

PhD programme in General Pedagogy, Social Pedagogy, General Didactics and Disciplinary Didactics - 2017

Course title:	Ethnographic research in social- and educational field
Course year:	1
Semester:	1, 2
Course Code:	15110I
Scientific sector:	M-DEA/01
Lecturer:	Prof. Dorothy L. Zinn.
Total lecturing hours:	18
Module:	Methodological courses and seminars 1 st study year
Credit Points of the module:	30
Total Hours of availability for students and tutoring:	
Office hours:	from Monday to Friday on request
Attendance:	according to the regulations
Teaching Language:	English
Propaedeutic course:	
Course description:	Offered within the scientific sector M-DEA/01, the course situates ethnographic methods within the broader field of qualitative research and offers examples of how ethnography has been productively used in educational and social research. At the same time, through individual and group exercises, the course is designed to help students develop professional skills in utilizing the tools of ethnography to conduct research.
Specific educational objectives:	By transmitting a general knowledge of ethnography's epistemology and principles, the educational objectives of the course are: to familiarize students with a range of ethnographic research methods; offer resources for further exploration of specific themes; allow students to gain insight into the potential applications of ethnography to their own doctoral research projects; and help them to develop a basic critical awareness of criteria by which they may evaluate other scholars' ethnographic research. The course also introduces students to fundamental ethical considerations in conducting ethnographic research. Through exercises and the preparation of a final group research project, students will have practical experience in various phases of ethnographic research and will be invited to reflect on the challenges and rewards of using ethnography.
List of topics covered:	Introduction to the History and Epistemology of Ethnographic Methods; Research Design; Conducting Fieldwork; Participant Observation, Ethnographic Interviews and Other Data Collection Techniques; Analysis; Writing Ethnography; Research Ethics in Ethnography
Teaching format:	Lecture, discussion, individual and group exercises.

<p>Learning outcomes:</p>	<p>Knowledge and understanding:</p> <p>Familiarity with the epistemological framework underpinning ethnographic methods; knowledge of the basic techniques and approaches comprising ethnographic research design and methods; understanding of key ethical issues involved in conducting ethnographic research.</p> <p>Applying knowledge and understanding:</p> <p>Application of knowledge and understanding to practical exercises in research; evaluation of potential for applying knowledge and understanding to personal Ph.D. research projects.</p> <p>Making judgments:</p> <p>Capacity to choose appropriate research methods and tools; capacity to critically evaluate qualitative social and educational research using the quality criteria of contemporary ethnography; capacity to judge effectiveness and ethical quality of research design.</p> <p>Communication skills:</p> <p>Capacity for effective and ethical communication with research subjects; capacity for expressing and arguing opinions and research results in academic settings; oral and written communication in academic English.</p> <p>Learning skills:</p> <p>Skills in collaborative learning; skills in engaging scientific texts; skills in learning through conducting ethnography.</p>
<p>Assessment:</p>	<p>Assessment will be based on the quality of connections drawn between the course contents as presented in lessons and the applications made by students to individual and group exercises.</p>
<p>Required readings:</p>	<p>A.E. Castagno – T.L. McCarty 2018 <i>The Anthropology of Education Policy: Ethnographic Inquiries into Policy as Sociocultural Process</i>. London: Routledge.</p> <p>E. Tauber – D. Zinn, eds. 2015 <i>The Public Value of Anthropology: Engaging Critical Social Issues Through Ethnography</i>. Bozen-Bolzano: Bozan-Bolzano University Press.</p> <p>E. Campbell – L.E. Lassiter 2015 <i>Doing Ethnography Today: Theory, Methods, Exercise</i>. Wiley Blackwell.</p> <p>A number of short readings based on ethnographic research in the social and educational fields —relevant to</p>

	the research topics of the single students — will be presented and discussed during the course.
Supplementary readings:	<p>D. Soyini Madison 2012 <i>Critical Ethnography: Methods, Ethics and Performance</i>. Sage.</p> <p>J. Schensul – M. Le Compte 2016 <i>Ethnography in Action</i>. Rowman & Littlefield.</p> <p>R.M. Emerson, R.I. Fretz, and L.L. Shaw, eds. 2011 <i>Writing Ethnographic Fieldnotes</i> (2nd ed.). Chicago: University of Chicago Press.</p> <p>J. Skinner, ed. 2012 <i>The Interview: An Ethnographic Approach</i>. London: Bloomsbury.</p> <p>J. Blommaert and Dong Jie 2010 <i>Ethnographic Fieldwork: A Beginner's Guide</i>. Multilingual Matters.</p> <p>G. E. Marcus 1998 <i>Ethnography through Thick & Thin</i>. Princeton University Press.</p>