secondary / optional / recommended readings, videos, and other materials. These are optional! But they are good sources, if you want to go in-depth on a particular issue, learn more about specific approaches, or find out competing views on central concerns. Today's recommended materials include:

- \* Chapters 1-2 (pp. 1-36) in Kuckartz, Udo. 2014. *Qualitative Text Analysis: A Guide to Methods, Practice & Using Software*.
- \* What is Qualitative Inquiry by Martyn Hammersley (19 min): <https://www.youtube.com/watch?v=kW5nCIaHSsQ>

## Tuesday, May 4 (Self-study & submission)

### What is “quality” in qualitative research? A good research question

Now that we have all had a refresher on the strengths + weaknesses of qualitative research, we are going to zoom in on issues of quality: reliability, validity, generalizability, and the like. We will also start thinking about research questions - what a good one looks like and how to develop them. Today's materials include about an hour of lectures and some advanced readings - take your time with them! Tomorrow we will meet for seminar and you will have a day off from readings and video-lectures - so take your time today to really sit with the materials and think through tasks 1+2.

#### Task 2:

Consider the ways that we use different analytical strategies for different purposes: description, comparison, and theory development, among other things. Also, consider that different forms of research questions imply different strategies. In Task 1 (Monday, May 3) you came up with a few research questions from your area of interest. Today, pick one of these, or develop a new research question based on your interests. Write down that research question clearly, and then write up a few sentences on the kinds of analytical strategies that would make sense - what kinds of data might you need? How might you approach that data?

To prepare for our seminar tomorrow (Wednesday, May 5), pull your responses from Task 1 and Task 2 into your seminar group's discussion forum by 24:00 tonight (i.e., Tuesday, May 4) – you will find the link to each group's forum on Canvas. Come to seminar having considered these past days' readings and lectures and ready to chat!

#### Today – watch three videos:

- \* Reliability, validity, generalizability and credibility. Pt .1 of 3: Research Quality (39 min): <https://www.youtube.com/watch?v=4NQHeI8GD54>
- \* The Quality of Qualitative Research. Part 2 of 3 on Research Quality and the Research Process (9 min): [https://www.youtube.com/watch?v=dGeh\\_foiwu0](https://www.youtube.com/watch?v=dGeh_foiwu0)
- \* The Process of Research. Part 3 of 3 on Research Quality and the Research Process (21 min): <https://www.youtube.com/watch?v=zCdS5Zy5CNE>

#### Then read:

- \* King, Gary, Robert O. Keohane, and Sidney Verba. 1994. “The Science in Social Science.” Pp. 3–33 in *Designing Social Inquiry*. Princeton University Press.
- \* Babbie, Earl. 2004. “Conceptualization, Operationalization, and Measurement.” Pp. 118–149 in *Practice of Social Research*. Wadsworth.

#### Then watch this video:

- \* Fundamentals of Qualitative Research Methods: Scientific Rigor (Module 6) (8 min): [https://www.youtube.com/watch?v=7m0LVHK8a94&list=PLqHnHG5X2PXC\\_sCMYn3\\_EzugAF7GKN2poQ&index=6](https://www.youtube.com/watch?v=7m0LVHK8a94&list=PLqHnHG5X2PXC_sCMYn3_EzugAF7GKN2poQ&index=6)

And if you would like to get ahead of the curve a bit (or you are struggling with this whole “research question” thing), you can get started on Thursday's (May 6) readings, which will include this:

- \* Luker, Kristin. 2008. “What Is This a Case of, Anyway?” Pp. 51–75 in *Salsa Dancing into the Social Sciences: Research in an Age of Info-Glut*. Cambridge, Mass: Harvard University Press.

## Wednesday, May 5 (Meet on Zoom)

### Seminar Day

*Teacher:* Ekatherina Zhukova

Today we will have a 2-hour seminar to discuss our work so far and to think about the weeks ahead.

BEFORE YOUR SEMINAR (by 24:00 on May 4), please add tasks 1+2 - as one entry - to the discussion forum for your group on Canvas (Zoom link for the seminar is posted on Canvas). Take the time to look at other people's entries - you might learn something! Be prepared to discuss your tasks 1+2 with your peers.

#### What happens if you fail to attend this event?

What to hand in: Tasks 1+2, plus reply to three other course participants' posts on the same assignment (replies should be no shorter than 200 words per each post)

How to hand in: Post on Canvas under the relevant discussion forum (where all other course participants have posted their Tasks 1+2)

When to hand in: by May 17, 24:00

## Thursday, May 6 (Self-study & submission)

### What is coding in qualitative research? Grounded theory

Today we will revisit the issue of research questions and start talking about coding.

There are MANY approaches to qualitative data analysis, and because this course is brief, we can only scratch the surface. We have decided to focus on three specific approaches to data analysis in this course: grounded theory, content analysis, and thematic analysis. These are all widely used approaches and are compatible with CAQDAS software.

This means that going forward you will likely want to choose one of these approaches (or a considered combination of approaches). Some of you may already have another analytical approach “under your belt” - especially those of you currently working on or beyond your PhD thesis - and once we get to working with NVivo, you should feel free to adapt this course to your own project. For the rest of this week and next week, though - when we will focus on hand coding - we ask you to pick an approach and stick with it: grounded theory, content analysis, or thematic analysis. Learn all three, and pick one for your exercises. We think it is worthwhile to work through data together, to discuss codes with collaborators, and to test things out in this way. So for the next 10 days or so, we will be working with sample data and you will take on the blazer of the grounded theory / content analysis / thematic analysis researcher.

Today we are going to focus on **Grounded Theory**, and that's what we will plan to discuss in tomorrow's seminar. Monday (May 10) we will think about content analysis and thematic analysis, and we will focus on those approaches in Tuesday's seminar (May 11); then we will be off to the races with some sample data and some hand coding exercises for the rest of next week. Get your multicolored highlighters and your tape flags ready. For now:

#### Task 3:

**3a:** Reconsider the research question that was your focus in Task 2 (Tuesday, May 4), in light of our discussions in seminar and Luker's text that you will read today. Are there ways that you could improve that question? Make it more precise, more interesting, more answerable?

**3b:** Write up a quick definition of grounded theory analysis in your own words - be clear and precise, but feel free to include your own voice. Do you think replication would be impossible? Write that, and explain yourself! Do you think this is the One True Way? Write that, and explain yourself! Think of this as a little precis on grounded theory analysis - define it in your own terms, and write up a few notes on it in your own voice.

**By 24:00 tonight** (i.e., Thursday, May 6), paste Task 3A+3B as one entry into the relevant discussion forum on Canvas before seminar tomorrow.

#### For today – read:

\* Luker, Kristin. 2008. “What Is This a Case of, Anyway?” Pp. 51–75 in *Salsa Dancing into the Social Sciences: Research in an Age of Info-Glut*. Cambridge, Mass: Harvard University Press.

Then watch these 17 short videos:

- \* What is a Code?: Qualitative Research Methods (3 min): [https://www.youtube.com/watch?v=BAKRKZq\\_Ebo](https://www.youtube.com/watch?v=BAKRKZq_Ebo)
- \* Why Do We Code?: Qualitative Research Methods (2 min): <https://www.youtube.com/watch?v=0usNyQKIMNU>
- \* What Does Coding Look Like?: Qualitative Research Methods (4 min): <https://www.youtube.com/watch?v=phXssQBCDls>
- \* The Cycles of Coding: Qualitative Research Methods (4 min): <https://www.youtube.com/watch?v=oufGDGpFQmo>
- \* How to Know You Are Coding Correctly: Qualitative Research Methods (3 min): <https://www.youtube.com/watch?v=iL7Ww5kpnIM>
- \* When to Stop Gathering Qualitative Data: Qualitative Research Methods (2 min): <https://www.youtube.com/watch?v=ysuieMxuZ3o>
- \* Grounded Theory - Core Elements. Part 1 (4 min): [https://www.youtube.com/watch?v=4SZDTp3\\_New&list=PL8CB91CC62C1C2C7E&index=2&t=0s](https://www.youtube.com/watch?v=4SZDTp3_New&list=PL8CB91CC62C1C2C7E&index=2&t=0s)
- \* Grounded Theory - Core Elements. Part 2 (6 min): [https://www.youtube.com/watch?v=dbntk\\_xeLHA](https://www.youtube.com/watch?v=dbntk_xeLHA)
- \* Grounded Theory - Open Coding Part 1 (6 min): [https://www.youtube.com/watch?v=gn7Pr8M\\_Gu8](https://www.youtube.com/watch?v=gn7Pr8M_Gu8)
- \* Grounded Theory - Open Coding Part 2 (8 min): [https://www.youtube.com/watch?v=vi5B7Zo0\\_OE](https://www.youtube.com/watch?v=vi5B7Zo0_OE)
- \* Grounded Theory - Open Coding Part 3 (7 min): <https://www.youtube.com/watch?v=n-EomYWkxcA>
- \* Grounded Theory - Open Coding Part 4 (9 min): <https://www.youtube.com/watch?v=AwmDRh5l7ZE>
- \* Grounded Theory - Axial Coding (7 min): [https://www.youtube.com/watch?v=s65aH6So\\_zY](https://www.youtube.com/watch?v=s65aH6So_zY)
- \* Grounded Theory - Selective coding (4 min): <https://www.youtube.com/watch?v=w9BMjO7WzmM>
- \* Grounded Theory - Line-by-line Coding (6 min): [https://www.youtube.com/watch?v=Dfd\\_U-24egg](https://www.youtube.com/watch?v=Dfd_U-24egg)
- \* Grounded theorists and some critiques of grounded theory (7 min): [https://www.youtube.com/watch?v=hik-NKtI\\_vY](https://www.youtube.com/watch?v=hik-NKtI_vY)
- \* Defining Valid and Reliable Codes: Qualitative Research Methods (3 min): <https://www.youtube.com/watch?v=M87a9YURPFY>

Take quick jumping-jacks breaks in between videos and take good notes. We start with the general and go towards the advanced / in-depth. If you HATE video lectures, feel free to read the “optional” stuff below - but we recommend treating the videos as lectures instead and leaving the readings for those with a specialist interest:

- \* Glaser, Barney G., and Anselm L. Strauss. 1967. *The Discovery of Grounded Theory: Strategies for Qualitative Research*. Chicago: Aldine Pub. Co.
- \* Strauss, Anselm L. 1987. *Qualitative Analysis for Social Scientists*. Cambridge: Cambridge University Press.
- \* Charmaz, Kathy. 2006. *Constructing Grounded Theory: A Practical Guide through Qualitative Analysis*. SAGE Publications.

Good optional readings on coding in general include:

\* Chapter 3 (First cycle coding methods) in Saldana, Johnny. 2015. *The Coding Manual for Qualitative Researchers*. 3rd edition. Los Angeles; London: SAGE Publications Ltd.

\* Chapter 6 (Naming, organising, and refining codes) in Bazeley, Patricia. 2013. *Qualitative Data Analysis: Practical Strategies*. London: SAGE.

## Friday, May 7 (Meet on Zoom)

### Seminar Day

*Teacher:* Ekatherina Zhukova

Today we are going to meet to talk grounded theory. Be prepared to discuss your tasks 3a+3b with your peers. For Zoom, check the link on Canvas.

#### What happens if you fail to attend this event?

What to hand in: Tasks 3a+3b, plus reply to three other course participants' posts on the same assignment (replies should be no shorter than 200 words per each post)

How to hand in: Post on Canvas under the relevant discussion forum (where all other course participants have posted their Tasks 3a+3b)

When to hand in: by May 17, 24:00

## Week 19: Analytical Strategies & Coding in Qualitative Research

This week is dedicated to further exploring analytical strategies and coding and learning how to code a sample data manually. This is also the week where you will be doing your first course's assignment – "Assignment 1 – coding by hand" (due 17 May, by 24:00). Below is the assignment's description. Take a good look and plan for the week how you are going to address it:

### Assignment 1 - coding by hand

Assignment 1 is a hand coding assignment. You will work with an existing dataset and with a limited set of analytical strategies.

**First, pick a dataset to work with. Please choose one of these three:**

- \* Transcripts (anonymised) of interviews with diary keepers and smart journal users - [https://data.ncl.ac.uk/articles/Transcripts\\_anonymised\\_of\\_interviews\\_with\\_diary\\_keepers\\_and\\_smart\\_journal\\_users/10281548](https://data.ncl.ac.uk/articles/Transcripts_anonymised_of_interviews_with_diary_keepers_and_smart_journal_users/10281548)
- \* Managing agitation and raising quality of life (MARQUE) qualitative interviews - <https://data.mendeley.com/datasets/w9z3sbj6bp/2>
- \* Interviews with Newfoundland Fishermen on Philosophical Beliefs - <https://dataverse.scholarsportal.info/dataset.xhtml?persistentId=doi:10.5683/SP2/5PJU1N>

If you like, you can continue working with these data throughout this course. Many of you will want to switch to your own data or another dataset as we move into working with CAQDAS next week; both options are fine.

**You will need to do the following for this assignment:**

- 1) Develop a research question that will guide your inquiries. As we have discussed, this will be provisional, but you need to have a question in mind as you start! Your question can evolve over the week as you work with your data.
- 2) Choose an analytical approach (of the three we discuss in class – i.e. grounded theory, content analysis, or thematic analysis) that fits your question and take a first pass at the data using that approach. This will likely involve lots of different colored pens, strange inscriptions, tape flags, and mess. We are using the term "hand coding" here to differentiate this activity from what we do when we use a CAQDAS package like NVivo, but you don't necessarily have to print things out and spread them across your floor; many people "hand code" on their computers using software like Word or Acrobat, annotating + highlighting on their screens. We recommend printing materials out and coding with pens to get an old school feel (and to compare this later to coding in NVivo), but do what works best for you. There may be more data in the dataset you have chosen than you feel you can handle in this short amount of time; if you are selective, be clear about why and how you have made selections.
- 3) Find a way to communicate your process and findings to us by Monday (May 17) next week. Our suggestion is that you write us a brief memo (check Wednesday, May 12) outlining your research question and telling us about your process so far (<2 pages) and that you let us "see" your first-round coding either by attaching annotated documents or cameraphone photos of your printouts, or communicate it in whatever way makes sense to you.

Our experience in teaching this course is that not everyone “gets” the systematicity, rigor, and transparency that goes into social scientific approaches to coding right away, and our goal with this assignment is to be sure that everyone is on board with at least one approach to coding before we move together towards NVivo.

Plan to be well on your way towards completing this assignment by Monday's seminar (May 17). That seminar will be devoted to discussion of your draft, and this assignment is due on **Monday (May 17) by 24:00** (to submit on Canvas).

## Monday, May 10 (Self-study & submission)

### What is coding in qualitative research? Content analysis and thematic analysis

Today's readings and lectures expand our view on qualitative analysis to incorporate two more approaches: **Content Analysis** and **Thematic Analysis**. Your task for the day will be to consider these approaches on their own terms and to compare them between each other and with grounded theory approaches from last week. Tomorrow's seminar (Tuesday, May 11) will be our final all-ideas meeting about these approaches - from here all out it's all practice all the time!

#### Task 4:

**4a:** Write up brief definitions of both 1) Content Analysis and 2) Thematic Analysis in your own words. As before, be both clear + precise and let your voice shine through!

**4b:** Compare + contrast the three approaches we have discussed so far along at least on ONE dimension that you think is important in qualitative research - examples might include rigor, reproducibility, interpretive clarity, validity; the list is endless. Tell us what dimension you are focused on, explain why it is important in qualitative inquiry, and then briefly compare + contrast the three approaches along that dimension.

**4c:** Reconsider that research question that you developed in Task 2 (Tuesday, May 4) and Task 3 (Thursday, May 6). Are there changes you would make in light of our work so far? Write out your research question as it now stands, and tell us which of the three analytical approaches you think would best fit your RQ.

Before seminar tomorrow (**by 24:00 tonight** – i.e. Monday, May 10), paste Task 4A+4B+4C as one entry into the relevant discussion forum on Canvas.

For today – first watch these two videos:

- \* Conducting a Content Analysis (14 min): <https://www.youtube.com/watch?v=tBbGCQnxqys>
- \* Thematic analysis - an introduction (1 hour): <https://www.youtube.com/watch?v=5zFcC10vOVY>

Then read:

- \* Chapters 2-3 (pp. 15-64) in Kuckartz, Udo. 2014. *Qualitative Text Analysis: A Guide to Methods, Practice & Using Software*. SAGE.
- \* Braun, V. & Clarke, V. 2012. “Thematic analysis”. In H. Cooper, P. M. Camic, D. L. Long, A. T. Panter, D. Rindskopf, & K. J. Sher (Eds), *APA handbook of research methods in psychology, Vol. 2: Research designs:*

*Quantitative, qualitative, neuropsychological, and biological* (pp. 57-71). Washington, DC: American Psychological Association. - [https://www.researchgate.net/publication/269930410\\_Thematic\\_analysis](https://www.researchgate.net/publication/269930410_Thematic_analysis)

- \* Bryman, Alan. 2012. “Chapter 13: Content Analysis.” Pp. 288–308 in *Social Research Methods*, 4th Edition. Oxford; New York: Oxford University Press.
- \* Neuendorf, K. A. 2019. “Content analysis and thematic analysis”, In P. Brough (Ed.), *Research methods for applied psychologists: Design, analysis and reporting* (pp. 211-223). New York: Routledge. - [https://academic.csuohio.edu/kneuendorf/vitae/NeuendorfCA\\_TA\\_19.pdf](https://academic.csuohio.edu/kneuendorf/vitae/NeuendorfCA_TA_19.pdf)

Recommended / optional / additional materials for today include:

- \* Chapter 4 in Kuckartz, Udo. 2014. *Qualitative Text Analysis: A Guide to Methods, Practice & Using Software*. SAGE.
- \* Boyatzis, Richard E. 1998. *Transforming Qualitative Information: Thematic Analysis and Code Development*. SAGE.
- \* Fereday, Jennifer & Eimear Muir-Cochrane. 2006. “Demonstrating Rigor Using Thematic Analysis: A Hybrid Approach of Inductive and Deductive Coding and Theme Development”, *International Journal of Qualitative Methods* 5(1): 80-92.

## Tuesday, May 11 (Meet on Zoom)

### Seminar Day

*Teacher:* Ekatherina Zhukova

Today we will first discuss content and thematic analyses as two possible approaches to qualitative data analysis. You will work in groups – so have your tasks 4a+4b+4c ready with you. We will then introduce this week's assignment and datasets that you will be using to practice hand-coding using one of the three approaches discussed so far. You will work on this the rest of the week; we will have another seminar on Monday (May 17) to discuss your assignment draft, and then you will hand it in based on your hand-coded data by the end of the day on Monday (by 24:00 on May 17).

For Zoom, check the link on Canvas.

#### What happens if you fail to attend this event?

What to hand in: Tasks 4a+4b+4c, plus reply to three other course participants' posts on the same assignment (replies should be no shorter than 200 words per each post)

How to hand in: Post on Canvas under the relevant discussion forum (where all other course participants have posted their Tasks 4a+4b+4c)

When to hand in: by May 17, 24:00

## Wednesday, May 12 (Self-Study & submission)

### What are memos, iterative analysis, and fieldnotes?

Today we are going to talk about memoing, iterative analysis, and the development of fieldnotes. We trust that you have started to work with the data you are coding for Assignment 1, and today's material is intended to complement that activity and to help you think through iterative analysis generally.

#### Task 5:

As you work with your data in Assignment 1, be sure to write up jottings, notes, and memos as you go. For task 5, pick one of your research memos - this might be a place where you have reflected on the data to hand, where you have begun work towards a codebook, or where you have thought on paper about a category that is emerged or a theme you are searching for.

Due to the public holiday this week, we will be having our next seminar on Monday (May 17). Before this seminar (by 18:00 on Friday, May 14), paste your research memo (less than a page!) into the relevant discussion forum on Canvas. Please also note the dataset you have chosen and which analytical strategy you are using for this assignment. We will create small peer-review groups and notify you next day (by 18:00 on Saturday, May 15) which group you be a part of. We will ask you to read the research memos of a few other peers and provide them with comments during the upcoming seminar/workshop (Monday, May 17).

#### For today – watch these two videos:

- \* Iteration is Research in Action (5 min): <https://www.youtube.com/watch?v=48gpD05Pvc8>
- \* Writing memos for qualitative research (32 min): <https://www.youtube.com/watch?v=eXj4QiyZl50>

#### Then read:

- \* Lofland, John, and Lyn H. Lofland. 1995. "Chapter 9: Developing Analysis." Pp. 181–203 in *Analyzing Social Settings: A Guide to Qualitative Observation and Analysis*. Wadsworth.

If you be struggling with getting started coding - with the basic but important question of "what to code?" – and if the resources you have read and watched so far haven't been enough, we have two more recommendations for the rest of the week. These texts are very granular - they can read like a checklist of options or a step-by-step how-to, if you are feeling stuck:

- \* Chapter 3 (First cycle coding methods) in Saldana, Johnny. 2015. *The Coding Manual for Qualitative Researchers*. 3rd edition. Los Angeles; London: SAGE Publications Ltd.
- \* Chapter 6 (Naming, organising, and refining codes) in Bazeley, Patricia. 2013. *Qualitative Data Analysis: Practical Strategies*. London: SAGE.

## Monday, May 17 (Meet on Zoom & submission)

### Seminar / Workshop Day + Assignment 1 Due

*Teacher:* Ekatherina Zhukova

Today is a seminar day to discuss the draft of your Assignment 1 and coding progress in general. You will first peer review other peers' memos and receive peer-reviewed feedback on your own memo. You will then have an opportunity to discuss other elements of your upcoming assignment.

Remember that Assignment 1 is due today by 24:00.

Make sure that you have NVivo installed on your computer! (See instructions at the introductory page to Week 18 above).

#### What happens if you fail to attend this event?

What to hand in: Task 5, plus provide feedback to three other course participants' assignments from the group you were assigned to (feedback should be no shorter than 200 words per each assignment)

How to hand in: Post on Canvas under the relevant discussion forum (where all other course participants have posted their Task 5)

When to hand in: by May 24, 24:00

## (Rest of) Week 20: Getting Started with NVivo

This week we are going to get deep into the tech side of CAQDAS with a focus on NVivo. Over the next few weeks, we will bounce back and forth between our hunched-over-computers tech-focused selves and our more analytical, thoughtful, argumentative selves - but this week we are all going to be getting familiar with NVivo. The readings and lectures this week are going to be very tech-heavy; bear with us, because we all need some basic familiarity with the possibilities, limitations, and "feel" of NVivo before we can move forward. This week is also going to require you to be more self-directed than most – we have tried to scaffold your experience as best you can, but know that you are going to be on your own a lot this week.

As this week is really focused on getting you familiar with NVivo, there are a lot of options for learning, depending on your preferences and the way you learn best. We can break it down into three possibilities: reading texts, watching/listening to videos, and feeling your way around. We recommend that you pick TWO of these and go deep. Unfortunately, feeling your way around CAQDAS software alone will never get you where you want to be – there is too much hidden in the software and too many specific constraints and affordances built from the grounded theory tradition to really figure it out without a guide.

Today and tomorrow, get familiar with NVivo. To do this, you will need a dataset; use one of the datasets we offered for Assignment 1, or start using your own data. We recommend that MA students continue to work with one of the three datasets we have offered and that PhD students + faculty work with their own data, but do what works best for you.

Tullia Jack's NVivo Workbook in both PC/MAC can be your bible. It lays out most of what you need to know here in an easy-to-follow format, and will point you towards further information according to your interests. One of the required textbooks for this course is fundamentally an in-depth, expert-led walk through NVivo's

possibilities - Bazeley and Jackson's *Qualitative Data Analysis with NVivo*. Take this week to really soak yourself in Bazeley and Jackson. The other required text for this course - Miles, Huberman, and Saldana's *Qualitative Data Analysis: A Methods Sourcebook* - also has a lot of good information about the move into CAQDAS, though less technical how-to. Keep it by your side along with the Bazeley + Jackson, but whenever you hit an issue hit the Bazeley + Jackson first. Maybe you learn better with a screen-captured walkthrough. There is an excellent playlist from the Hull University Library: follow along, play with your data, and learn along (PC). A second set of videos we recommend was created by Billy Wong, and it's a particularly good adjunct to the Workbook (MAC). Finally, 3-Part Overview Demo Series from QSR International will provide with you videos on how to work in the latest version of Nvivo. The difference between the latest version of Nvivo and its earlier versions (12, 11, and 10) is primarily the aesthetics; the main functionalities in principle remain the same. The good thing about the new version of Nvivo though is that it bridges the divide between PC and MAC users that has been "a headache" for years.

Remember: your goal for this week is to get comfortable with NVivo's main functions and code your data so that next week we will bounce up a level of abstraction again and really talk about what we are DOING, anyway, with all this.

Below you will find instructions for Assignment 2 – it is not due until May 25 (Tuesday), but it might be good to keep in mind as you learn to use NVivo this week.

## Assignment 2 - working with NVivo

Assignment 2 is intended to orient your first attempts with NVivo - ideally, you will take notes towards this assignment throughout this week (week 20), so it won't be too tough to put it all together by the due date. The assignment will help us to get a sense of how your work with NVivo is going, and it will provide material that you can use in the reflection paper that is part of your final project for the course.

For this assignment, submit the following on Canvas (collated into a single file) **by 18:00 on May 25:**

1) 1-2 pages where you address the following questions:

- \* What is your research question?
- \* Describe the data you are using very briefly.
- \* What approach are you using to analyze your data?
- \* How did you develop your codebook? [this might involve things like: which codes did you start off with, which ones did you eliminate, merge? new codes? subcodes and over-arching codes?]
- \* How has NVivo helped or hindered your analysis so far?
- \* What are your preliminary insights, and what are you doing to check the validity + reliability of your analysis?

2) One representative research memo. Choose something that gives us some insight into your process, your struggles, and your analytical approach. This should be less than 3 pages long, and can be much shorter.

3) Your codebook as it stands so far. We know this is a draft! But we would like to see where you are at.

**We look forward to reading your work!**

## Tuesday, May 18 (Self-study)

### NVivo: Creating a new project and importing files

Your goals for the day are to learn to pull a database together and to get comfortable in NVivo.

#### Task 6a:

At the end of the day, think back on what you have done so far. Write three quick notes:

- a) What are you struggling with so far?
- b) Is there anything that seems exciting or promising here?
- c) Do you have any analytical or theoretical questions or concerns in the move from hand coding to CAQDAS?

#### For today – watch these videos:

- \* NVivo 12 (for PC users) – videos 1-10 (55 min): [https://www.youtube.com/playlist?list=PLjCDy\\_BmhjHJsZnHXpMMC7OVUr7BcpgX8](https://www.youtube.com/playlist?list=PLjCDy_BmhjHJsZnHXpMMC7OVUr7BcpgX8)
- \* New version of Nvivo (for PC users) – video “Intro & Import” (17 min): <https://www.qsrinternational.com/nvivo-qualitative-data-analysis-software/resources/on-demand-webinars/the-new-nvivo>
- \* NVivo 12 tutorial (for MAC users) - videos 1-2 (15 min): <https://www.youtube.com/playlist?list=PLb-j-OgOXpVCbLbQzBat0FelaGxE85ff0>
- \* New version of Nvivo (for MAC users) – videos “Intro & Import” (4 min) – <https://help-nv.qsrinternational.com/20/mac/Content/tutorials/tutorial-01-intro-import.htm>

#### Then read:

- \* Bazeley, Patricia and Kristi Jackson. 2013. *Qualitative Data Analysis with NVivo*. SAGE (chapters 1-4).
- \* Jack, Tulia. 2020. *Qualitative Coding and Analysis using NVivo PC/MAC Workbook*. Lund University (pp. 1-11).
- \* Miles, Matthew B., A. Michael Huberman, and Johnny M. Saldana. *Qualitative Data Analysis*. 2014. SAGE. (chapter 4).

## Wednesday, May 19 (Self-study & submission)

### NVivo: File and case classifications

Your goals for today are to classify your sources - some people will find this easy while others will struggle. This is really important in setting up your NVivo project as it will allow you to run interesting queries later on. Once you are satisfied with your classifications, go on to experiment with various strategies used to code in Nvivo, try out more kinds of data (pictures, videos, etc.), in order to start thinking about the analytical tools that NVivo offers.

#### Task 6b:

At the end of the day, think back on the same three questions we asked you to reflect on yesterday. Maybe some of those questions + concerns remain; maybe they have been entirely replaced by new ones. As of today, write a few lines about each of these issues:

- What are you struggling with so far?
- Is there anything that seems exciting or promising here?
- Do you have any analytical or theoretical questions or concerns in the move from hand coding to CAQDAS?

Before workshop tomorrow, paste your Task 6 in the discussion forum on Canvas (by 24:00 tonight, on May 19).

#### For today – watch these videos:

- \* NVivo 12 (for PC users) – videos 11-16 (35 min): [https://www.youtube.com/playlist?list=PLjCDy\\_BmhjHJsZnHXpMMC7OVUr7BcpgX8](https://www.youtube.com/playlist?list=PLjCDy_BmhjHJsZnHXpMMC7OVUr7BcpgX8)
- \* New version of Nvivo (for PC users) – video “Organize” (31 min): <https://www.qsrinternational.com/nvivo-qualitative-data-analysis-software/resources/on-demand-webinars/the-new-nvivo>
- \* NVivo 12 tutorial (for MAC users) – video 4 (5 min): <https://www.youtube.com/playlist?list=PLb-j-OgOXpVCbLbQzBat0FelaGxE85ff0>
- \* New version of Nvivo (for MAC users) – video “Organize” (11 min) – <https://help-nv.qsrinternational.com/20/mac/Content/tutorials/tutorial-02-organize.htm>

#### Then read:

Bazeley, Patricia and Kristi Jackson. 2013. *Qualitative Data Analysis with NVivo*. SAGE (chapters 5-8).

Jack, Tulia. 2020. *Qualitative Coding and Analysis using NVivo PC/MAC Workbook*. Lund University (pp. 28-35).

Tomorrow we will meet in workshop, and our next days will be focused on trying to use some of the tools that really differentiate analysis with CAQDAS from hand coding.

## Thursday, May 20 (Meet on Zoom)

### Workshop Day

*Teachers:* Alicia Fjällhed & Maria Ruiz

We will use our workshop time together to both tackle technical issues we are running into and to start talking about meatier issues. You will work in groups and discuss Task 6, so have it ready with you. Today is also probably a good day to look ahead to Assignment 2 so that you can let us know in good time if you have any questions or concerns.

For Zoom, check the link on Canvas.

#### What happens if you fail to attend this event?

What to hand in: Tasks 6a+6b, plus reply to three other course participants' posts on the same assignment (replies should be no shorter than 200 words per each post)

How to hand in: Post on Canvas under the relevant discussion forum (where all other course participants have posted their Tasks 6a+6b)

When to hand in: by June 2, 24:00

## Friday, May 21 (Self-study & submission)

### NVivo: Nodes and coding

Your goal for today is to begin to familiarize yourself with some of the tools that NVivo and CAQDAS have to offer - things that are either difficult or impossible with hand coding.

Keep coding with your nodes. Start to make code hierarchies, grouping similar codes together under umbrella or parent nodes and perhaps creating sub or children nodes. Be sure to keep memos for yourself to understand why you create the coding strategy you do. If it helps, pretend you have a co-author that will code the other half of your data and your memos is to let them know how you have decided to proceed. We will continue to work with these tools for the rest of the course, so don't worry if it seems like a lot very quickly now - we just want you to get comfortable trying things out.

#### Task 7:

Same questions as the last few days - this time, wait until you are done for the day (or the week):

- What are you struggling with so far?
- Is there anything that seems exciting or promising here?
- Do you have any analytical or theoretical questions or concerns in the move from hand coding to CAQDAS?

We will meet again for a workshop and a troubleshooting session on Monday (May 24). Before that, go to the discussion fora on Canvas and post your Task 7 (by 24:00 on Sunday, May 23).

For today – watch these videos:

- \* NVivo 12 (for PC users) – videos 17-25 (60 min): [https://www.youtube.com/playlist?list=PLjCDy\\_BmhjHJsZnHXpMMC7OVUr7BcpgX8](https://www.youtube.com/playlist?list=PLjCDy_BmhjHJsZnHXpMMC7OVUr7BcpgX8)
- \* New version of Nvivo (for PC users) – video “Explore” (16 min): <https://www.qsrinternational.com/nvivo-qualitative-data-analysis-software/resources/on-demand-webinars/the-new-nvivo>
- \* NVivo 12 tutorial (for MAC users) – video 5 (6 min): <https://www.youtube.com/playlist?list=PLb-j-OgOXpVCbLbQzBat0FelaGxE85ff0>
- \* New version of Nvivo (for MAC users) – video “Explore” (4 min) – <https://help-nv.qsrinternational.com/20/mac/Content/tutorials/tutorial-03-explore.htm>

Then read:

- \* Bazeley, Patricia and Kristi Jackson. 2013. *Qualitative Data Analysis with NVivo*. SAGE (chapters 10-11).
- \* Jack, Tulia. 2020. *Qualitative Coding and Analysis using NVivo PC/MAC Workbook*. Lund University (pp. 28-35).
- \* Miles, Matthew B., A. Michael Huberman, and Johnny M. Saldana. *Qualitative Data Analysis*. 2014. SAGE. (chapters 5-7).

This is a lot. Don't worry if it feels like a lot - it is! We'll continue to work with this material early next week, so if you don't get through it all today don't worry. In the final pages of the Jack's Workbook, there's a lot of overlap with Miles, Huberman, & Saldana's Chapter 5 on queries.

## Week 21: Continuing with NVivo

This week we will talk a little more about why you would want to try NVivo functionalities and tools, what they are good for, and when to worry that you are dazzled by the visualizations. It is also a week when you submit your Assignment 2 – working with NVivo (due Tuesday, May 25) and start thinking about your Final (Reflection) Paper (due Friday, June 4) and the “Oral Exam” (on June 3 or 4). Check out the instructions for June assignments in Week 22 below. As there still be readings to do, but no longer mini-tasks to post on Canvas this week, we recommend that you start writing your final (reflection) paper before Week 22.

### Monday, May 24 (Meet on Zoom)

#### Workshop Day and Troubleshooting

*Teachers:* Alicia Fjällhed & Maria Ruiz

Today's workshop is devoted to catching up - really getting comfortable with coding and using nodes in NVivo. We will also review both the how and the why we use NVivo, and take the day to get comfortable with the tools that NVivo has to offer. You will work in groups and discuss Task 7, so have it at hand. We will also continue discussing your Assignment 2, which is due next day (see below).

You will also have an extra session on troubleshooting – solving problems that you have struggled with in NVivo and asking questions.

You will find the Zoom link on Canvas.

#### What happens if you fail to attend this event?

What to hand in: Task 7, plus reply to three other course participants' posts on the same assignment (replies should be no shorter than 200 words per each post)

How to hand in: Post on Canvas under the relevant discussion forum (where all other course participants have posted their Task 7)

When to hand in: by June 2, 24:00

### Tuesday, May 25 (Submission)

#### Assignment 2 Due

Please upload your Assignment 2 – working with NVivo on Canvas by 18:00 today!

## Wednesday, May 26 (Self-study)

### How can NVivo help you work with your theory?

Today is a moment to step away from NVivo and think about the why of it all - to think critically about the tools that NVivo has to offer and to consider how software like it can serve your research. It is a heavy reading day, but you will not be quizzed on anything you will be reading today - the point is not to memorize what others have said but to use their arguments and reflections to interrogate your own practices and to plan for the future.

There are three texts to read today:

- \* Bazeley, Patricia. 2013. *Qualitative Data Analysis: Practical Strategies*. London: SAGE (chapters 11-13; pp. 327-421).
- \* Silver, Daniel. 2018. "Figure It Out!" *Sociological Methods & Research*.
- \* Swedberg, Richard. 2016. "Can You Visualize Theory? On the Use of Visual Thinking in Theory Pictures, Theorizing Diagrams, and Visual Sketches." *Sociological Theory* 34(3): 250–75.

As you read, think ahead about the final (reflection) paper (due June 4) you will be writing for this course, and use the readings to think through how you want to use the tools that NVivo offers going forward in your own work. There is no "task" to post on Canvas for tomorrow, but you will need to read two assignments of your peers and prepare comments that you will give them tomorrow and the seminar/workshop. You will find which peer-group you belong to and whose assignments you need to read on Canvas. You will also be able to download these assignments on Canvas.

## Thursday, May 27 (Meet on Zoom)

### Seminar / Workshop Day & Troubleshooting

*Teachers:* Alicia Fjällhed & Maria Ruiz

Today you will first work in your peer-group and give feedback to others on their assignments; you will also receive feedback from your peers on your submitted Assignment 2. We will then discuss the readings assigned for May 26 (Wednesday). Based on the readings, you will draw different models and try to visualize theory.

There will also be a troubleshooting session to help you addressing issues you are struggling with in NVivo.

For Zoom – check the link on Canvas.

#### What happens if you fail to attend this event?

What to hand in: Provide feedback to three other course participants' assignments from the group you were assigned to (feedback should be no shorter than 300 words per each assignment)

How to hand in: Post on Canvas under the relevant section (where all other course participants have posted their Assignment 2)

When to hand in: by June 2, 24:00

## Friday, May 28 (Self-study)

### Practicing queries, visualizations, and catching up

Today is a good day to catch up on anything that you may have missed in earlier classes and practice using the queries and visualization tools in NVivo. If you are all caught up and feel like you are on top of the software, we recommend beginning work on the final (reflection) paper (see instructions in Week 22 below).

Next week in workshop, we will be discussing your draft final papers as well as doing some one-on-one practice so that you feel well prepared for the "Oral Exam" meeting we will have together late next week (June 3 or 4).

## Week 22: Writing Final Paper and Preparing for “Oral Exam”

This week is the time to finish your Final (Reflection) Paper (due 18:00 on Friday, June 4) and to prepare for the “Oral Exam” (on June 3 or 4). Both tasks constitute your **final assignment for this course**. The Final Paper is a 2-page reflection paper (graded A-F); the “Oral Exam” is a 15-minute oral presentation (graded Pass/Fail), both to be completed individually. Check for the date and the time slot for your “oral exam” on Canvas.

If necessary, the first re-examination date for the Final Paper (omprov) is **Monday, June 28, by 24:00**. Submit your reflection paper on Canvas.

The second and final re-examination date (uppsamlingsprov) is **Monday, August 2, by 24:00**. Submit your reflection paper on Canvas.

Below are the instructions on the Final Paper and the “Oral Exam”.

### Instructions for your Final (Reflection) Paper

Please address the following issues in a brief (max 2 pages) reflection on the work you have done throughout the course, with an emphasis on your work in NVivo:

- \* What is the research question you have been working with? What data are you using?
- \* What analytical approach have you used since we began working with NVivo, and why did you choose that approach?
- \* How have you developed your coding strategy and your codebook?
- \* What are your preliminary findings?
- \* How have you approached issues of validity and reliability in your work?
- \* How did using NVivo help and/or hinder your analysis?

Cite sources as necessary (a good rule of thumb here might be that we would like to see at least 4-5 references). We have not been a stickler for citations in earlier assignments but we will want to see appropriate referencing here - so, for example, when you tell us that you are using a grounded theory strategy, or a thematic analysis approach, be sure to cite sources so we know exactly which version you are talking about! You will likely need at least a few citations each around theoretical/conceptual issues, previous research, and/or methodological choices you have made. Any academic referencing style is fine so long as you stick to just one.

You may attach appendices if necessary but these are not required. The reflection paper should be submitted via Canvas.

### Instructions for your “Oral Exam”

We will meet on Zoom for a 15-minute “oral exam”, where using the screen sharing function we will ask you to show us your work and we will ask you to run a few basic queries. We will discuss this oral exam at length in seminar/workshop on Tuesday (June 1) and you will have an opportunity to do a “trial run” during that seminar to be sure you are comfortable both with the technology and the kinds of questions we will be asking. There will be no trick questions! This is simply an opportunity for you to show us what you know. Below you will find the study guide with all the “Oral Exam” questions. You can use it to practice.

### Study guide for the “Oral Exam”

#### 1. Tell me about your project:

- a. What is your research question?
- b. What data have you used?
- c. How have you classified your sources? Have you used file and/or case classifications, and how have they aided in your analysis?
- d. What has your coding strategy been?

#### 2. Text query:

- a. Run a word frequency query on all your sources to find the 100 most frequent words. Add ‘and’ + ‘the’ to your stop words list. Open the word cloud and tell us a little about what comes up here – is it what you would have expected?
- b. Export the word cloud.
- c. Run a text search query based on one of the words that was prominent in your word cloud. Using the word tree discuss the context this word is used in. Which one of your sources mentions this word most?
- d. Export the word tree.

#### 3. Coding query:

- a. Run a coding query on all of your sources for one of your codes. Which sources has the most coded references?
- b. Run a coding query on all of your sources for two of your codes. First run a query for ‘any of these nodes’ and then for ‘all of these nodes’. What is the difference?
- c. Run a coding query for two of your codes that you expect to intersect – bring up some references and explain them.\* What do they say about the relationship between the two nodes?

*\* If you do not have any references that are coded to two or more nodes, this will not bring up anything.*

#### 4. Crosstab query:\*\*

- Run a crosstab query with at least three codes and two attributes. What does the 'n' in each attribute mean? How does this help understand the matrix?
- Turn on the heat map (/cell shading) – what does this show?
- What can you tell me about your result?

*\*\*If you are running an older version of NVivo and crosstab queries are not possible, please be sure you can do this with a matrix query:*

- Run a matrix coding query with at least three codes and at least three attributes. What does this represent?
- Open one of the cells and explore the references this brings up. What can you tell me about this?
- In the open references show your coding stripes. What are some of the other codes that come up for this intersection of your code and attribute?

#### 5. Bonus:

- Do these queries help you understand your data?
- Can they help answer your research question?
- Run a new query that could help build an argument.
- Can you say something about the context of this study?
- Do your results confirm theories? Do they show something different?
- How has NVivo helped or hindered your research process?

Good luck with your preparations!

## Monday, May 31 (Self-study)

### Finalizing your full draft of the reflection paper, preparing for the “Oral Exam”

Today is a day to finish a full draft of your reflection paper required as part of your final project. We will discuss these drafts in our workshop tomorrow.

Tomorrow we will also give each other small pop quizzes focused on NVivo skills – you will be asked to share your screen with a partner who will ask you to show them how to do a few basic tasks (as per the Study Guide for the “Oral Exam” above).

There is no "task" for today to post on a discussion forum in Canvas - just come to workshop tomorrow prepared to discuss your draft and oral exam questions.

## Tuesday, June 1 (Meet on Zoom)

### Workshop Day & Troubleshooting

*Teachers: Alicia Fjällhed & Maria Ruiz*

Today we will do “oral exam” practice - so be sure to come to workshop with the same tech setup you are planning to use in our final presentation meeting, and be ready to share your screen with a partner to walk them through tasks in NVivo.

Use the extra troubleshooting sessions to clarify anything you are still running into trouble with.

For Zoom, check out the link on Canvas.

#### What happens if you fail to attend this event?

What to hand in: Answer three questions of choice from “5. Bonus” in the Study Guide for the “Oral Exam” (write circa 600 words)

How to hand in: Post on Canvas under the relevant section

When to hand in: by June 4, 24:00

## **Wednesday, June 2 (Self-study)**

### **Finalizing your reflection paper, preparing for the “Oral Exam”**

Today and the rest of this week is yours to review course materials, continue practicing with NVivo, and to complete your reflection paper. Please check the schedules for Thursday (June 3) and Friday (June 4) on Canvas to find out which day and time slot are assigned for your “Oral Exam”. Be sure to hand in your reflection paper by 18:00 on June 4.

## **Thursday, June 3 (Meet on Zoom)**

### **15-min “Oral Exam”**

*Teachers:* Alicia Fjällhed, Maria Ruiz & Ekatherina Zhukova

Please check the schedule on Canvas.

## **Friday, June 4 (Meet on Zoom + submission)**

### **15-min “Oral Exam” + Final Paper due**

*Teachers:* Alicia Fjällhed, Maria Ruiz & Ekatherina Zhukova

Please check the schedule for “Oral Exam” on Canvas.

Upload your reflection paper on Canvas by 18:00 today.

# APPENDIX I

# ACADEMIC WRITING AND PLAGIARISM

## Academic honesty

Academic honesty means that you as an author are responsible for your work and that you must be able to support the statements you make. Likewise, citation and referencing must be done correctly and it is never allowed to copy, fabricate or manipulate your data. This means that everything you hand in has to be made and written by you and nobody else. If that is not the case you can be accused of plagiarism, a serious offence. The penalties for plagiarism at LU are for example suspension between 2 weeks and 6 months.

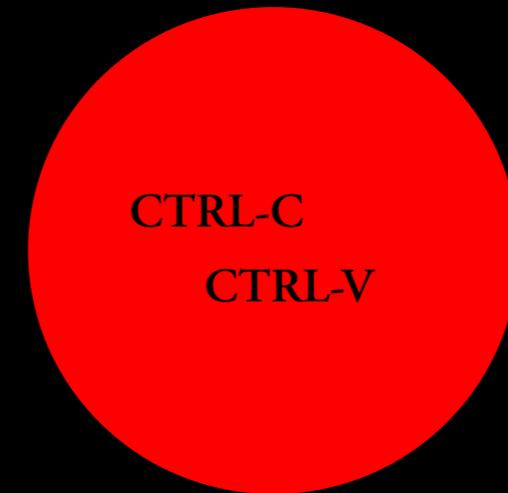
## Plagiarism – and how to avoid it

If you copy, paraphrase or translate materials from websites, or library or other sources in your written assignments or thesis without giving full and proper credit to the original author(s), you are committing plagiarism. Accusations concerning plagiarism are taken very seriously and the consequences for your academic career and professional future may be disastrous, involving not only the loss of credit for courses in which the offence occurred, but even suspension for a certain time from your degree programme, not to mention having to live with a lingering reputation for dishonesty. Submitting the work of others as if it were your own is unacceptable. Plagiarism must be understood and avoided at all costs.

Students should expect to have their papers checked for plagiarism electronically. Whenever you use the words or ideas of others, fair academic practice requires that you identify your sources fully and accurately. Simply mentioning an author's work at the beginning of a paper does not mean that you are then free to copy or paraphrase from that work; specific references must be given each time you quote or paraphrase. The fair use of evidence from primary and secondary sources is the basis of academic discourse, and abuse of this fairness undermines the very nature of scholarly research. Although plagiarism is not always illegal (since copyright laws usually presume a financial motive), it is nevertheless a form of intellectual theft and fraud. By committing plagiarism you show disrespect for the fundamental values of the academic community.

If you find yourself in doubt about quotations or your use of sources, it is always a good idea to provide full information.

To learn more about LU policy about Academic honesty visit LUB's page on Academic conduct:  
[libguides.lub.lu.se/mastersprogrammes/academicwriting](http://libguides.lub.lu.se/mastersprogrammes/academicwriting)



### Tech system note

Urkund is an automated plagiarism control system used throughout the university. It is integrated in Canvas, and will warn you if its pattern-matching algorithms has been detected something suspect (warnings will appear in Canvas when you prepare to download student assignment texts).

# APPENDIX II

# PROCESSING

# STUDENT

# COMPLAINTS

It is actually relatively rare, but it does happen that students complain about what happens in a course to the point when it is hard to know what to do. The Faculty has set up a common process for these occasions, so both students and teachers know the options. In this appendix we present the faculty guidelines in full.



# Processing of complaints from students concerning first and second cycle education at the Faculty of Social Sciences

The present document describes the processing of education-related complaints from students at the Faculty of Social Sciences.

Before students proceed with a complaint, they should find out what rules apply in various situations. Students' rights and obligations at Lund University (LU) are described in the List of students' rights (see link below). For example, the list describes what applies to the study environment, course syllabi and timetables, exams and assessment, degree projects and course evaluation. Another important document that governs education is the relevant course syllabus. It is also possible to obtain information by contacting the study advisor at the department.

Students with a complaint can primarily turn to the relevant lecturer/course director or to the programme director. In many cases the problem can be solved closest to where it arose. For further processing of a complaint, please see the flow chart below.

At LU there is a student representative to whom students with a complaint can turn for support and help. The student representative is not part of the University administration, but an independent party whose role is to support and guide the students' unions and the students in their case. The students can also obtain support and advice from the Social Sciences Students' Union. Support from the student representative or the Social Sciences Students' Union does not require membership in the students' union.

The flow chart below aims to clarify the work flow and contact people in cases of student complaints at the Faculty of Social Sciences. The fundamental principle is that a case is to be processed promptly, documented and registered according to the usual procedures. All student complaints that become cases are to be registered at LU (official document).

The description of the procedure does not prevent a student from appealing a decision pursuant to Chapter 12 of the Higher Education Ordinance (see below) or reporting LU to the Swedish Higher Education Authority. At LU, it is also possible to turn directly to the vice-chancellor according to guidelines approved on 12 March 2015 (see link below).

The procedure description/flow chart does *not* cover:

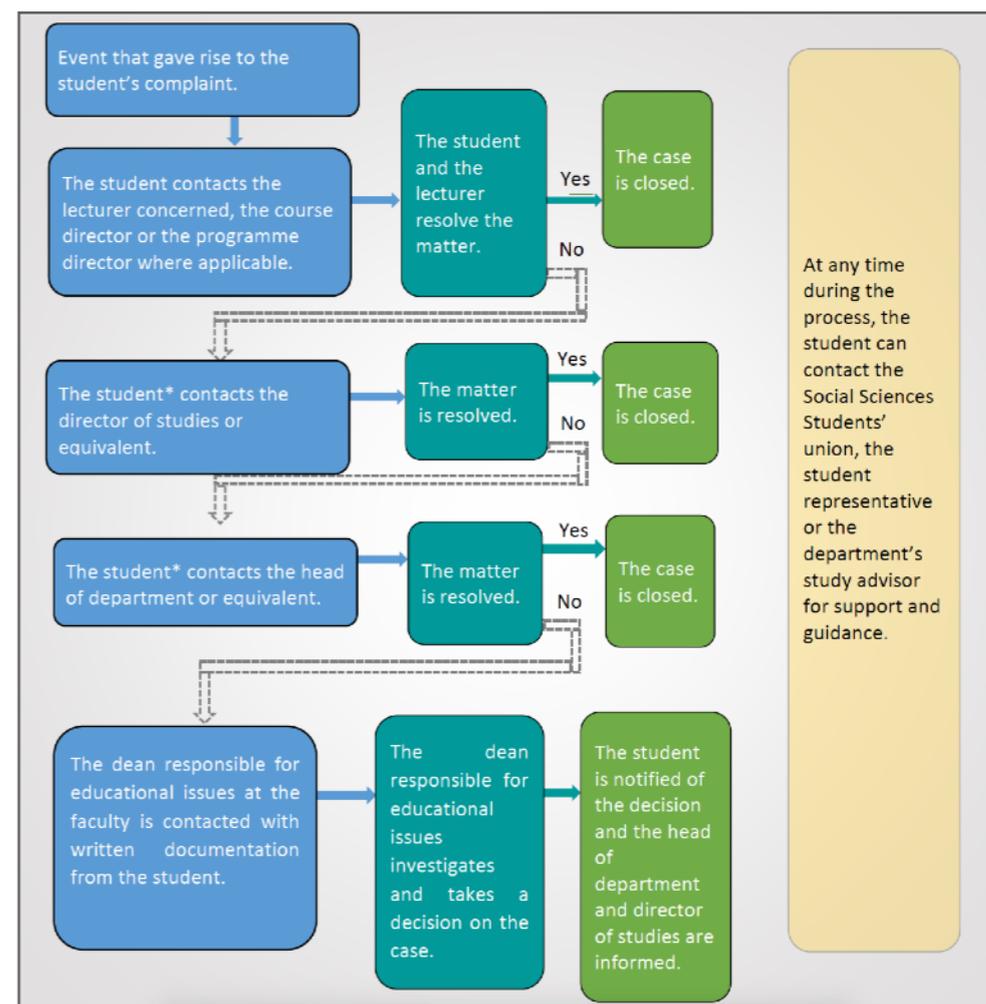
- Cases dealing with discrimination or harassment (pursuant to the Discrimination Act 2008:567 and the Work Environment Act 1977:1160). Information on where to turn for these issues is available separately (see link below).
- Cases that concern Chapter 12 of the Higher Education Ordinance: assessment of qualifications and admission, approved leave from studies, deferred entry, credit transfer

of previous studies, requests for exemption from study components and applications for degree certificates. If the decision on such matters goes against the applicant, he or she can apply to the Higher Education Appeals Board. Information on how to do this is to be attached to the decisions.

- Disciplinary matters, that are to be processed by the vice-chancellor/disciplinary board (pursuant to Chapter 10 Section 3 of the Higher Education Ordinance).
- Changes to grading decisions (pursuant to information approved on 2 December 2015, see link below).

The present document is to be published on each department's website and information about the document should be disseminated to new students at the Faculty of Social Sciences in connection with course/programme introductions. The document was produced in collaboration with the Social Sciences Students' Union.

## Processing of students' complaints at the Faculty of Social Sciences



\* The lecturer or the director of studies concerned can also choose to take unresolved issues to the next level.

# Relevant links

List of rights for students at Lund University

[www.lunduniversity.lu.se/sites/www.lunduniversity.lu.se/files/list-of-rights-lund-university.pdf](http://www.lunduniversity.lu.se/sites/www.lunduniversity.lu.se/files/list-of-rights-lund-university.pdf)

Guidelines on handling complaints from students concerning first, second and third cycle studies at Lund University (LU central document regulating these matters). Document approved on 12 March 2015.

[www.staff.lu.se/sites/staff.lu.se/files/guidelines-on-handling-complaints-from-students-concerning-first-second-and-third-cycle-studies-at-lund-university.pdf](http://www.staff.lu.se/sites/staff.lu.se/files/guidelines-on-handling-complaints-from-students-concerning-first-second-and-third-cycle-studies-at-lund-university.pdf)

How to process cases of discrimination or harassment

[www.staff.lu.se/employment/work-environment-and-health/health-and-wellness/victimisation-and-harassment](http://www.staff.lu.se/employment/work-environment-and-health/health-and-wellness/victimisation-and-harassment)

Changes to grading decisions (official document approved on 2 December 2015).

[sam.lu.se/internt/sites/sam.lu.se.internt/files/information\\_om\\_andring\\_av\\_betyg\\_-\\_2015-12-02.pdf](http://sam.lu.se/internt/sites/sam.lu.se.internt/files/information_om_andring_av_betyg_-_2015-12-02.pdf)

# APPENDIX III

# GRADUATE SCHOOL: A BRIEF HISTORY

An innovative organisational solution to the problem of managing and exploring interdisciplinarity is now a teenager, and an established part of the Faculty of Social Sciences.



# A brief history

Graduate School's story began with a push for internationalisation at Lund University prompted primarily by Sweden's adoption of the *Bologna Process* regulations. In 2004, Sweden began the process of reforming the preexisting higher education structure to follow a common European model. The Bologna Process inspired a number of new developments here at the Faculty of Social Sciences. The Faculty Leadership sought to create two-year Master's programmes in accordance with Bologna regulations as well as creating international programmes and courses on the faculty level, and it was decided that the Faculty of Social Sciences should create international master programmes at the faculty level. There already were two international master programmes in existence at the faculty – Welfare Policies and Management and International Development and Management, but those belonged to the Political Science and Human Geography departments respectively. Coordinating master programmes at the faculty level was something that had not been done before.

An advisory board comprised of representatives, usually Directors of Study from nearly every subject at the faculty, was assembled to decide which subject areas should be chosen to become international programmes and courses that might best serve the needs and interests of Social Sciences students. The response to the proposed additions was positive, particularly from departments with lower student rates. A common, faculty level master programme could be more cost effective to run than one at a single department and could even offer courses in theory and method to not only its own programme students but also to students in smaller master programmes elsewhere within the faculty, thereby allowing departments to offer a wider variety of programmes to students.

## Developing Interdisciplinarity

While the intention for the programmes to be international was a primary focus from the start, the interdisciplinary aspect of the proposed programmes came later.

The advisory board discussed the issue of how to create a faculty-wide, interdisciplinary master programme at length and decided that such programmes should be theory-based, designed to focus on a major – a primary field of study within the programme subject – and also require applicants to meet the eligibility requirements for their major. Fulfilling major requirements in one field on the bachelor's and subsequently the master's level would then allow a graduate to have the possibility to continue to a PhD.

11 different programme topics were suggested and of those, three were ultimately selected and are still the backbone of Graduate School today: the MSc Programmes in *Development Studies*, *Global Studies*, and *Social Studies of Gender*. These would be led by a Director of Studies with individual Programme Directors for each of the three programmes and a board made up of the departments participating in the interdisciplinary cooperation. Once the subject areas were decided upon, the advisory board for deciding upon faculty-level international master's education became the steering committee for the three new programmes. Among those in that committee was Kjell Nilsson, who

became the first Director of Studies of Graduate School. Franz-Mikael Rundquist would become the Programme Director for Development Studies, Catarina Kinnvall the Director for Global Studies, and Sara Goodman the Director for Social Studies of Gender.

The name "Graduate School" was decided upon, with the intention that the name should communicate its offerings to international students, and to indicate that international master level programmes and courses as well as a few international PhD courses were available there.

Graduate School welcomed its first programme students in the Autumn of 2007. Located in the Eden building, Graduate School was made up of its Director of Studies Kjell Nilsson, two administrative staff, and 9 students in Social Studies of Gender, 26 students in Global Studies, and 23 students in Development Studies.

Although the general opinion towards the newly created international, interdisciplinary programmes and courses was enthusiastic, some at the faculty were still unsure about the idea of international programmes, particularly with regards to having to teach courses in English. Initially, Graduate School sought to incentivise potentially reluctant teachers to lecture on its courses by offering them a few more teaching hours, but as time went by Graduate School was able to find more and more teachers who simply enjoyed working with international students and teaching in English.

Director of Studies Kjell Nilsson's ability to network within the faculty, garner support for and subsequently structure three unique, ambitious interdisciplinary master programmes helped to bring the concept of Graduate School to life. He and the steering committee set the stage for the next level of development for the organisation. In this period, Kristina Jönsson became the new programme director for Development Studies.

In September 2010, Lena Örnberg took the reins as Graduate School Director of Studies. The numbers of programme students had decreased since the programmes' first year, which led to some criticism as to the perceived success of the interdisciplinary programmes. Lena sought to improve both the student experience as well as numbers of students in the programmes by placing emphasis on student events and administrative structure. Teaching and administrative staff would have increased contact, such as at teaching team wrap-up meetings at the end of courses, to create more cohesion between the two groups and to relieve teaching staff of unnecessary administrative tasks. The number of students began to grow and an additional third full time administrative position was added.

## Finding (and Creating) a Physical Home

It was at this time that Graduate School moved from the Eden building to Gamla Kirurgen. There the programme would have its own classrooms and study area, separate from other departments. This fostered a feeling of "home" and a sense of belonging among Graduate School students. Events like programme introduction day, potlucks, fika, and information lunches that include both students and staff bring class cohorts together and familiarise them with staff, so students know who to turn to when in need of support.

Seeking to further improve structure and processes, the Graduate School team traveled to the University of Amsterdam in Spring 2011 to meet with colleagues there working with their interdisciplinary Master Programme in International Development Studies. While comparing programme structure and administrative processes with their Amsterdam colleagues, the Graduate School team were somewhat surprised (and pleased) to discover that their Dutch counterparts were impressed by Graduate School's thoroughness in interdisciplinarity. The difference was that the interdisciplinary focus was not limited to the makeup of the student body or the teachers – even the courses were interdisciplinary, down to mixed, interdisciplinary teaching teams on a single course. University of Amsterdam staff thought mixing teaching teams was incredibly ambitious and would not be possible at their university. Lena later remarked that this difference was a testament to the efforts made by the original steering committee that made a truly interdisciplinary Graduate School possible. This practice of interdisciplinary teaching teams continues at Graduate School today and is seen as a strength by staff and students alike.

## A Maturing Organisation

By the time Lena left her post as Director of Studies in late 2014, student numbers had risen dramatically and a place in a Graduate School programme became highly sought after by international students. Around that time Lena left, programme directors Kristina Jönsson (Development Studies) and Sara Goodman (Social Studies of Gender) stepped down from their posts. Karin Steen took over for Development Studies and Rebecca Selberg took over for Social Studies of Gender. In 2017, Rebecca stepped down and the role has now been taken on by Marta Kolankiewicz.

After Lena's departure, the remaining admin team members successfully managed programme admissions until Mikael Sundström was installed as the new Director of Studies in the spring of 2015. Since then, Graduate School has looked for complementing ways to develop, further increasing its reach by way of communications material and processes and improved overall quality of courses, particularly methods courses. Programme and course guides and the very handbook you are reading now have been designed, reworked and reformulated to provide comprehensive information with a unique, signature style. Students are kept up to date with a bi-weekly *Newsflash* email with an overview of upcoming important Graduate School information as well as interesting events and activities around the faculty and the university.

In the last five years we have also been placing extra focus on our theory and methods courses offerings. A *Methods Director* position (currently held by Shai Mulinari after a productive stint by our current programme director Chris Swader) has been introduced to keep track of and develop the various courses in theory of science and methods. The aim is to further develop the quality, design, and variety of the method courses that are offered to Graduate School students as well as many other master and PhD students. In addition, we have set about documenting all available theory and method courses at the Faculty of Social Sciences, providing a clearer overall picture of the state of theory and method courses at the faculty.

## A New Growth Period

In 2018 two momentous decisions were rendered. First, Graduate School would become the new home of the *Middle Eastern Studies* programme from 2019, with Rola El-Husseini as the designated Programme Director.

Second, Graduate School was to develop a brand new master programme, labelled *MSc in Social Scientific Data Analysis (SSDA)*, slated to start in 2021. Chris Swader is the designated Programme Director for the SSDA.

When these developments have concluded, Graduate School will have grown from 180 full-time student equivalents (*Helårsstudent*, HÅS) to 280!

# Graduate School – Our House!

Graduate School is housed in what is now known as “the old surgery clinic” (Gamla Kirurgen). Our two lecture halls (236 & 240) used to be ten-bed wards with an observation room (238) and pantry (237) sandwiched in-between. From the observation room, nurses could keep a watchful eye on recovering patients through two windows that have since been removed. The Student Lounge still has a vaguely religious look to it, and was indeed used as a church room in the past.

In 1868, the house we now inhabit finally opened for business as Lund’s main open surgery clinic. The famous and prolific architect Helgo Zettervall designed the building’s late gothic style, and although it has undergone substantial renovations in 1905, 1928 and 1978, many of his original ideas remain intact. The most notable changes in the intervening years was probably the installation of many more windows than Zettervall had opted for, and the wing extensions to increase floorspace.

Inside, changes have been much more far-reaching. Among other things, what is now the stairwell in the third floor used to be the very heart of the building as it housed the central operation theatre.

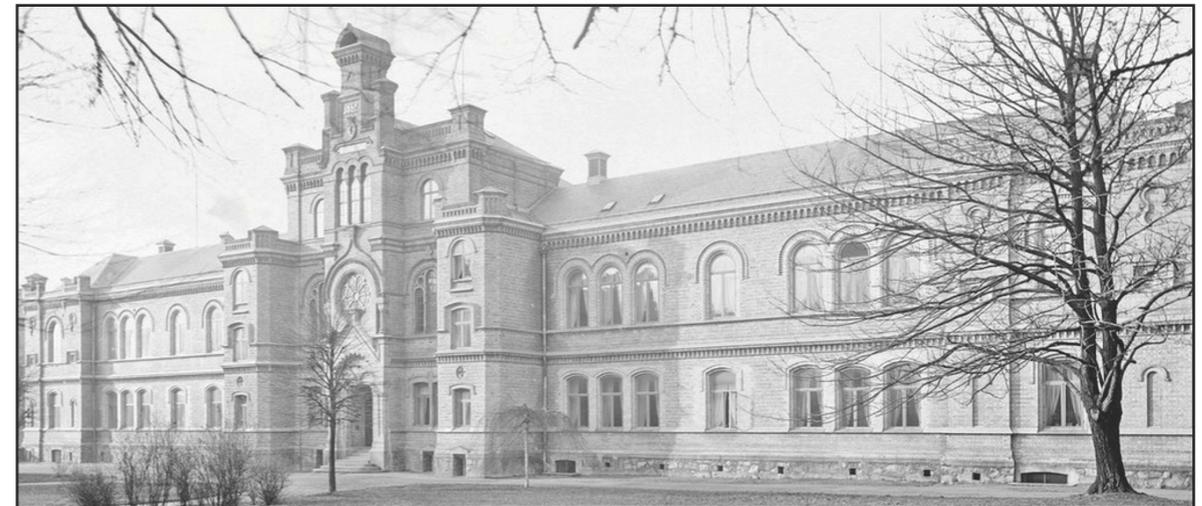
When the hospital moved to its current location in the 1970s, the old buildings were transferred to Lund University which urgently needed more space. The open surgery clinic itself was handed over in 1972, and was at that point listed as an architectural heritage structure to prevent potentially intrusive changes (this status was removed in 2005).



Helgo Zettervall (1831–1907)

Renowned architect who designed the open surgery clinic along with many other buildings around Lund, including the main university building

Over the years, the building has housed a range of University units, notably the “UB3” University Library branch on the top floor. Today it is predominantly a social science building, with the central Faculty Administration, the International Office, Graduate School and the School of Journalism as main anchors. The 150-year old is still going strong!



Picture of the surgical clinic by Per Bagge in 1906. Reproduction: University Library, Lund University.

