Course name	ECTS code
Computer-Assisted Qualitative Data Analysis (CAQDA)	*02.06-S2-EN-CAQDA*

Provider
   University of Opole / Faculty of Social Sciences / Institute of Sociology

Year of the study programme, semester, academic year:
2. year, 1. semester, 2018/2019

Name of the instructor(s) & email address: Michał Wanke, michal.wanke@uni.opole.pl

1. Michał Wanke (lecture)
2. Marcin Deutschmann (labs), marcin.deutschmann@uni.opole.pl

Forms of instruction / forms of classroom activity and ECTS credit points in relation to student's duties	ECTS credits: 5
A. Forms of instruction and the number of hours: • *lecture (15 h)* • *lab (30 h)*	• *participation in lectures: 15h* • *participation in laboratories: 30h* • *preparation to classes: 30h* • *individual analysis: 60h* • *office hours: 15h*
B. Classroom activity: • *lecture and laboratory work in classroom* • *individual analysis in laboratory*	Total 150h = 6 ECTS

Course status: • *obligatory*	Language of instruction: • *English*

Methods of instruction	Forms of crediting and basic criteria of evaluation or examination requirements.
• *Interactive lecture introducing theoretical concepts and discussing students work* • *Classes in the computer lab with statistical software* • *Consulting ongoing students analysis in class and during office hours*	**Form of credit:** • *grade (labs)* • *credit (lectures)*
	B. Forms of evaluation: **1. Lectures:** • Participation in the in class discussion **2. Labs:** • *ongoing evaluation of the development of the student analysis in class* • *evaluation of the report paper*

	C. Basic criteria:
	The participation in lectures is credited and not graded.
	Student performance in labs is graded based on"
	    • *the involvement and performance in the class assignments and analyses – 50%*
	    • *the final report – 50%*

Entry requirements: *as defined in the study programme*

Course objectives:

The aim of the course is to familiarize the students with the work-flow and analytical capabilities of the CAQDA software (Atlas.ti). Working on an example of GTM (Grounded Theory Methodology) used by some sociologists it will be possible to learn how to use the software for one's own analytical use in different approaches of qualitative inquiry, including textual, audio, image or video analysis. The course is nor merely a technical tutorial of using the application, but it is meant to foster methodological discussion working on an example of a research process.

The course is workshop based and it is held in the computer lab.

Course content:
  A. *Lectures:*
  - *Logic of qualitative inquiry – grounded theory methodology in context*
  - *Entering the field: designing the qualitative study*
  - *Data in qualitative research*
  - *Overview of CAQDAS*
  - *Different approaches to coding*
  - *Analytical strategies*
  - *Theorizing in qualitative research*
  - *Writing a research report*
  - *Ethical issues in qualitative reserach*

  B. *Labs:*
  - *Starting point in the qualitative inquiry: thinking about research topics*
  - *Designing for the unknown: inductive research project development*
  - *Data management: recording, transcribing, storing*
  - *Overview of Atlas.ti software*
  - *Coding the data*
  - *Analytical tools in Atlas.ti*
  - *Theory building tools in Atlas.ti*
  - *Writing a research report*

Reading list*
  A. Obligatory reading (to get a credit):

  - Qualitative Data Analysis with ATLAS.ti, Susanne Friese

  - Strauss, Anselm, Corbin, Juliet (1998). Basics of Qualitative Research. Thousand Oaks: Sage.

  - *Clive Seale, Researching Society and Culture*

  - *Kvale, Steinar, InterViews : learning the craft of qualitative research interviewing / Thousand Oaks : Sage Publications, 2009.*

  B. Supplementary reading

  - Denzin, Norman (2009). The Research Act. New Jersey: Transaction Publishers.

  - Bryant, Antony, Charmaz, Kathy (2007). The SAGE Handbook of Grounded Theory. Thousand Oaks: Sage.

Effects	Forms of evaluation	Reference to the programme effects
Knowledge Student: • understands the logic of qualitative inquiry in sociology • knows the CAQDA software	• *In class evaluation of assignments* • *In class evaluation of analysis development* • *Evaluation of the final report*	K_W15 K_W16
Skills Student: • can formulate research questions and hypotheses in qualitative research • can write a research report of a qualitative analysis • is able to interpret qualitative data in context and make constant comparisons within code categories in order to derive abstract observations • can use CAQDA software for sociological research • can work in group on a research projects • is able to present her research results	• *In class evaluation of assignments* • *In class evaluation of analysis development* • *Evaluation of the final report*	K_U01 K_U06 K_U09 K_U11 K_U12 K_U15
Social competences Student: • is aware of different methodological approaches to qualitative research • is prepared and eager to design a research project • is motivated to pose research questions herself and use advanced sociological tools to answer them • is aware of the sensitivity of the participation of human subjects in qualitative inquiry • can use the software in a creative way, beyond typical research tasks	• *In class evaluation of assignments* • *In class evaluation of analysis development* • *Evaluation of the final report*	K_Ko5 K_K09 K_K10 K_K18 K_K21