

Overall evaluation of GLODE303

Qualitative methods & Research Planning (Spring term 2019)

Background information

This year, the GLODE303 course was for the first time organized together with the two other programs at HEMIL: *Barnevern* (Child welfare) and *Helsefremmende arbeid* (Health Promotion). The two programs are taught in Norwegian, but it was decided that in order to save resources at department level, all three programs would have a joint methods course taught in English.

The first part of the course was joint for qualitative and quantitative methods. The course schedule is attached as annex 1. Eleven GLODE students were registered for the course and ten handed in the take home exam. In total, approximately 55 students were registered for the qualitative course.

In addition to lectures, the students had practical exercises (group work) where they practiced doing interviews and focus group discussions. These activities were obligatory for the GLODE students (in line with the study plan), but not for the other programs. Doing a literature review was obligatory for the other programs, but not for GLODE students.

A student evaluation of the course was carried out on the last day of the course before the take home exam (14th March). The course leader (Siri Lange) had a short talk with the class in order to respond to the main issues, then left the class to discuss, based on an evaluation framework that the class representative has used for the other courses. After approximately 45 minutes, the course leader came back and discussed the issues that had been brought up. The student representative sent a written summary of the student evaluation later the same day.

Student evaluation GLODE 303

In general:

People happy with the group work. Mixed opinions on mixing the master programs.

The course was too rushed. Got information about the course late.

Some of the PPT's were in Norwegian. Inform professor that the lecture is to be in English.

Suggestions

***Have specialisation course and methods course at the same time

- Everyone said the courses were too short. In total we had 3 weeks of lectures in qual.
Too short of a time. Very rushed and intense every lecture

Longer time for the course. Perhaps not have a 'winter break'

Get supervisors earlier than we did

The literature review should not be optional

- Would be easier (and maybe more people would hand in lit.rev) if we got supervisors before the course in order to discuss the topic before doing the review

Not merge the qual course (we know that it is not possible)

- The suggestion was: Merge health promotion and health promotion. And maybe gender and child welfare?

For next year: post the lecture schedule earlier. Mitt UiB calendar does not say if anything is obligatory. Which leads to people working/ traveling when group work is obligatory.

Readings/ literature

Have some (one-two) 'obligatory' readings per lecture, and optional/ obligatory and relevant literature for each master's program.

- E.g. for GLODE: A paper related to development: focus groups in Tanzania.

If this is not possible; highlight which readings are the most important, and have suggestions for readings per master program.

Include more content/ readings related to gender specialisation, not only health issues.

Organise better with readings. People expressed that 7-8 readings per day is too much.

Could there be organised one main book and then supplement with articles?

Course leader evaluation and recommendations for next year

During the conversation with the students before and after their internal evaluation, the following points were brought up (not covered in their written report):

- The students would like to have a seminar on the practical issues related to research ethics/NSD approval. This was done in 2018. Experiences were mixed, since many students were not ready to start the NSD process at that stage (the end of the course).
- The students would like to have more information on scholarships/grants.
- The students did not like the merge, and felt that they could relate much better to the lectures by the GLODE staff compared to those by staff from the other programs. They felt the course was more designed for the other programs, and that there were too many different lecturers. The students from the other programs were more active with their own professors, and GLODE with theirs.
- The interview activity worked very well when students from three different programs interviewed each other.
- The students were asked whether they felt that there was an overlap with the course GLODE302. Generally not, apart from the lecture on ethics.
- The students liked that the course was linked to the project proposal.
- The Health promotion students argued that they had to do the literature review from scratch. This was different for the gender students since they had presented their project idea at the end of the gender course.
- The students were asked whether they would have liked to have PBL. They were very unison that they did *not* miss that.
- The students think that it would be nice if it was mandatory to meet with the supervisor before the literature review.
- Too much of the literature was specialised for Child welfare.

Recommendations for next year

- The qualitative and quantitative courses should perhaps be separated completely
- Inform the students about the days for obligatory activities as early as possible
- Make sure all staff know what activities are obligatory for each program, or preferably streamline.

- Since the courses are short, it will be beneficial for the Health promotion students if they can work on and present their project idea at the end of the specialisation course rather than doing PBL.
- The literature list should have one or two readings for each class that is joint for all programs, and then list readings tailored for each program.
- The course leader should be very conscious when designing the course to make sure that students from all programs “feel at home”. If possible, the number of teaching staff/lecturers should be reduced (from eight this year + there seminar leaders, to maximum five or six), at the same time as all the programs should be represented.
- We do not need to have four staff members involved in the practical exercises. Two will suffice.

Overall, I am very optimistic about a joint methods course for all the programs for 2020 and in the future. The challenges that we experienced this year were partly due to the fact that the courses had different names/codes, so that a lot of information had to be given twice. Moreover, it may have been hard for the students to understand who was actually in charge (emneansvarlig) for the course. With one course name/code and one course leader, these challenges will be eliminated.

HEMIL, 29 March 2019

Siri Lange

Annex 1. Course schedule

GLODE 303 Spring Semester 2019

Qualitative methods and research planning (co-organized with HABA302)

| Week | Monday | Tuesday | Wednesday | Thursday | Friday |
|----------------|--|---|--------------|---|---|
| W8 February | 18.02 | <p>19.02 9.15-10.00 (with quant) Seminar 1 Introduction to course content (GOB, EH) BC 520</p> <p>10:15-12.00 Lecture 1. Literature review (GOB) BC 520</p> <p>13.15 – 15.00 Seminar 2. Former students about their experiences (1 CWS, 1 GLODE, 1 HP) BC 520</p> | 20.02 | <p>21.02 9:15 – 11.00 (with quant) Lecture 2. Ethics (VC) BC 520</p> <p>11.15- 12.00 Lecture 3. Research with vulnerable groups (MT) BC 520</p> <p>13.15 – 16.00 Lecture 4. Research questions and project plan (LL) BC 520</p> | 22.02 9.15-12-00 Library course How to search for good evidence GLODE ONLY (MØH) BC Psychology Education and Health Library “Undervisningskroken” |
| W9 February | 25.02 Recommended: Start lit.review for project proposal | 26.02 | 27.02 | 28.02 | 01.03 Recommended: Hand in lit.review to supervisor |
| W10 March | 04.03 | <p>05.03 9:15 – 10:00 Lecture 5. <i>Quality throughout the research process</i> (GOB) BC 110</p> <p>10.15 – 12.00 Lecture 6. (SL) <i>Interviews and ethnographic methods (SL)</i> BC 110</p> | 06.03 | 07.03 | <p>08.03 10:00 – 11.00 Lecture 7. <i>An introduction to qualitative research synthesis (BC)</i> BC 111</p> <p>11.15 – 12.00 Lecture 8. <i>Focus groups (SL)</i> BC 111</p> |

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|--------------|---|--|--------------|---|---|
| | | 13.15-15.00 Seminar 3. Practical exercise: Interviews (SL, VC, RHA, SO) BC 005, BC 007, BC 111 | | | 13.15-15.00 Seminar 4. Practical exercise: <i>Focus groups</i> (RHA SL, SO, VC) BC 001, BC 003, BC 004, BC 111 |
| W11 March | 11.03 | 12.03 9.15 – 12.00 Lecture 9 and seminar 5. General introduction to qualitative analysis and coding + thematic network analysis (MD, RHA, SY) BC 215 | 13.03 | 14.03 9:15-14.00 (including lunch break) Seminar 6. Students present their project ideas/project proposals (SL, WD) C13 204 BC 215 BC 555 | 15.03 |
| | | 13.15 – 15.00 Lecture 10. <i>Discourse and document analyses</i> (SL) BC 215 | | 14:15 – 15:00 Evaluation of the course BC 128 | |
| W12 March | 18.03 9.00 Hand out of Home exam assignment (2500 words) | 19.03 | 20.03 | 21.03 | 22.03 12.00 Hand in take home exam |

Please note that this course is co-organized with the two other master programs at HEMIL.

Staff:

BC: Benedicte Carlsen
EH: Ellen Haug
FO: Fungi Ottemöller
GOB: Gaby O. Barreda
LL: Lennart Lorås
MD: Marguerite Daniel
MT: Milfrid Tonheim

MØH: Marit Østhus Henanger
RHA: Raquel H. Arias
SL: Siri Lange
SO: Samuel Olaniyan
SY: Sam Yeboah
TL: Torill Larsen
VC: Victor Chimhutu

Rooms:

BC= Bjørn Christiansens hus, Christiesgate 12

C13= Christiesgate 13

Obligatory participation: Please note that the two seminars with practical exercises (5 and 8 March) are obligatory. However, since the work tasks will be introduced at the lectures that take place in the morning of the same day, we expect you to attend the lectures as well. Also the seminar on 14 March where you will present your project ideas and the methodologies that you plan to use, is obligatory.

Additional information:

Lecture 4 will focus on: How to develop a good research question? What kind of question is suitable for what methods? Project plan: How to build a good project plan?

Lecture 9 and seminar 5 will focus on: Hands-on introduction to coding with Nvivo (all students must have downloaded Nvivo on their laptops – and must have laptops with them).

Project proposal:

Recommended task for week 9: Start literature review for your proposal, draft the literature review, research questions + main qualitative evidence.

We expect you to start working on your project proposal during this course. The deadline for the project proposal is 7th June.

Annex 2. Recommended readings

GLODE303 Qualitative Methods & Research Planning

Lecture 1. Research questions and project plan

Skovdal, M., & Cornish, F. (n.d.). *Qualitative research for development : a guide for practitioners Morten Skovdal and Flora Cornish*. Rugby: Practical Action Publishing. Retrieved from <https://litteraturkiosken.uib.no/GLODE303>

Creswell, J. W., & Poth, C. N. (n.d.). *Qualitative inquiry & research design : choosing among five approaches John W. Creswell, Cheryl N. Poth* (4th ed., international student ed.). Thousand Oaks, Calif.: Sage. Retrieved from <https://litteraturkiosken.uib.no/GLODE303>

Pillow, W. (2003). Confession, catharsis, or cure? Rethinking the uses of reflexivity as methodological power in qualitative research. *International Journal of Qualitative Studies in Education*, 16(2), 175–196. <https://doi.org/10.1080/0951839032000060635>

O’reilly, M., & Parker, N. (2013). “Unsatisfactory Saturation”: a critical exploration of the notion of saturated sample sizes in qualitative research. *Qualitative Research*, 13(2), 190–197. <https://doi.org/10.1177/1468794112446106>

Lecture 2. Ethics

Green, J., & Thorogood, N. (2014). *Qualitative methods for health research Judith Green and Nicki Thorogood* (3rd ed.). Los Angeles, Calif.: Sage. Retrieved from <https://litteraturkiosken.uib.no/GLODE303>

Tindana, P. O., Singh, J. A., Tracy, C. S., Upshur, R. E. G., Daar, A. S., Singer, P. A., ... Lavery, J. V. (2007). Grand Challenges in Global Health: Community Engagement in Research in Developing Countries (Policy Forum). *PLoS Medicine*, 4(9), e273. <https://doi.org/10.1371/journal.pmed.0040273>

Ryen, A. (2008). Trust in Cross-Cultural Research: The Puzzle of Epistemology, Research Ethics and Context. *Qualitative Social Work*, 7(4), 448–465. <https://doi.org/10.1177/1473325008097140>

Lecture 3. Working With vulnerable groups

Helgeland, I. M. (2005). “Catch 22” of Research Ethics: Ethical Dilemmas in Follow-Up Studies of Marginal Groups. *Qualitative Inquiry*, 11(4), 549–569. <https://doi.org/10.1177/1077800405276770>

Kirk, S. (2007). Methodological and ethical issues in conducting qualitative research with children and young people: A literature review. *International Journal of Nursing Studies*, 44(7), 1250–1260. <https://doi.org/10.1016/j.ijnurstu.2006.08.015>

Rager, K. B. (2005). Compassion Stress and the Qualitative Researcher. *Qualitative Health Research*, 15(3), 423–430. <https://doi.org/10.1177/1049732304272038>

Tisdall, E. K. M., Davis, J. M., & Gallagher, M. (2009). *Researching with children and young people [electronic resource] : research design, methods and analysis / E. Kay M. Tisdall, John M. Davis and Michael Gallagher*. Los Angeles, [Calif.] ;: SAGE.

Lecture 4. Literature review

Aveyard, H. (2014). *Doing a literature review In health and social care : a practical guide / Helen Aveyard*. (Third edition.). Maidenhead :: McGraw-Hill Education,.

Creswell, J. W. . (n.d.). *Research design : qualitative, quantitative, and mixed methods approaches John W. Creswell* (4th ed.). Los Angeles, Calif.: SAGE. Retrieved from <https://litteraturkiosken.uib.no/GLODE303>

Lecture 5. Literature review as Research Method: Scoping review

Riese, H., Carlsen, B., & Glenton, C. (2014). Qualitative Research Synthesis: How the Whole Can Be Greater than the Sum of Its Parts. *Anthropology in Action*, 21(2), 23–30. <https://doi.org/10.3167/aia.2014.210204>

Guidance for conducting systematic scoping reviews : International Journal of Evidence-Based Healthcare. (n.d.). <https://doi.org/10.1097/XEB.0000000000000050>

Lecture 6. Interviews and ethnographic methods

Skovdal, M., & Cornish, F. (n.d.). *Qualitative research for development : a guide for practitioners Morten Skovdal and Flora Cornish*. Rugby: Practical Action Publishing. Retrieved from <https://litteraturkiosken.uib.no/GLODE303>

Brinkmann, S., & Kvale, S. (n.d.). *InterViews : learning the craft of qualitative research interviewing Svend Brinkmann, Steinar Kvale* (3rd ed.). Thousand Oaks, Calif.: Sage. Retrieved from <https://litteraturkiosken.uib.no/GLODE303>

Yin, R. K. (n.d.). *Qualitative research from start to finish Robert K. Yin*. New York: Guilford Press. Retrieved from <https://litteraturkiosken.uib.no/GLODE303>

Kvale, S. (2007). *Doing interviews [electronic resource] / Steinar Kvale*. Los Angeles, [Calif.] ;: SAGE.

Lecture 7. Quality throughout the research process

Shenton, A. K. (2004). Strategies for Ensuring Trustworthiness in Qualitative Research Projects. *Education for Information*, 22(2), 63–75. <https://doi.org/10.3233/EFI-2004-22201>

Malterud, K. (2001). Qualitative research: standards, challenges, and guidelines. *The Lancet*, 358(9280), 483–488. [https://doi.org/10.1016/S0140-6736\(01\)05627-6](https://doi.org/10.1016/S0140-6736(01)05627-6)

Tracy, S. J. (2010). Qualitative Quality: Eight “Big-Tent” Criteria for Excellent Qualitative Research. *Qualitative Inquiry*, 16(10), 837–851. <https://doi.org/10.1177/1077800410383121>

Lecture 8. Focus groups

Krueger, R. A., & Casey, M. A. (n.d.). *Focus groups : a practical guide for applied research* Richard A. Krueger, Mary Anne Casey (4th ed.). Los Angeles, Calif.: Sage. Retrieved from <https://litteraturkiosken.uib.no/GLODE303>

Jakobsen, H. (2012). Focus groups and methodological rigour outside the minority world: making the method work to its strengths in Tanzania. *Qualitative Research*, 12(2), 111–130. <https://doi.org/10.1177/1468794111416145>

Neuman, W. L. (n.d.). *Social research methods : qualitative and quantitative approaches W. Lawrence Neuman* (7th ed.). Boston: Pearson. Retrieved from <https://litteraturkiosken.uib.no/GLODE303>

Lecture 9. Qualitative analysis and coding

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>

Attride-Stirling, J. (2001). Thematic networks: an analytic tool for qualitative research. *Qualitative Research*, 1(3), 385–405. <https://doi.org/10.1177/146879410100100307>

MartinW.Bauer, & GeorgeGaskell. (2000). *Qualitative Researching with Text, Image and Sound*. London: SAGE Publications Ltd. <https://doi.org/10.4135/9781849209731>

Ando, H., Cousins, R., & Young, C. (n.d.). Achieving Saturation in Thematic Analysis: Development and Refinement of a Codebook. *Comprehensive Psychology*, 3, 03.CP.3.4–. <https://doi.org/10.2466/03.CP.3.4>

Lecture 10. Discourse and document analysis

Green, J., & Thorogood, N. (2014). *Qualitative methods for health research* Judith Green and Nicki Thorogood (3rd ed.). Los Angeles, Calif.: Sage. Retrieved from <https://litteraturkiosken.uib.no/GLODE303>

MartinW.Bauer, & GeorgeGaskell. (2000). *Qualitative Researching with Text, Image and Sound*. London: SAGE Publications Ltd.

Carbó, P. A., Andrea Vázquez Ahumada, M., Caballero, A. D., Lezama Argüelles, G. A., & Drisko, J. W. (Editor). (2016). “How do I do Discourse Analysis?” Teaching Discourse Analysis to novice researchers through a study of intimate partner gender violence among migrant women. *Qualitative Social Work*, 15(3), 363–379. <https://doi.org/10.1177/1473325015617233>