

MPHP24	Qualitative Methods MPHP24		7,5 ECTS
Year 21/22	Course start: 2022-01-17	Course end: 2022-02-16	Study rate 100%
Course leader(s)	Maria Andrea Nardi, Pia Svensson		
Examiner	Anette Agardh		

The course

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Number of students	At start: 38	At the end: 38
Examination module (name, credits)	Passed at first attempt	Passed later
Individual examination	31	
Individual written assignment		
Course portfolio	38	
Number of other teachers involved: 4	Of which professors, readers (docent), 2 holding PhD, 2 Phd students, other, and non LU or RS employed. Of which 2 were core course conveners, 2 guest lecturer, assistants, or other minor contributors.	
It was easy to find competent teachers <input checked="" type="checkbox"/> yes <input type="checkbox"/> no	If no, in what field of knowledge was it hard to find teachers? Why?	
Short description of the course: The course offers an overview of the diversity of qualitative research methods both in terms of traditions and concepts. Emphasis is placed on how theory of science underpins both starting points and strategies that different types of qualitative research methods have in common and demonstrates basic differences in relation to quantitative research methods. Furthermore, the course covers the design of a qualitative study (problem formulation, sampling principles, data collection and analysis). Methods to generate qualitative data are presented and discussed. A description is given by the different steps and technologies applied in qualitative research with a special focus on Grounded Theory and Qualitative Content Analysis.		
Pedagogic model(s) used in the course (exemplify how you work): The pedagogical model was learner-based. The teaching consisted of lectures, seminars and flipped-classrooms. Students were given group assignment to interact and discuss different concepts related to qualitative research in public health useful for their own research proposal (course paper or individual written assignment).		
Major changes from last year: None. A new book was added on qualitative research methods in public health. We continue with the examination modality of home exam, which was introduced during the pandemic.		

Summary of course quality evaluation

Results – focus on strengths and weaknesses

The following paragraphs are based on students' course evaluation (N=14). We have considered ALL comments, irrespectively of the number of times mentioned.

STRENGTHS:

Working through exercises that would allow the analytical application of concepts

Designing own qualitative research project

Working in groups: enhancing students ability to work in teams

Increasing critical thinking/understanding by reading and doing analysis of text.

Positive discussion environment, open-minded and at ease.

Lectures were rooted in examples from reality. Lectures inspired a new way of thinking about research as not just something objective.

Practicing the interview guide was positive for the learning process

Guest lectures were appreciated.

It was hard to get an overview over the course literature, and what to find where in the readings. I feel like a lot of the different course literature were repetitive and similar to each other, and that it might be easier to get an understanding of the topics/learning outcomes if the readings were narrowed down to fewer readings so that we would be able to read more focused and get a deeper understanding on the included literature.

WEAKNESSES:

1 - Ethical presentation and discussions seem to be repetitive or touching similar issues from previous courses. At the same time, it was requested more ethics in this course, and also in the whole program.

2 - Home exam could have a longer deadline.

3 - More time for the analytical exercises.

4 - A matrix for the assessment of the research proposal was missing.

5 - Better distinguish between phenomenology and qualitative content analysis as two distinctive methodological approaches.

Possible explanations

1 - Coordination between course leaders and previous course leaders on ethics in research should be done.

2 - The exam was designed to be answered in eight hours, and students were given a total of 12 hours. Qualitative data analysis and interpretation demands long time.

3 - Lectures should balance time between presentation of concepts and analytical application to a concrete case.

4 - The matrix for evaluation of course assignments are not always submitted in advance.

5 - The course place greater enfasis on qualitative content analysis (as per syllabus)

Suggestions of measures and further development

1 - Coordination between course leaders will take place to discuss how ethics is taught in previous courses.

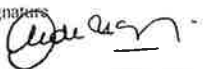



2 - Home exam will be designed as usual for eight hours, but deadline will be place the following day.

3 - Lectures will accommodate between presentation and application of concepts to continue developing analytical skills



- 4 - We will discuss with DoS about the presentation of matrix in advance
5 - Teachers will make sure to clearly distinguish both approaches.

Signatures

Date: 25 March 2022	Place:
Course leader	Student representative
Signatures  	Signature  
Elucidation Maria Andrea Nardi / Pia Svensson	Elucidation Lisa Becker Marian Paiva Marchiori

Appendix: Course evaluation

