

**FICHA DE UNIDADE CURRICULAR**  
**2020/2021**

<b>Name</b>
<b>RESEARCH METHODOLOGY SEMINAR – Qualitative Research</b>
<b>Teaching Staff</b>
Luana Cunha Ferreira
<b>Credits (ECTS)</b>
6 ECTS
<b>Class functioning</b>
3h per week, Mondays 2-5pm
<b>Goals</b>
<ol style="list-style-type: none"> <li>1. Deepen the knowledge of the ontological and the epistemological foundations of qualitative and mixed methods methodology.</li> <li>2. Learn the main methodologies of qualitative data analysis, mainly thematic analysis and grounded theory.</li> <li>3. Develop the necessary skills for an autonomous and advanced usage of qualitative analysis software, and the inclusion, coding and analysis of data from interviews, focal groups, observation, social networks and multimedia.</li> <li>4. Capacitate for the production of scientific outputs, namely qualitative and mixed methods articles</li> </ol>
<b>Skills to be developed:</b>
<ol style="list-style-type: none"> <li>1. Designing, planning, implementing and best practices in qualitative and mixed studies;</li> <li>2. Gathering qualitative data from both traditional and contemporary methods;</li> <li>3. Qualitative data analysis using state of the art software;</li> <li>4. Scientific writing in qualitative and mixed articles;</li> </ol>

5. Other skills related to the critical and grounded quality evaluation of qualitative and mixed outputs, based on internationally recognized tools (COREQ; RATS)

**Pre-requisites**

Not applicable

**Contents**

1. Introduction to qualitative research
  - 1.1. Positivist and post positivist paradigms, and the quali-quantitative debate
  - 1.2. Designing and planning qualitative/mixed research
  - 1.3. Triangulation
  - 1.4. Mason models of mixed methods research
  - 1.5. Introducing QSR Nvivo12
2. Data gathering strategies
  - 2.1. Traditional methods (interviews, focus groups, diaries, observation, questionnaires)
  - 2.2. Contemporary methods (Virtual interviews, social networks, multimedia)
3. Methods and strategies of data analysis
  - 3.1. Thematic analysis
  - 3.2. *Grounded theory*
  - 3.3. Narrative analysis
4. Coding
  - 4.1. Coding types and strategies
  - 4.3. Cases and groups
  - 4.4. Advanced strategies of coding and analysis
  - 4.5. Memos
5. The development of theory
6. Assessing quality in qualitative and mixed studies
7. Writing qualitative and mixed research articles
8. Evaluating qualitative articles for publication

**Teaching methods**

Classes will be both expositive and active/practical, with present and remote work through the use of several technologies; 3h per week

**Evaluation regime**

Evaluation will be approved or not approved. Approval results from the sum of the evaluation elements, namely:

1. Individual report concerning the application of a specific strategy of qualitative data analysis, illustrating the use of Nvivo 12 and including the study design, rationale for data analysis, findings and discussion, including quality issues.
2. Critical analysis of a qualitative or mixed methods scientific paper in a peer-reviewed journal
3. Participations in the proposed in-class or remote tasks.

<b>Elements of evaluation</b>
Final evaluation will sum 12 points for the individual report, 5 points for the critical analysis and 3 points for the short tasks.
<b>Rules regarding grade improvement</b>
Repeating the individual report is allowed.
<b>Rules for students having previously failed the course unit *</b>
Not applicable

<b>Requirements on attendance and punctuality</b>
2/3 of attendance is mandatory.
Rules for special students (workers, elite athletes, student body leaders, military, fathers/mothers, with special needs) * 2/3 attendance of total hours of practical classes and seminar. In the case of failed attendance of practical classes and seminar, alternatives such as attending consultations will be allowed

## Teaching Language

English

### Disciplinary violations and penalties

According to the Evaluation of Learning Regulation of the Faculty of Psychology of the University of Lisbon, the following behaviors are considered disciplinary offenses subject to disciplinary action: a) To use or attempt to use materials, information, notes, study resources or other objects and equipment not authorized in academic exercises; b) To help or try to help a colleague in committing a disciplinary offense; c) To submit the same written work for evaluation in different course units without permission from the instructors, even if with minor changes; d) To present someone else's work as one's own; e) To forge, or change without permission from the author, any information or citation in an academic work; f) To interfere, change or attempt to change grades; g) To try to prevent or interfere with the proper functioning of classes, research or other academic activities; h) To make false accusations regarding instructors, governance bodies, other students or non-teaching staff of the FPUL; i) To falsify signatures in attendance sheets, documents relating to evaluation elements or in any official document relating to an academic process or status. Disciplinary offenses committed in any assessment element can lead to its annulment, and must be reported to the Pedagogical Council or, considering their gravity and repetition, may lead to other penalties, to be determined by the Rector of the University of Lisbon.

### References

- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative research in psychology*, 3(2), 77-101.
- Charmaz, K. (2014). *Constructing grounded theory*. Sage.
- Mason, J. (2006). Mixing methods in a qualitatively driven way. *Qualitative research*, 6(1), 9-25.
- Strauss, A., & Corbin, J. M. (1997). *Grounded Theory in Practice*. Sage.
- Tong, A., Sainsbury, P., & Craig, J. (2007). Consolidated criteria for reporting qualitative research (COREQ): a 32-item checklist for interviews and focus groups. *International Journal for Quality in Health Care*, 19(6), 349-357.
- Tashakkori, A., & Teddlie, C. (Eds.). (2010). *Sage*. Sage.

\* If applicable