

PhD programme in Education and Social Sciences
 39th Cycle

Course title:	Qualitative methodology Metodologia qualitativa Methodologie qualitativer Forschung
Course year:	1
Semester:	1st and 2nd
Course Code:	15144C
	Methodological courses 1st study year
Scientific sector:	multidisciplinary
Course Lecturers:	Carraro Attilio, 10 hrs. M-EDF/01 Demo Heidrun, 5 hrs. M-PED/03 Loch Ulrike, 10 hrs. SPS/08 Macchia Vanessa, 5 hrs. M-PED/03 Nentwig-Gesemann Iris, 10 hrs. M-PED/01 Seitz Simone, 10 hrs. M-PED/03
Total lecturing hours:	50
Module:	Yes - number of modules: 9
Credit Points (module):	35
Office hours:	from Monday to Friday on request
Attendance:	according to the regulations
Teaching Language:	English German Italian
Propaedeutic course:	
Course description:	<p>The course aims to introduce the methodologies useful for the development of the entire qualitative research process, i.e.: acquisition and use of specialized literature, including appropriate databases and digital media; development of a scientific question, research designs and their implementation; educational and social sciences and research methods; principles and specificities of scientific work and development or discussion of the scientific question contained in the students' research projects and their implementation; fundamentals of empirical research: theoretical familiarization with the basic rules and concepts of the research process.</p> <p>Il corso si propone di introdurre le metodologie utili allo sviluppo di tutto il processo di ricerca qualitativa, ovvero: acquisizione e utilizzo di letteratura specialistica, compresi database appropriati e supporti digitali; sviluppo di una domanda scientifica, disegni di ricerca e loro implementazione; le scienze dell'educazione e sociali e i metodi di ricerca; principi e specificità del lavoro scientifico e sviluppo o discussione del quesito scientifico contenuto nei progetti di ricerca degli studenti e della loro attuazione; fondamenti della ricerca empirica: familiarizzazione teorica con le regole e i concetti di base del processo di ricerca.</p> <p>Die Lehrveranstaltung zielt darauf ab, die für die Entwicklung des gesamten qualitativen Forschungsprozesses nützlichen Methoden einzuführen, d.h.: Beschaffung und Nutzung von Fachliteratur, einschließlich geeigneter Datenbanken und digitaler Medien; Entwicklung einer wissenschaftlichen Fragestellung, Forschungsdesigns und deren Umsetzung; Erziehungs- und Sozialwissenschaften und Forschungsmethoden; Prinzipien und Besonderheiten des wissenschaftlichen Arbeitens und Entwicklung bzw. Diskussion der wissenschaftlichen Fragestellung in den Forschungsprojekten der Doktoranden und deren Umsetzung; Grundlagen der empirischen Forschung: theoretische Einarbeitung in die Grundregeln und Konzepte des Forschungsprozesses.</p>
Specific educational objectives:	<p>SPS/08 Social Sciences, Sozialwissenschaften</p> <p>M PED-03 The course combines a general overview on the current area-specific scientific discourse with its critical analysis as well as with reflexive knowledge on selected qualitative methodological approaches associated</p>

List of topics covered:

Attilio Carraro

English:

- The aim of this module is to equip participants with knowledge and skills to effectively present the results of their research in conferences, workshops, meetings, ... Hands-on experiences and group discussion on both oral and poster presentations will constitute the main contents of the classes.

Italiano:

- Lo scopo di questo modulo è dare ai partecipanti le conoscenze e le abilità per presentare efficacemente i risultati delle loro ricerche in convegni, seminari, incontri di lavoro, ... Esperienze pratiche e discussione di gruppo su comunicazioni orali e poster congressuali costituiranno i principali contenuti delle lezioni.

Heidrun Demo

English:

Qualitative content analysis

- Qualitative content analysis: introduction and examples of analysis of interviews
- Qualitative content analysis: strategies for the development of inductive data driven categories

Italiano:

- Analisi qualitativa del contenuto: introduzione ed esempi di analisi di interviste
- Analisi qualitativa del contenuto: strategie per lo sviluppo di categorie induttive, a partire dai dati

Ulrike Loch

English:

Introduction in the methodology of narrative interviews (4 hours) and practicing narrative questions (6 hours):

- Introduction in narrative interviewing
- Practicing narrative interview tools
- Preparing a narrative interview
- Practicing narrative interview tools
- Exchange about interview experience

Deutsch:

Einführung in die methodologischen Grundlagen narrativer Interviews und Übung von narrativen Fragen:

- Einführung in narrative Interviews
- Üben narrativer Fragetechniken
- Vorbereitung eines Interviews
- Üben narrativer Fragetechniken
- Austausch über Interviewerfahrung

Vanessa Macchia

English:

Research Methodology - Action Research

- Action research: introduction and examples of the action research process
- Action research: analysis of a finished action research project

Italiano:

- Ricerca azione: introduzione ed esempi di processo di ricerca azione
- Ricerca azione: analisi di un progetto di ricerca azione finito

Iris Nentwig-Gesemann

Deutsch:

- Praxeologische Wissenssoziologie (2h)
- Dokumentarische Methode (4h)
- Überblick über verschiedene Interviewmethoden und Gesprächsführung (2h)
- Mosaic-Approach in der Kindheits- und Kinderperspektivenforschung (2h)

English:

- Praxeological sociology of knowledge (2h)
- Documentary method (4h)
- Overview of different interview methods and interviewing techniques (2h)
- Mosaic approach in childhood and child perspective research (2h)

Italiano:

- Sociologia prasseologica della conoscenza (2h)
- Metodo documentario (4 ore)
- Panoramica dei diversi metodi di intervista e delle tecniche di intervista (2h)
- Approccio a mosaico nella ricerca sull'infanzia e sulla prospettiva del bambino (2h)

Simone Seitz

Current discourses and qualitative methodological approaches in educational research, in particular focusing and critically analysing:

- research on school development / organisational development of educational institutions: theoretical frameworks, current discourses and linked methodological approaches (2h)
- research on professionalisation of teachers and staff: theoretical frameworks, current discourses and selected qualitative methodological approaches (group discussions / narrative interviews) (4h)

	<p>- research on children's agency / children's options for action within educational institutions: theoretical frameworks, current discourses and qualitative approaches (material-based interviews) (4h)</p>
<p>Teaching format:</p>	<p>Attilio Carraro Lecture, guided discussion, students' presentations, critical analysis of their presentations.</p> <p>Ulrike Loch Vorlesung und Übungen, Durchführung eines Interviews Lecture and practice, conducting an interviews</p> <p>Simone Seitz Lecture, methodologically guided discussion, analysis of empirical material</p>
<p>Learning outcomes:</p>	<p>Attilio Carraro</p> <ul style="list-style-type: none"> • Knowledge and understanding Participants know the general rule for effective scientific communication in public events. • Applying knowledge and understanding Participants can use the above cited knowledge in "real-life" settings. • Making judgments Participants can identify the key aspects of a good and a bad presentations. • Communication skills Participants have the skills to clearly communicate the result of their research in public events. • Learning skills They can decide for the best structure and organization of their presentations. <p>Ulrike Loch <i>The learning outcomes need to refer to the Dublin Descriptors:</i></p> <ul style="list-style-type: none"> • <i>Knowledge and understanding</i> • <i>Applying knowledge and understanding</i> • <i>Making judgements</i> • <i>Communication skills</i> • <i>Learning skills</i> <p>Iris Nentwig-Gesemann</p> <ul style="list-style-type: none"> • <i>Knowledge and understanding</i> The students have knowledge about the working steps of the documentary method as well as about the praxeological sociology of knowledge as its theoretical background. They know different interview methods and the appropriate interview techniques. They have knowledge about (sociological and pedagogical) research on childhood and children's perspectives. • <i>Applying knowledge and understanding</i> They can use their knowledge of methods to plan and carry out concrete research processes. • <i>Making judgements</i> They can justify their choice of methods (data collection and interpretation) and assess the quality of research. • <i>Communication skills</i> They can discuss research methodological and methodological issues with others and engage in shared interpretive practice. • <i>Learning skills</i> They can read texts on qualitative methods in a meaningful and critical manner, formulate a research design and produce written interpretations in writing. <p>Simone Seitz</p> <ul style="list-style-type: none"> • <i>Knowledge and understanding</i> The students have critically reflected knowledge about current discourses on educational research, in particular on quality development of educational institutions, its relation to professionalisation of teachers and staff and the agency of children / students • <i>Applying knowledge and understanding</i> The students are able to critically analyse current discourses and to use the acquired methodological knowledge and instruments for planning and conducting their own qualitative research processes • <i>Making judgements</i> The students are able to position themselves within current discourses and to reflect their methodological decisions in relation to a theoretical framework • <i>Communication skills</i> The students can argument critically research methodological issues in relation to a theoretical framework and current discourses • <i>Learning skills</i>

	The students are able to critically reflect on scientific discourses as well as on the relationship between knowledge genesis and qualitative methods, they can develop their own research design based on this
Assessment:	Research and Study Plan, first evaluation and annual evaluation (written report of the research activities, presentation to the PhD Board of Professors and discussion)
Required readings:	<p>Attilio Carraro Thomas, J.R. Martin, P.E., Etnier, J.L., & Silverman, S.J. (2023). <i>Research methods in physical activity</i>. Champaign IL: Human Kinetics. ISBN: 9781718201026 (chapters 21 and 22)</p> <p>Ulrike Loch: Rosenthal, Gabriele (2018): <i>Interpretive Social Research. An Introduction</i>. Universitätsverlag Göttingen. (free download: Göttingen university press), Chapter 5 Rosenthal, Gabriele (2011): <i>Interpretative Sozialforschung</i>. Weinheim: Juventa, 5. Kapitel</p> <p>Simone Seitz: will be announced before the course starts</p>
Supplementary readings:	<p>Attilio Carraro Will be suggested during classes.</p> <p>Simone Seitz: will be decided together during the course</p>