

Graduate School

FACULTY OF SOCIAL SCIENCES

SIMM55

Research Interviews

Version 1.0 – February 2022

GRADUATE SCHOOL METHODS COURSES

SPRING 2022



1. WELCOME

Contact info

Graduate School

e-mail: master@sam.lu.se

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Student Union

Home page: samvetet.org

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

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



Welcome to the Spring term's course

Research Interviews

The course provides a theoretical understanding of and practical training in the research interview method. The aim of the course is to provide the student with the tools they need to design, plan and execute a scientific study using the research interview method. The focus of the course is on conducting interviews, the role of the interviewer/moderator, the relationship between the interviewer and the interviewees, and practical circumstances in planning and conducting research interviews, including face-to-face interviews and online interviews, single interviews and group interviews, and elite interviews, non-elite interviews and field interviews. The course also situates research interviews within the broader methodology of social science/differentiates research interviews from other research methodologies in social science, discusses the intellectual history of the research interview method, epistemological issues relating to interviews, what research questions are appropriate studying with research interviews, ethical issues related to research interviews, and offers a brief primer on analysing interview data.

Course design

The course consists of lectures, workshops, and a final paper.

During the course, the student develops the design of a scientific study using research interviews. In order to enhance the learning experience, the students are divided into peer learning groups where the assignments are discussed and where they do exercises. The lectures introduce an overview of the interview process and theoretical concepts. The workshops allow the student to focus on/engage with the practical aspects of interviewing. The workshops concentrate on different parts of the research process, ie from designing research questions, "sample" strategies, interview guides, recruitment of participants, to conducting various types of interviews, transcribing and analysing interview data. Before each workshop, there is a mandatory assignment to be sent to the teacher and to the peer learning group.

Unless there are valid reasons to the contrary, compulsory participation is required in workshops (group work). Students who have been unable to participate due to circumstances such as accidents or sudden illness will be offered the opportunity to compensate for or re- take compulsory components. This also applies to students who have been absent because of duties as an elected student representative.

Formal learning outcomes for the course

Upon completion of the course, the student shall be able to:

Knowledge and Understanding

- demonstrate their theoretical understanding of research interviews;
- differentiate research interviews from other qualitative research methods in social science;
- identify the type of research questions that are suitable for drawing on interviewing as a research method;
- discuss research interviews as a research method in relation to different epistemologies;
- compare and contrast different types of research interviews.

Competence and skills

- design and plan research interviews;
- construct an interview guide;
- conduct focus group interviews;
- conduct in-depth interviews;
- conduct online interviews;
- analyse interview data.

Judgement and approach

- critically assess ethical issues related to research interviews;
- critically assess specific ethical issues related to interviewing individuals in vulnerable situations;
- critically reflect on the role of the interviewer in the interview process;
- critically reflect upon strengths and weaknesses of research interviews as a method of data collection in social science.

Assessment

Assessment is based on an individually written paper related to the course content and the course literature.

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.

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.

For a grade of Pass on the entire course, the student must have been awarded at least E on all assessments for which the grading scale A–E+Fail applies, and the grade of Pass on all assessments for which the grading scale Pass – Fail applies. The student must also have participated in all compulsory components.

The student's final grade on the course will be determined based on the results of the individually written paper.

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.

Detailed grading criteria below:

A

Innovative design and discussion characterised by a high level of independence. Very convincing design and discussion providing a relevant synthesis of the literature. All sections are coherent and clearly structured. Different aspects of research interviews as a data collection method are treated extensively and concisely and are compared in a nuanced way. The arguments made are easily understood and based on the course literature. The choice of perspectives is relevant and comprehensive. Conclusions are original; at times, they can provide new knowledge to the field. High level of clarity and logic in the disposition. Exquisite writing style of high academic quality. Formal requirements met in full. Very relevant prioritisation of central versus peripheral issues.

B

Interesting design and discussion demonstrating a high degree of independence. All sections are coherent. Convincing design and discussion providing a relevant synthesis of the literature. Different aspects of research interviews as a method of data collection are treated extensively and are compared in a nuanced way. The arguments made are easily understood and based on literature. The choice of perspectives is relevant and comprehensive. Conclusions are well-argued. High level of clarity and logic in the disposition. Very good writing style. Formal requirements met in full. Very relevant prioritisation of central versus peripheral issues.

C

Independent analysis. All sections are coherent. The treatment of aspects of research interviews as a data collection method is partly problematised, partly descriptive. The choice of perspectives is relevant. The arguments made are based on literature. Conclusions are well-argued. Clarity and logic in the disposition. Only a minor number of language errors. Formal requirements met in full. Relevant prioritisation of central versus peripheral issues.

D

Sections are mostly coherent. The treatment of perspectives within research interviews as a data collection method is mostly descriptive, but can to a certain extent be problematising. Relevant perspectives mostly summarised with a low level of synthesis of the literature. Conclusions are summarising rather than arguing. Some language errors. Formal requirements met with only minor errors. Mostly relevant prioritisation of central versus peripheral issues.

E

Sections are coherent to some extent. The treatment of perspectives within research interviews as a data collection method is descriptive. Weak arguments and connection to theory in the analysis. Relevant theories that are summarised. No synthesis of the literature. Conclusions are summaries. Language errors. Formal requirements met with some minor errors. Some prioritisation of central versus peripheral issues.

Fail

Learning outcomes are not achieved. One or several of the following deficiencies: lack of coherence; very weak connection to theory; no basis in literature; vague, confusing and/or unsubstantiated arguments; language errors; text does not adhere to formal requirements; inadequate prioritisation of central versus peripheral issues.

Comments

Grading criteria are global descriptions of comprehensive evaluations. The learning outcomes of the course provide the framework for evaluating the quality of the paper, assessing the following:

- analytical ability
- basis in research
- theoretical understanding
- writing style
- formal requirements

The grading criteria above are summaries of different levels of quality. The overall assessment is most important. This means that weakness in one area might be balanced by strength in another area.

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 reexamination 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

Nils Gustafsson is a political scientist and senior lecturer in strategic communication. His research interests include political aspects of social media. For the past decade, he has been doing research on the implications of social media on political participation, political communication, political parties, political activism, and civil society. He is involved in a major research project studying career effects of networking among students at Nordic business schools. he has also published writings on research methods, research ethics, and constitutional politics.

Nils currently serves as the methods coordinator of the Faculty of Social Sciences.



Nils Gustafsson
(course coordinator)

[nils.gustafsson@isk.lu.se](mailto:nilsgustafsson@isk.lu.se)

Ekatherina Zhukova is a senior lecturer 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.



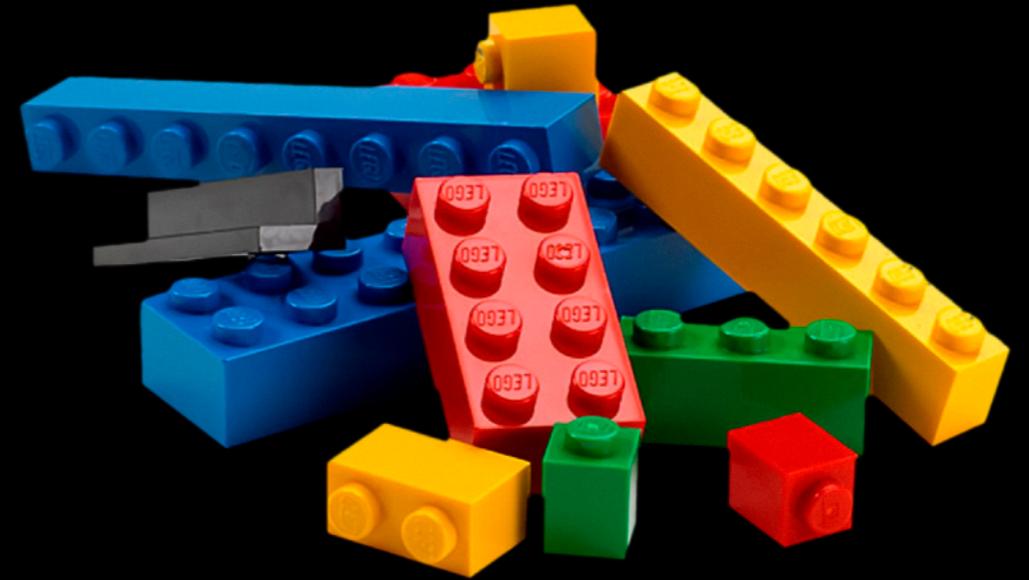
Ekatherina Zhukova

ekatherina.zhukova@svet.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.

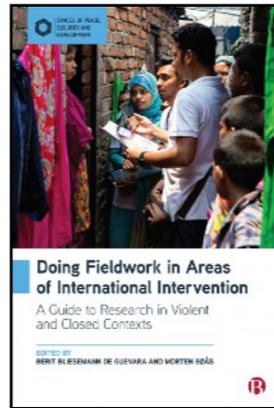
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Bliesemann de Guevara Berit, Boås Morten (2020). *Doing Fieldwork in Areas of International Intervention: A Guide to Research in Violent and Closed Contexts*. Bristol University Press.

From the blurb: Using detailed insights from those with first-hand experience of conducting research in areas of international intervention and conflict, this handbook provides essential practical guidance for researchers and students embarking on fieldwork in violent, repressive and closed contexts.

Contributors detail their own experiences from areas including the Congo, Sudan, Yemen, Bosnia and Herzegovina and Myanmar, inviting readers into their reflections on mistakes and hard-learned lessons. Divided into sections on issues of control and confusion, security and risk, distance and closeness and sex and sensitivity, they look at how to negotiate complex grey areas and raise important questions that intervention researchers need to consider before, during and after their time on the ground.



Chapter 3-4; 15; 18.
Selection includes 48 pages.

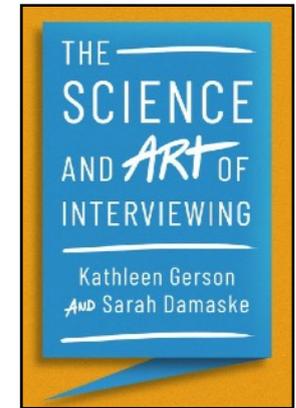
ISBN 978-1-5292-0692-0

Available as e-book

[Publisher info](#)

Gerson, Kathleen & Damaske, Sarah (2020). *The Science and Art of Interviewing*. Oxford: Oxford University Press.

From the blurb: Qualitative interviewing is among the most widely used methods in the social sciences, but it is arguably the least understood. In *The Science and Art of Interviewing*, Kathleen Gerson and Sarah Damaske offer clear, theoretically informed and empirically rich strategies for conducting interview studies. They present both a rationale and guide to the science-and art-of in-depth interviewing to take readers through all the steps in the research process, from the initial stage of formulating a question to the final one of presenting the results. Gerson and Damaske show readers how to develop a research design for interviewing, decide on and find an appropriate sample, construct a questionnaire, conduct probing interviews, and analyze the data they collect. At each stage, they also provide practical tips about how to address the ever-present, but rarely discussed challenges that qualitative researchers routinely encounter, particularly emphasizing the relationship between conducting well-crafted research and building powerful social theories. With an engaging, accessible style, *The Science and Art of Interviewing* targets a wide range of audiences, from upper-level undergraduates and graduate methods courses to students embarking on their dissertations to seasoned researchers at all stages of their careers.



304 pages.

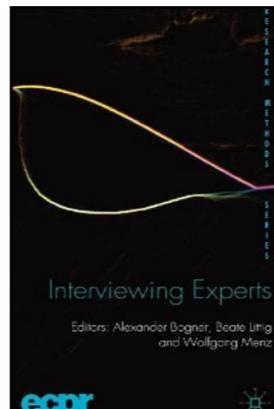
ISBN 978-0-1993-2429-3

Available as e-book

[Publisher info](#)

Bogner, Alexander, Littig, Beate, Menz, Wolfgang (eds) (2009). *Interviewing Experts*. Palgrave Macmillan, London.

From the blurb: Expert interviews are today a standard method of qualitative approach in the social sciences. It is surprising that methodological reflections about the expert interview are still lacking. This book gives a comprehensive overview of their theory and practice. The contributors are experienced theorists and practitioners of expert interviews.



Pages 15-113.
Selection includes 98 pages.

ISBN 978-0-2302-4427-6

Available as e-book

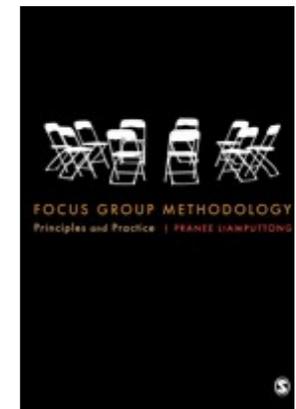
[Publisher info](#)

Liamputtong, Pranee (2011). *Focus Group Methodology: Principle and Practice*. London: Sage.

From the blurb: *Focus Group Methodology* is an introductory text which leads readers through the entire process of designing a focus group study, from conducting interviews to analysing data and presenting the findings. It also includes discussions on cross-cultural and virtual focus group.

Liamputtong presents clear, practical advice in simple terms which will be appropriate for undergraduate and postgraduate students who are undertaking research, making this an ideal starter text for anyone new to focus group research.

Like her previous book, *Researching the Vulnerable*, Liamputtong's latest work pays close attention to research ethics and will also be of great interest to researchers who are working with different social groups – such as women, men, older people, children and ethnic groups – and anybody who is engaging in cross-cultural research.



224 pages.

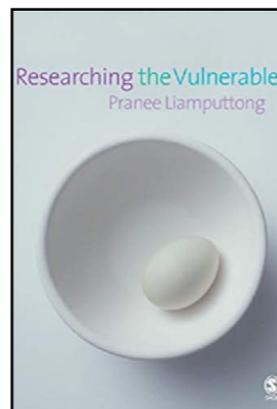
ISBN 9781473957657

Available as e-book

[Publisher info](#)

Liamputtong, Pranee (2007) *Researching the Vulnerable: A Guide to Sensitive Research Methods*. London: Sage.

From the blurb: This book is refreshing, both as an addition to the general literature and as a text that considers cultural and social issues in studies relating to improving the situation of vulnerable people . [T]his book will be a helpful, accessible and interesting resource for novice and experienced researchers alike in a number of fields' - Nurse Researcher. 'Pranee Liamputtong has offered a well organized, clear and accessible work in *Researching the Vulnerable* this book can offer very good guidance to the postgraduate student who is willing to focus in qualitative research methods, but also to an experienced researcher who may consider testing out its procedures or eventually is attempting to put into practice innovative qualitative research procedures' - Sociological Research Online. *Researching Vulnerable People* takes as its starting point the particular considerations and sensitivities of being a researcher faced with a subject group at the margins of society, and explores the ethical, practical and methodological implications of working with such groups. Pranee Liamputtong is an experienced textbook author, and in this book she attempts to explore qualitative methods using examples, drawn from around the world, from the wide variety of contexts that might count as 'researching the vulnerable'. Numerous salient points for the conduct of research within vulnerable groups of people, including ethical and moral issues, are considered, and discussed in the context of sensitive and innovative research methods.



Pages 1-117.

ISBN 978-1-8492-0986-1

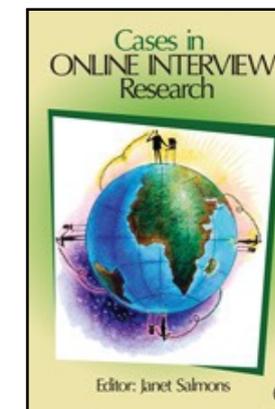
Available as e-book

[Publisher info](#)

Salmons, Janet (2012). *Cases in Online Interview Research*. London: Sage.

From the blurb: In an era of constrained research budgets, online interviewing opens up immense possibilities: A researcher can literally conduct a global study without ever leaving home. But more than a decade after these technologies started to become available, there are still few studies on how to utilize online interviews in research. This book provides 10 cases of research conducted using online interviews, with data collected through text-based, videoconferencing, multichannel meeting, and immersive 3-D environments. Each case is followed by two commentaries: one from another expert contributor, the second from Janet Salmons as editor.

A open-access companion website at <http://www.sagepub.com/salmons> provides sample syllabi, assignment ideas, links to other work by the book's contributors, and guidelines for utilizing the book's E-Interview Research Framework.



204 pages.

ISBN 978-1-5063-3515-5

Available as e-book

[Publisher info](#)

Gubrium, Jaber F, Marvasti, Amir B., McKinney, Karyn D., Holstein, James A. (2012). *Sage Handbook of Interview Research*. London: Sage.

From the blurb: The new edition of this landmark volume emphasizes the dynamic, interactional, and reflexive dimensions of the research interview. Contributors highlight the myriad dimensions of complexity that are emerging as researchers increasingly frame the interview as a communicative opportunity as much as a data-gathering format. The book begins with the history and conceptual transformations of the interview, which is followed by chapters that discuss the main components of interview practice. Taken together, the contributions to *The SAGE Handbook of Interview Research: The Complexity of the Craft* encourage readers simultaneously to learn the frameworks and technologies of interviewing and to reflect on the epistemological foundations of the interview craft.



Chapters 1, 12, 24, 27, 29, 30-33. Selection includes 123 pages.

ISBN 978-1-7826-8924-9

Available as e-book

[Publisher info](#)

Course Resources – Book Chapters

Basini H. (2016) “Doing No Harm”. Methodological and Ethical Challenges of Working with Women Associated with Fighting Forces/Ex-combatants in Liberia in *Researching War: Feminist Methods, Ethics and Politics*, ed. ATR Wibben. London ; New York: Routledge

Available on Canvas

Kvale, S. (2007) Chapter 4 – “Planning An Interview Study”, in Kvale, S. (2007). *Doing interviews*. SAGE.

Download here

Kvale, S. (2007) Chapter 5 – “Conducting An Interview”, in Kvale, S. (2007). *Doing interviews*. SAGE.

Download here

Kvale, S. (2007) Chapter 6 – “Interview Variations”, in Kvale, S. (2007). *Doing interviews*. SAGE.

Download here

Kvale, S. (2007) Chapter 7 – “Interview Quality”, in Kvale, S. (2007). *Doing interviews*. SAGE.

Download here

Kvale, S. (2007) Chapter 8 – “Transcribing Interviews”, in Kvale, S. (2007). *Doing interviews*. SAGE.

Download here

Kvale, S. (2007) Chapter 9 – “Analyzing Interviews”, in Kvale, S. (2007). *Doing interviews*. SAGE.

Download here

Kvale, S. (2007) Chapter 10 – “Validation and Generalization of Interview Knowledge”, in Kvale, S. (2007). *Doing interviews*. SAGE.

Download here

Kvale, S. (2007) Chapter 11 – “Reporting Interview Knowledge”, in Kvale, S. (2007). *Doing interviews*. SAGE.

Download here

Course Resources – Articles

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

General Design

1. Guest G, Bunce A, Johnson L. How Many Interviews Are Enough?: An Experiment with Data Saturation and Variability. *Field Methods*. 2006;18(1):59-82.

Download here

2. Kristensen, GK, Ravn, MN (2015) The voices heard and the voices silenced: recruitment processes in qualitative interview studies. *Qualitative Research* 15(6): 722–737.

Download here

3. Leech, Beth. 2002. “Asking Questions: Techniques for Semi-Structured Interviews.” *PS: Political Science & Politics* 35 (4): 665–68.

Download here

Ethics

4. Allmark, P, Boote, J., Chambers, E., Clarke, A., McDonnell, A., Thompson, A., & Tod, A. M. (2009). Ethical issues in the use of in-depth interviews: literature review and discussion. *Research Ethics*, 5(2), 48-54.

Download here

5. Lange, MM, Rogers, W, Dodds, S (2013) Vulnerability in research ethics: A way forward. *Bioethics* 27(6): 333–340.

Download here

6. Sim, J., & Waterfield, J. (2019). Focus group methodology: some ethical challenges. *Quality & Quantity*, 53(6), 3003-3022.

Download here

Elite/expert interviews

7. Aberbach, Joel D., and Rockman, Bert A.. (2002). “Conducting and Coding Elite Interviews.” *PS: Political Science & Politics* 35 (4): 673–76.

Download here

8. Boucher, A. (2017) ‘Power in elite interviewing: lessons from feminist studies for political science’, *Women’s Studies International Forum*, 62: 99–106.

Download here

9. Empson, L. (2018). Elite interviewing in professional organizations. *Journal of Professions and Organization*, 5(1), 58-69.

Download here

10. Harvey, William S. 2011. “Strategies for Conducting Elite Interviews.” *Qualitative Research* 11 (4): 431–41.

Download here

11. Li L. How to tackle variations in elite interviews: Access, strategies, and power dynamics. *Qualitative Research*. February 2021. (16 pages)

Download here

Interviews with vulnerable groups

12. Deuter K, Jaworski K. (2017) Assuming vulnerability: Ethical considerations in a multiple-case study with older suicide attempters. *Research Ethics*. 2017;13(3-4):161-172.
Download here
13. Ellard-Gray, A., Jeffrey, N. K., Choubak, M., & Crann, S. E. (2015). Finding the hidden participant: Solutions for recruiting hidden, hard-to-reach, and vulnerable populations. *International Journal of Qualitative Methods*, 14(5), 1609406915621420. (10 pages)
Download here
14. Levine, C, Faden, R, Grady, C. (2004) The limitations of “vulnerability” as a protection for human research participants. *The American Journal of Bioethics* 4(3): 44–49.
Download here
15. Yiu Tung Suen (2015) Methodological reflections on researching lesbian, gay, bisexual and transgender university students in Hong Kong: to what extent are they vulnerable interview subjects?, *Higher Education Research & Development*, 34:4, 722-734.
Download here

Online interviews

16. Archibald MM, Ambagtsheer RC, Casey MG, Lawless M. Using Zoom Videoconferencing for Qualitative Data Collection: Perceptions and Experiences of Researchers and Participants. *International Journal of Qualitative Methods*. January 2019. doi:10.1177/1609406919874596 (8 pages)
Download here
17. David W. Stewart & Prem Shamdasani (2017) Online Focus Groups, *Journal of Advertising*, 46:1, 48-60, DOI: 10.1080/00913367.2016.1252288
Download here

Field/Cross-cultural Interviews

18. Fujii LA. (2010) Shades of truth and lies: Interpreting testimonies of war and violence. *Journal of Peace Research*. 2010;47(2):231-241.
Download here
19. Herod, Andrew (1999) ‘Reflections on Interviewing Foreign Elites: Praxis, Positionality, Validity, and the Cult of the Insider’, *Geoforum* 30, No. 4 p.313–327.
Download here
20. Mullings, Beverly (1999) ‘Insider or Outsider, Both or Neither: Some Dilemmas of Interviewing in a Cross-cultural Setting’, *Geoforum* 30, No. 4 p.337–350.
Download here

21. Sharan B. Merriam, Juanita Johnson-Bailey, Ming-Yeh Lee, Youngwha Kee, Gabo Ntseane & Mazanah Muhamad (2001) Power and positionality: negotiating insider/outsider status within and across cultures, *International Journal of Lifelong Education*, 20:5, 405-416.
Download here

Creative techniques

22. Clark-Ibáñez, M. (2004). Framing the social world with photo-elicitation interviews. *American behavioral scientist*, 47(12), 1507-1527.
Download here
23. Kusenbach, M. (2018) “Go-alongs” in *The Sage Handbook of Qualitative Data Collection* (pp. 344-361). Sage.
Download here
24. Kenten, C. (2010) “Narrating Oneself: Reflections on the use of Solicited Diaries with Diary Interviews”, *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research* 11(2)
Download here
25. Gieseeking, J. J. (2013). Where we go from here: The mental sketch mapping method and its analytic components. *Qualitative Inquiry*, 19(9), 712-724.
Download here

Analysis

26. Eakin JM, Gladstone B. (2020) “Value-adding” Analysis: Doing More With Qualitative Data.’ *International Journal of Qualitative Methods*. doi:10.1177/1609406920949333
Download here
27. Kohler-Riessman, Catherine (2000). ‘Analysis of personal narratives’, in Fortune, Anne E., Reid, William J. and Miller, Robert L. (ed.), *Qualitative Research in Social Work*, 168-191. (23 pages).
Download here
28. Talja, S. (1999). “Analyzing qualitative interview data: The discourse analytic method”, in *Library & information science research* 21(4): 459-477. (18 pages)
Download here

Optional Reading – Books

Kvale, S., & Brinkmann, S. (2009). *Interviews: Learning the craft of qualitative research interviewing*. Sage.

Edwards, Rosalind, and Janet Holland. *What is Qualitative Interviewing?* London: Bloomsbury Academic, 2013

King, N., Horrocks, C., & Brooks, J. (2019). *Interviews in qualitative research* (Second edition.). Sage

Rubin, H. J., & Rubin, I. S. (2005). *Qualitative interviewing: The art of hearing data* (2nd ed.). SAGE Publications, Inc. <https://methods.sagepub.com/book/qualitative-interviewing>

Salmons J. *Doing Qualitative Research Online* (2016) Sage. <https://methods.sagepub.com/book/doing-qualitative-research-online>

Optional Reading – Articles

Andrejuk, Katarzyna. (2021). Online qualitative research in immigrant communities: opportunities and challenges during the pandemic. *Ask Research and Methods*. 29. 55-73. 10.18061/ask.v29i1.0004

Evans, C. (2018). Analysing semi-structured interviews using thematic analysis: Exploring voluntary civic participation among adults (Lewis, J. Ed.). In *SAGE Research Methods Datasets Part 1*. SAGE Publications, Ltd. <https://dx.doi.org/10.4135/9781526439284>

Onwuegbuzie, A. J., Dickinson, W. B., Leech, N. L., & Zoran, A. G. (2009). A qualitative framework for collecting and analyzing data in focus group research. *International journal of qualitative methods*, 8(3), 1-21.

Electronic Resources

Sage Research Methods (available through LUB)

The *How to do Qualitative Interviewing* video series, episodes 1-10

1. Wheeler PhD, K., & Morgan Brett PhD, B. (Academic). (2021). *An introduction to the qualitative interviewing series* [Video]. SAGE Research Methods <https://dx.doi.org/10.4135/9781529763102>
2. Wheeler PhD, K. (Academic). (2021). *What is an in-depth interview?* [Video]. SAGE Research Methods <https://dx.doi.org/10.4135/9781529763119>
3. Morgan Brett PhD, B. (Academic). (2021). *What interviewing style should I use?* [Video]. SAGE Research Methods <https://dx.doi.org/10.4135/9781529763126>
4. Wheeler PhD, K. (Academic). (2021). *What are the key stages of developing an interview guide?* [Video]. SAGE Research Methods <https://dx.doi.org/10.4135/9781529763133>
5. Morgan Brett PhD, B. (Academic). (2021). *How do I ask well-worded interview questions?* [Video]. SAGE Research Methods <https://dx.doi.org/10.4135/9781529763140>
6. Wheeler PhD, K. (Academic). (2021). *How do I recruit participants?* [Video]. SAGE Research Methods <https://dx.doi.org/10.4135/9781529763157>
7. Wheeler PhD, K. (Academic). (2021). *What is active listening?* [Video]. SAGE Research Methods <https://dx.doi.org/10.4135/9781529763164>
8. Morgan Brett PhD, B. (Academic). (2021). *How do I deal with a participant's emotions in an interview?* [Video]. SAGE Research Methods <https://dx.doi.org/10.4135/9781529763171>
9. Morgan Brett PhD, B. (Academic). (2021). *How can I use creative approaches in my interviews?* [Video]. SAGE Research Methods <https://dx.doi.org/10.4135/9781529763188>
10. Wheeler PhD, K., & Morgan Brett PhD, B. (Academic). (2021). *Top ten tips for a successful interview* [Video]. SAGE Research Methods <https://dx.doi.org/10.4135/9781529763195>

Sage Research Methods Datasets with interview transcripts, exercises and additional resources

- Blakely, H. (2018). Analysing biographical interviews: Welfare states, the imperative to work and accounts of redemptive citizenship (Lewis, J. Ed.). In *SAGE Research Methods Datasets Part 1*. SAGE Publications, Ltd. <https://dx.doi.org/10.4135/9781526439291>
- Evans, C. (2018). Analysing semi-structured interviews using thematic analysis: Exploring voluntary civic participation among adults (Lewis, J. Ed.). In *SAGE Research Methods Datasets Part 1*. SAGE Publications, Ltd. <https://dx.doi.org/10.4135/9781526439284>
- Mannay, D., & Edwards, V. (2015). Visual methods and the world technique: The importance of the elicitation interview in understanding non-traditional students' journeys through university (Lewis, J. Ed.). In *SAGE Research Methods Datasets Part 1*. SAGE Publications, Ltd. <https://dx.doi.org/10.4135/9781473938076>

- Orofino, E. (2021). Analysing nonviolent extremism in the west using thematic analysis. In *SAGE Research Methods Datasets Part 1*. SAGE Publications, Ltd. <https://dx.doi.org/10.4135/9781529762761>
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- Strangfeld, J. A. (2019). Coding and analyzing semi-structured interviews: Firstgeneration latinx college students' perceptions of how family relationships impact their college success. In *SAGE Research Methods Datasets Part 2*. SAGE Publications, Ltd. <https://dx.doi.org/10.4135/9781526491411>
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Online lectures on focus group interviews with Richard Kreuger and Ann Casey:

- 1) Moderating: <https://www.youtube.com/watch?v=hpaPRTtKwbs>
- 2) Developing questions: <https://www.youtube.com/watch?v=lSOgLWdm5B8>
- 3) Recruiting participants: <https://www.youtube.com/watch?v=IsclIXG4E8>
- 4) Analysis: https://www.youtube.com/watch?v=5sMe_iQfd0s
- 5) Demonstration: https://www.youtube.com/watch?v=scyTIRNDu_A

COURSE OVERVIEW

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



Your course at a glance

TIME	COURSE ACTIVITY
Week 1	Lecture 1 Nils Gustafsson Introduction to research interviews
	Lecture 2 Nils Gustafsson Designing interview studies
	Workshop 1 Nils Gustafsson General design and research questions
Week 2	Lecture 3 Ekatherina Zhukova Ethics in interviews
	Workshop 2 Ekatherina Zhukova Reflecting on the ethical aspects of research interviews
	Seminar 1 Ekatherina Zhukova Discussing research using interview data
	Lecture 4 Ekatherina Zhukova Single interviews
	Lecture 5 Johan Alvehus, Senior Lecturer, Department of Service Management and Service Studies Interviewing elites
Week 3	Workshop 3 Ekatherina Zhukova Reflections on the single interview
	Lecture 6 Nils Gustafsson Focus group interviews
	Lecture 7 Oriana Quaglietta, PhD student, Department of Sociology Interviewing vulnerable groups
	Lecture 8 Priscyll Ancil, Marie Curie Postdoctoral Fellow at the Department of Political Science Field interviews
NB. Regularly check the course lesson plan online for potential schedule alterations and to locate relevant classrooms	

TIME	COURSE ACTIVITY
Week 4	Workshop 4 Nils Gustafsson Reflections on the Focus Group Interview
	Lecture 9 Ekatherina Zhukova Creative techniques
	Workshop 5 Ekatherina Zhukova Applying creative techniques in interviews
Week 5	Lecture 10 Ekatherina Zhukova Analysis
	Workshop 6 Ekatherina Zhukova Analysis and transcription
Week 6	Lecture 11 Nils Gustafsson Summing up
	Workshop 7 Ekatherina Zhukova Draft paper
29/4 16.30-17.00	Hand in Final paper
10/6 16.30-17.00	Re-examination hand in Submission Final paper
17/8	Re-examination hand in Submission Final paper
NB. Regularly check the course lesson plan online for potential schedule alterations and to locate relevant classrooms	

Course details

Lecture 1: Introduction to research interviews

(lecture) | *Teacher:* Nils Gustafsson

This lecture introduces the course structure, the course content, assessment, literature, and the students and teachers. We will spend some time introducing ourselves and talking about our expectations of the course. The lecture ends with a brief historical overview of the research interview.

Primary reading

The course handbook

Gubrium et al (2012) Chapter 1

Gerson & Damaske (2020) Chapter 1

Liamputtong, P. (2007) (pp. 95-117) "Traditional interviewing research methods appropriate for researching vulnerable people"

Liamputtong (2011) Chapter 1

Secondary reading

Wheeler & Morgan (2021) *An introduction to the qualitative interviewing series* [Video]

Wheeler (2021) *What is an in-depth interview?* [Video]

Lecture 2: Designing interview studies

(lecture) | *Teacher:* Nils Gustafsson

This lecture deals with general design issues related to research interviews. We will discuss epistemological underpinnings of the research interview, what research questions that can be best answered with a research interview study, sampling issues, interview guides, and exactly how many interviews are enough.

Primary reading

Gerson & Damaske (2020) Chapters 2 and 4

Liamputtong (2011) Chapters 2–3 (Focus Groups)

Gubrium et al (2012) Chapter 12

Guest G, Bunce A, Johnson L. (2006)

Kristensen, GK, Ravn, MN (2015)

Leech, Beth (2002)

Secondary reading

Gerson & Damaske (2020) Chapter 3

Bogner et al (2009) Chapter 1

Liamputtong (2007) Chapter 1 (Vulnerable people):

Workshop 1: General design and research questions

(workshop) | *Teacher:* Nils Gustafsson

Assignment: 17.00 (5pm) on the day before the workshop at the latest, you will hand in (on Canvas) the draft design of an interview study including research questions, sampling strategy and a short interview guide, based on the lecture on *Designing Interview Studies* and the readings assigned to it.

Workshop: The workshop will start with a brief introduction by the teacher, after which you will present and discuss your design in the peer learning group. You will also receive brief oral feedback from the teacher. The workshop will end with a short summary in full class.

Primary reading

See reading assigned for Lecture 2: *Designing Interview Studies*

Secondary reading

Wheeler (2021) *What are the key stages of developing an interview guide?* [Video]

What happens if you fail to attend this event?

What to hand in: A draft design of an interview study including research questions, sampling strategy and an interview guide with five questions. Draft should be 500-1000 words and contain references to course literature.

How to hand in: Canvas

When to hand in: 7 days after the workshop at the latest

Lecture 3: Ethics in interviews

(lecture) | *Teacher:* Ekatherina Zhukova

This lecture will cover the topic of research ethics in interview studies. Interviews often veer into the deeply personal and sensitive. In an interview situation, it is often (though by no means always!) the case that the relation between the interviewer and the interviewee is characterized by power asymmetry which calls for additional precautions and reflection. The lecture will discuss both legal and ethical aspects of interviewing.

Primary reading

Liamputtong, Pranee (2007) Chapter 2 – “Moral and Ethical Issues in Researching Vulnerable People”

Bogner, Alexander, Littig, Beate, Menz, Wolfgang (eds) (2009) Chapter 8 “Expert versus Researcher: Ethical Considerations in the Process of Bargaining a Study”

Liamputtong, Pranee (2011) Chapter 2 “Focus Group Methodology: Theory and Ethics”

Gubrium et al (2012) Chapter 2 “The Ethics of Online Research”

Secondary reading

Allmark, P., Boote, J., Chambers, E., Clarke, A., McDonnell, A., Thompson, A., & Tod, A. M. (2009)

Lange, MM, Rogers, W, Dodds, S (2013)

Workshop 2: Reflecting on the ethical aspects of research interviews

(workshop) | *Teacher:* Ekatherina Zhukova

During this workshop, you will have the opportunity to work with and reflect on some of the ethical issues involved in conducting interview studies.

Assignment: 17.00 (5pm) the day before the workshop at the latest, you will hand in (on Canvas) a suggestion of an introduction letter/invitation used in the recruitment for an interview study. The introduction letter must contain information relating to research ethics (i.e. about consent, integrity, data management etc). You are very welcome to build on the draft design you developed for the first workshop!

Workshop: The workshop will start with a brief introduction by the teacher, after which you will present and discuss your introductory letter in the peer learning group. You will also receive brief oral feedback from the workshop leader. The workshop will end with a short summary in full class.

Primary reading

See reading assigned for Lecture 3: *Ethics*

Secondary reading

Wheeler (2021) *How do I recruit participants?* [Video]

What happens if you fail to attend this event?

What to hand in: A suggestion of an introduction letter/invitation used in the recruitment for an interview study. The introduction letter must contain information relating to research ethics (ie about consent, integrity, data management etc). Letter should be 3–500 words.

How to hand in: Canvas

When to hand in: 7 days after the workshop at the latest

Seminar 1: Discussing research using interview data

(seminar) | *Teacher:* Ekatherina Zhukova

During the first half of this seminar, you and your peer learning group will discuss a research article of your choice using interviews as a data collection method and relate it to general design and ethical issues covered in the first lectures and workshops of the course. During the second half, you and your peer learning group will give a short presentation of the article and your discussion to the whole group.

Primary reading

A research article of your own choice using interviews as a data collection method.

What happens if you fail to attend this event?

What to hand in: A 300-500 words reflection on how the research article of your choice using interviews as a data collection method relates to general design and ethical issues of interviewing.

How to hand in: Canvas

When to hand in: 7 days after the seminar at the latest

Lecture 4: Single interviews

(lecture) | *Teacher:* Ekatherina Zhukova

Single interviews is what we choose to call interviews with a single individual. A single qualitative interview that goes beyond the surface and typically tries to get more nuanced and developed answers concerning thoughts, experiences and meanings is usually called an in-depth interview. This lecture will discuss how to plan and conduct a single interview, including thinking about recruitment, creating interview guides and how to behave when interviewing.

Primary reading

Kvale, S. (2007) Chapter 4 “Planning An Interview Study”

Kvale, S. (2007) Chapter 5 “Conducting An Interview”

Kvale, S. (2007) Chapter 6 “Interview Variations”

Kvale, S. (2007) Chapter 7 “Interview Quality”

Salmons, Janet (2012) Chapter 1 “Designing and Conducting Research with Online Interviews”

Gubrium et al (2012) Chapter 24 “Online Interviewing”

Secondary reading

Wheeler (2021) *What is an in-depth interview?* [Video]

Morgan (2021) *What interviewing style should I use?* [Video]

Morgan (2021) *How do I ask well-worded interview questions?* [Video]

Gerson, Kathleen & Damaske, Sarah (2020) Chapter 3 “Interviews with Whom? When a Big Question Meets a Small Sample”

Gerson, Kathleen & Damaske, Sarah (2020) Chapter 4 “Constructing an Interview Guide Creating a Flexible Structure”

Gerson, Kathleen & Damaske, Sarah (2020) Chapter 5 “Conducting Interviews Seeking Discoveries That Matter”

Lecture 5: Interviewing elites

(lecture) | *Teacher:* Johan Alvehus, Senior Lecturer, Department of Service Management and Service Studies

Guest lecturer Johan Alvehus is a senior researcher who studies leadership in professional service organizations. He is also the author of textbooks on problem formulation and qualitative research. As a part of his research, he has conducted a large number of in-depth interviews with people in leadership and management positions. Whereas the power asymmetry in research interviews often places the interviewer “on top”, in elite interviews, the situation is often the reversed, and the interviewee is often very used to appearing in media interviews and using communication strategically. Johan Alvehus will share his experiences in the field and offer suggestions to handle research situations involving elite interviewees.

Primary reading

Bogner A., Littig B., Menz W. (eds) (2009) Chapter 1 “Introduction: Expert Interviews — An Introduction to a New Methodological Debate”

Bogner A., Littig B., Menz W. (eds) (2009) Chapter 5 “Interviewing the Elite — Interviewing Experts: Is There a Difference?”

Bogner A., Littig B., Menz W. (eds) (2009) Chapter 6 “On Interviewing “Good” and “Bad” Experts”

Bogner A., Littig B., Menz W. (eds) (2009) Chapter 9 “How to Interview Managers? Methodical and Methodological Aspects of Expert Interviews as a Qualitative Method in Empirical Social Research”

Empson, L. (2018)

Secondary reading

Aberbach, Joel D., and Rockman, Bert A.. (2002)

Boucher, A. (2017)

Harvey, William S. (2011)

Li L. (February 2021)

Workshop 3: Reflections on the single interview

(workshop) | *Teacher:* Ekatherina Zhukova

This workshop allows you to reflect on the practicalities of conducting single interviews.

Assignment: 17.00 (5pm) on the day before the workshop at the latest, you will hand in (on Canvas)

- a. An interview guide with at least five questions.
- b. Notes from one 30-minute interview you conducted yourself offline using the interview guide.
- c. Notes from one 30-minute interview you conducted yourself online using the interview guide.

Workshop: The workshop will start with a brief introduction by the teacher, after which you will present and discuss your interview guide and interviews in your peer learning group. You will also receive brief oral feedback from the workshop leader. The workshop will end with a short summary in full class.

Primary reading

See reading assigned for Lecture 4: *Single interviews*

What happens if you fail to attend this event?

What to hand in: a. An interview guide with at least five questions. b. Notes from two 30-minute interviews conducted by you; one online and one offline.

How to hand in: Canvas

When to hand in: 7 days after the workshop at the latest

Lecture 6: Focus group interviews

(lecture) | *Teacher:* Nils Gustafsson

Focus group interviews can be extremely useful in qualitative research, especially when the inherent dynamics in a discussion among people are of value. In this lecture, we will learn about the history of the focus group as a method and its application in research. We will discuss different strategies in composing focus groups, how to think about interview guides, the prospect of online focus groups, and what role the moderator should take in guiding the discussion.

Primary reading

Liamputtong (2011) entire book

Liamputtong (2007) Chapter 5

Salmons (2012) Chapter 8

David W. Stewart & Prem Shamdasani (2017)

Secondary reading

Gubrium et al (2012) Chapter 10

Onwuegbuzie, A. J., Dickinson, W. B., Leech, N. L., & Zoran, A. G. (2009)

Online lectures on focus group interviews with Richard Kreuger and Ann Casey:

- 1) Moderating
- 2) Developing questions
- 3) Recruiting participants
- 4) Analysis
- 5) Demonstration

Lecture 7: Interviewing vulnerable groups

(lecture) | *Teacher:* Oriana Quaglietta, PhD student, Department of Sociology

Oreanna Quaglietta is writing a PhD dissertation in the field of feminist criminology where she has interviewed women who use and/or sell illegal drugs. Research interview situations are often asymmetrical, but special care has to be taken when interviewing individuals who are in a particular vulnerable position.

Primary reading

Liamputtong, Pranee (2007) Chapter 1 “The Sensitive Researcher: Introduction to Researching Vulnerable People”

Liamputtong, Pranee (2007) Chapter 3 “The Vulnerable Research Participants: Procedural Sensibilities”

Liamputtong, Pranee (2007) Chapter 4 “The Sensitive and Vulnerable Researcher”

Secondary reading

Deuter K, Jaworski K. (2017)

Ellard-Gray, A., Jeffrey, N. K., Choubak, M., & Crann, S. E. (2015)

Levine, C, Faden, R, Grady, C. (2004)

Yiu Tung Suen (2015)

Lecture 8: Field interviews

(lecture) | *Teacher:* Priscyll Anctil, Marie Curie Postdoctoral Fellow at the Department of Political Science

Priscyll Anctil is a researcher in Feminist Security Studies and is currently a postdoctoral fellow at Lund University. Priscyll’s research is oriented towards understanding the embodied, affective, and emotional processes of female ex-combatants returning into civilian society after being part of insurgent groups, emphasizing on the ways in which they politicize and transform their war experience into nonviolent feminist actions in post-peace agreements. She has spent a lot of time doing fieldwork research in Colombia, interviewing female and male former combatants from different armed groups such as the Farc-ep, the ELN and the paramilitaries. In this lecture, Priscyll will discuss the specific challenges with doing interviews outside of your own cultural sphere and in (post)war settings. Adopting a feminist critical stance, she will explore the ethical, methodological, emotional and political dilemmas of conducting interviews in such contexts.

Primary reading

Basini H. (2016) “Doing No Harm”. Methodological and Ethical Challenges of Working with Women Associated with Fighting Forces/Ex-combatants in Liberia in *Researching War: Feminist Methods, Ethics and Politics*, ed. ATR Wibben. London ; New York: Routledge

Bliesemann de Guevara Berit, Bøås Morten (2020) Chapter 4 “The Interview as a Cultural Performance and the Value of Surrendering Control”

Bliesemann de Guevara Berit, Bøås Morten (2020) Chapter 3 “Interpretivist Methods and Military Intervention Research: Using Interview Research to De- centre the ‘Intervener’”

Bliesemann de Guevara Berit, Bøås Morten (2020) Chapter 18 “Sexual Exploitation, Rape and Abuse as a Narrative and a Strategy”

Bliesemann de Guevara Berit, Bøås Morten (2020) Chapter 15 “Sex Workers and Sugar Babies: Empathetic Engagement with Vulnerable Sources”

Secondary reading

Fujii LA. (2010)

Herod, Andrew (1999)

Mullings, Beverely (1999)

Sharan B. Merriam, Juanita Johnson-Bailey, Ming-Yeh Lee, Youngwha Kee, Gabo Ntseane & Mazanah Muhamad (2001)

Workshop 4: Reflections on the Focus Group Interview

(workshop) | *Teacher:* Nils Gustafsson

This workshop allows you to reflect on the practicalities of conducting focus group interviews.

Assignment: 17.00 (5pm) on the day before the workshop at the latest, you will hand in (on Canvas)

- a. An interview guide for a focus group interview with at least five questions.
- b. Notes from a 30-minute online or offline focus group interview you conducted yourself using the interview guide.

Workshop: The workshop will start with a brief introduction by the teacher, after which you will present and discuss your interview guide and interviews in your peer learning group. You will also receive brief oral feedback from the workshop leader. The workshop will end with a short summary in full class.

Primary reading

See reading assigned for Lecture 6: *Focus Group Interviews*

Lecture 9: Creative techniques

(lecture) | *Teacher:* Ekatherina Zhukova

Questions do not necessarily have to be in words! There are a large number of creative techniques that can be used to help and inspire interviewees, ranging from showing photos to inviting the interviewee to make drawings or paintings. In this lecture, we will discuss such methods and how to apply them.

Primary reading

Liamputtong, Pranee (2007) Chapter 7 "Innovative and Alternative Research Methods in Consideration"

Clark-Ibáñez M. (2004)

Kusenbach, M. (2018)

Kenten, C. (2010)

Gieseeking, J. J. (2013)

Secondary reading

Morgan (2021). *How can I use creative approaches in my interviews?* [Video]

What happens if you fail to attend this event?

What to hand in: a. An interview guide with at least five questions. b. Notes from one 30-minute interview conducted by you; online or offline, max 2 pages.

How to hand in: Canvas

When to hand in: 7 days after the workshop at the latest

Workshop 5: Applying creative techniques in interviews

(workshop) | *Teacher:* Ekatherina Zhukova

This workshop allows you to test and discuss creative techniques in interviews.

Assignment: 17.00 (5pm) on the day before the workshop at the latest, you will hand in (on Canvas)

- a. A short description of an interview using a creative technique.
- b. Notes from a 30-minute online or offline single or focus group interview you conducted yourself using the creative technique described in the short description above.

Workshop: The workshop will start with a brief introduction by the teacher, after which you will present and discuss your interview in your peer learning group. You will also receive brief oral feedback from the workshop leader. The workshop will end with a short summary in full class.

Primary reading

See reading assigned for Lecture 9: *Creative techniques*

What happens if you fail to attend this event?

What to hand in: a. A short description (max 500 words) of an interview using a creative technique.
b. Notes (ca 500 words) from a 30-minute online or offline single or focus group interview you conducted yourself using the creative technique described in a.

How to hand in: Canvas

When to hand in: 7 days after the workshop at the latest

Lecture 10: Analysis

(lecture) | *Teacher:* Ekatherina Zhukova

This course focuses mostly on design and practical aspects of the research interview, but it is important to remember that analysis is a fundamental part of any research endeavour. When using interviews in your research, good transcripts are of importance. In this lecture, you will learn about different types of analysis, some practical methods for analysis, and how to write a good transcript.

Primary reading

Liamputtong, Pranee (2007) Chapter 8 “(Re) Presentation of Vulnerable Voices - Writing Research Findings”

Kvale, S. (2007) Chapter 8 – “Transcribing Interviews”

Kvale, S. (2007) Chapter 9 “Analyzing Interviews”

Kvale, S. (2007) Chapter 10 “Validation and Generalization of Interview Knowledge”

Kvale, S. (2007) Chapter 11 “Reporting Interview Knowledge”

Secondary reading

Eakin JM, Gladstone B. (2020)

Kohler-Riessman, Catherine (2000)

Talja, S. (1999)

Gerson, Kathleen & Damaske, Sarah (2020) Chapter 6 “Analyzing Interviews: Making Sense of Complex Material”

Workshop 6: Analysis and transcription

(workshop) | *Teacher:* Ekatherina Zhukova

This workshop allows you to present and discuss your interview research through a transcript and a draft analysis.

Assignment: 17.00 (5pm) on the day before the workshop at the latest, you will hand in (on Canvas)

- a. A full transcript from one of the 30-minute interviews you conducted in preparation for previous workshops.
- b. A short text (500-1000 words) where you present a draft analysis of your transcribed interview using one of the approaches suggested during Lecture 10: Analysis.

Workshop: The workshop will start with a brief introduction by the teacher, after which you will present and discuss your interview guide and interviews in your peer learning group. You will also receive brief oral feedback from the workshop leader. The workshop will end with a short summary in full class.

Primary reading

See reading assigned for Lecture 10: *Analysis*

Secondary reading

Sage Research Methods Datasets:

Blakely, H. (2018)

Evans, C. (2018)

Mannay, D., & Edwards, V. (2015)

Orofino, E. (2021)

Shirani, F., & Henwood, K. (2015)

Strangfeld, J. A. (2019)

Wei, W. (2019)

Lecture 11: Summing up

(lecture) | *Teacher:* Nils Gustafsson

At the last lecture of the course, we have the opportunity to go into things that we did not have time for during the previous lectures and sum up the content of the course. There is an opportunity for students to ask questions, or make special requests beforehand for cases, methods or techniques to be treated in more detail.

Primary reading

All the things you did not read previously

Secondary reading

Wheeler PhD, K., & Morgan Brett PhD, B. (2021). *Top ten tips for a successful interview* [Video]

What happens if you fail to attend this event?

What to hand in: a. A full transcript of one of your interviews. b. A short text (500-1000 words) where you present a draft analysis of your transcribed interview using one of the approaches suggested during Lecture 10: *Analysis*

How to hand in: Canvas

When to hand in: 7 days after the workshop at the latest

Workshop 7: Draft paper

(workshop) | *Teacher:* Ekatherina Zhukova

During this workshop, you will present a draft examination paper (due three days after the workshop) to your peers and have the opportunity to make final changes based on the feedback.

Assignment: 09.00 (9am) on the day before the workshop at the latest, you will hand in (on Canvas)

a. Your draft examination paper.

Workshop: The workshop will start with a brief introduction by the teacher, after which you will present and discuss your draft examination paper in your peer learning group. You will also receive brief oral feedback from the workshop leader. The workshop will end with a short summary in full class.

Primary reading

See reading assigned for Lecture 10: *Analysis*

Secondary reading

Sage Research Methods Datasets:

Blakely, H. (2018)

Evans, C. (2018)

Mannay, D., & Edwards, V. (2015)

Orofino, E. (2021)

Shirani, F., & Henwood, K. (2015)

Strangfeld, J. A. (2019)

Wei, W. (2019)

What happens if you fail to attend this event?

You don't get feedback on your draft examination paper.

Assignment instructions

Final Paper

The last assignment on the course is to hand in an academic text, individually composed by yourself, that describes, discusses and motivates the research design of a research project using interviews. You can think of it as an extended methods/design part of an academic thesis. You are encouraged to build on the research project you have been working with during the workshops. The text must be 2 000 words long +/- 10% (excluding references) and must include references to the course literature. You will find the grading criteria at the end of this document.

The text should include (not necessarily in this order):

- A brief motivation of the project.
- One or more research questions.
- A description of the design of the research project, including what type of research interview (single, group, online, creative techniques used etc) you intend to use.
- A theoretical discussion on why research interviews are suitable for the project. Discuss potential other qualitative and/or quantitative data collection methods and why they are not suitable. Discuss strengths and weaknesses of the research interview as a method of data collection.
- A discussion on why you have chosen the particular type of interview in relation to other potential types.
- A brief discussion on the method of analysis you plan to use and why.
- A discussion of ethical aspects of the research design and the role of the interviewer.

The purpose of the final exam paper is to assess all learning outcomes of the course related to *knowledge and understanding*, and *judgement and approach*, respectively, as well as the learning outcome “design and plan interviews”, which is related to *competence and skills*.

The task will allow you to demonstrate your understanding of the course contents and your ability to make independent choices and judgements on matters of using research interviews in the social sciences. The task will also train your ability to use academic prose and thus prepares you for writing your thesis.

The paper must be uploaded to the Canvas course website by 29 April, 2022, at 5 pm. The paper will be analysed by Urkund.

Grading criteria: see pages 4-5 of this course handbook.

Good luck!

Katja & Nils

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.

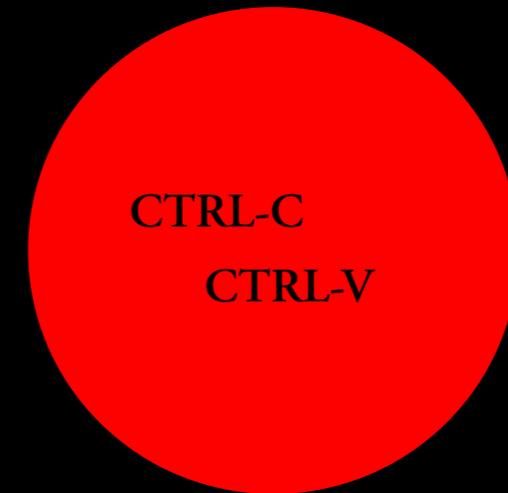
Plagiarism – and how to avoid it

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



Tech system note

Original 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:

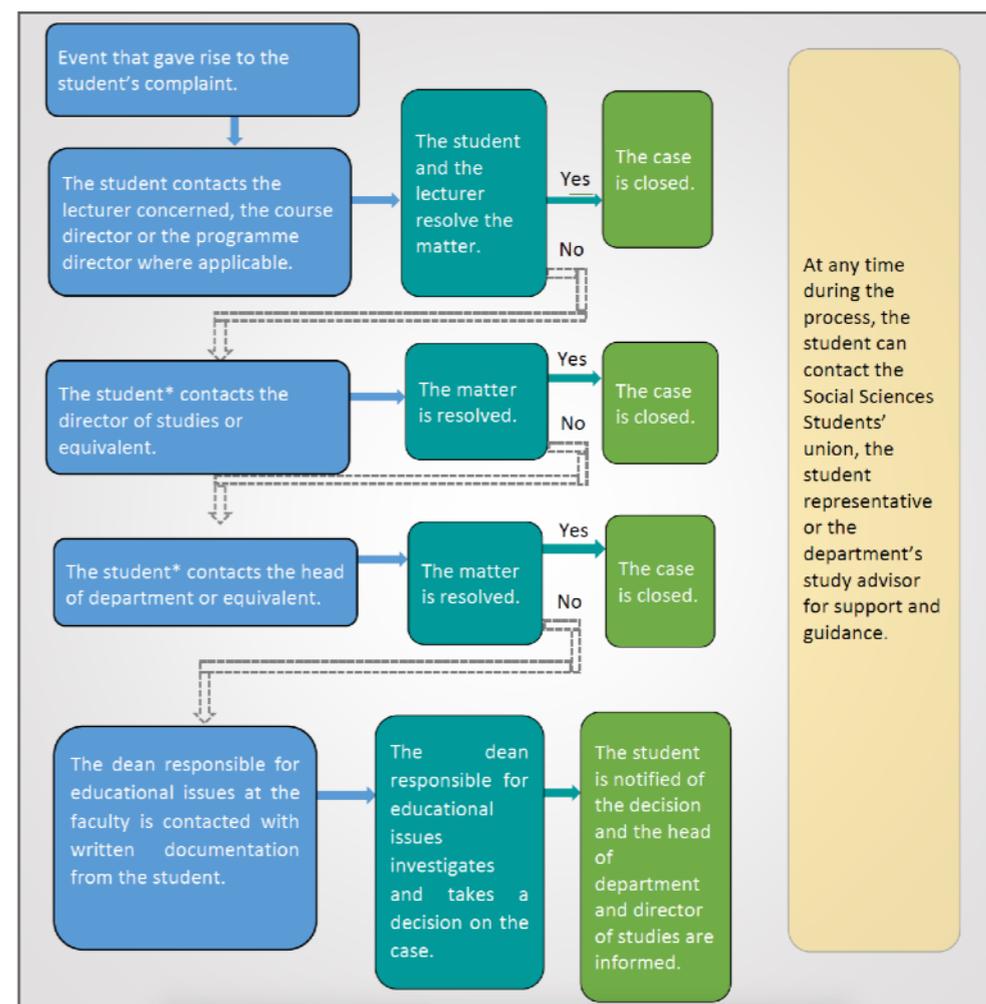
- Cases dealing with discrimination or harassment (pursuant to the Discrimination Act 2008:567 and the Work Environment Act 1977:1160). Information on where to turn for these issues is available separately (see link below).
- Cases that concern Chapter 12 of the Higher Education Ordinance: assessment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

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

How to process cases of discrimination or harassment

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

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.

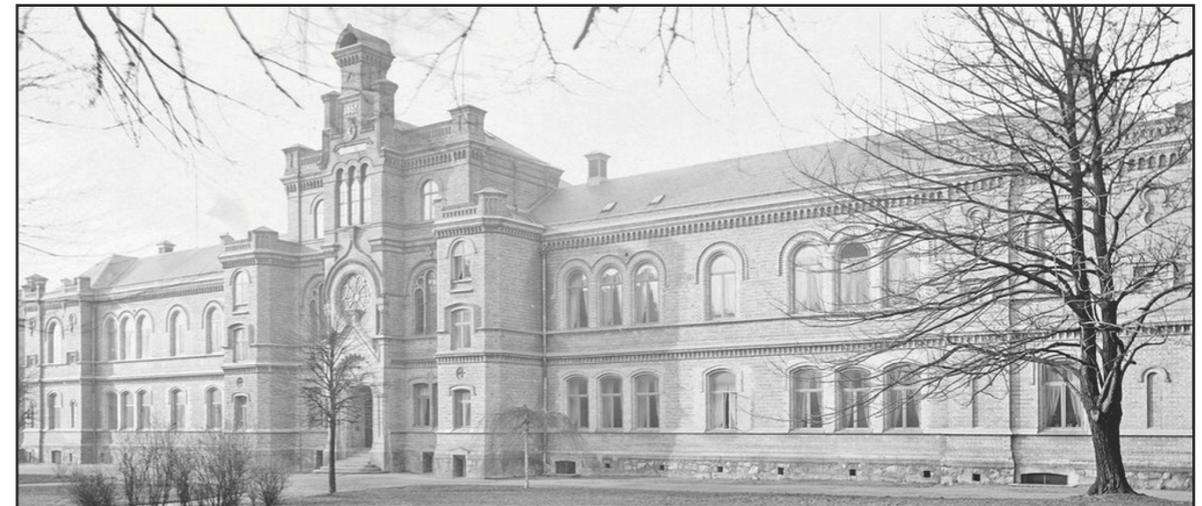
When the hospital moved to its current location in the 1970s, the old buildings were transferred to Lund University which urgently needed more space. The open surgery clinic itself was handed over in 1972, and was at that point listed as an architectural heritage structure to prevent potentially intrusive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

