

## Qualitative metasynthesis

Category	Content
Course Code	
Course Title	Qualitative metasynthesis
ECTS Credits	3 ECTS Credits
Level of Study	Ph.D.
Full-time/Part-time	Part-time
Language of Instruction	English
Semester	Spring/Fall semester
Place of Instruction	Faculty of Psychology, University of Bergen

## Objectives and Content

### *Content*

#### Qualitative metasynthesis:

- Introducing different types of qualitative metasynthesis, purposes and applications
- Research design
- Finding relevant databases
- Developing search protocols and methods
- Data analysis
- Critical appraisal
- Qualitative data analysis software/tools
- Presentation of findings

#### *Main learning objectives*

The main course goal is to introduce Phd students to the genre of qualitative metasynthesis, and show how to complete this for a doctoral thesis. Throughout the course the Phd students will develop their understanding of different types of qualitative metasynthesis and what purposes these can have in their own research. In addition, the course aims to develop the Phd students' abilities and knowledge for designing and completing their own qualitative metasynthesis through familiarizing them with different kinds of research design, databases, search protocols and methods, data analysis, critical appraisal, qualitative data analysis software and ways of presenting their findings.

After completing the course, the Phd students will have general knowledge about:

- Different types and purposes about qualitative metasynthesis
- Relevant databases within social science research
- Developing a search protocol
- Search methods for database searches to locate and collect literature in a systematic and transparent way
- Methods for analysis, critically appraising and tools for organizing collected primary qualitative studies
- Ways of presenting findings in qualitative metasynthesis

After completing the course, the Phd student will have specific knowledge about:

- How to develop an original problem statement for completing their own qualitative metasynthesis
- What types of qualitative metasynthesis and research design will fit their own project
- Using different methods and techniques for analyzing and critically appraising primary studies
- How to interpret, code, and categorize collected primary studies through different methods of analysis
- How to present findings in text and visually at a high academic level

<p><b>Learning Outcomes</b></p>	<p>By completing the course the Phd students will have completed the following learning aims, which are here defined as knowledge, skills, and general competence:</p> <p><i>Knowledge:</i></p> <p>The student will have knowledge about different types of qualitative metasynthesis, what purposes these have in research, and which research design that should be used when planning a qualitative metasynthesis. The student will be familiar with relevant databases within social science research, and how to use these. The student will be familiar with various methods of analysis and tools for assessing, critically appraising, sorting, and presenting the collected primary studies from database searches.</p> <p><i>Skills:</i></p> <p>The student will be able to use different databases for social science research for planning and performing database searches using various search methods in an independent way.</p> <p><i>General competence:</i></p> <p>The student will be able to develop an original problem statement, and use the problem statement to complete and present a qualitative metasynthesis on a high academic level.</p>
<p><b>Required Previous Knowledge</b></p>	<p>Master's degree within disciplines relevant to pedagogy, educational research, psychology, medicine and health science.</p>
<p><b>Recommended previous Knowledge</b></p>	<p>Should know about literature reviews from Bachelor- and Master's level</p>
<p><b>Credit Reduction due to Course Overlap</b></p>	<p>None</p>

<p><b>Is the course open or reserved for students enrolled in particular programmes?</b></p>	<p>The course is open for students at Ph.D.-level</p>
<p><b>Teaching Methods and Extent of Organized Teaching</b></p>	<p>Teaching will be organized as lectures and cases at the University of Bergen. Also, databases, search engines, and tools will be demonstrated. In addition, the course will have digital elements integrated in the course design (e.g. “flipped classroom”).</p> <p>The Phd students’ project descriptions will form the basis for further discussion regarding the use of qualitative metasynthesis in light of project foci and research questions. The Phd students will become aware of the role that the qualitative metasynthesis can have in their own projects.</p>
<p><b>Compulsory Assignments and Attendance</b></p>	<p>80 % attendance during lectures</p>

<b>Forms of Assessment</b>	<p>The assessment criteria at the Faculty of Psychology will be used.</p> <p>Pass or fail</p> <p>Pass included 80 % attendance during lectures and approval of academic paper (2500-3000 words) where the Phd student demonstrates how he or she can perform a qualitative metasynthesis in his or her own project. The paper will be assessed (approved/revise and resubmit) by the course coordinator or instructor. The workload for the paper is estimated to be 2 weeks. The Phd student should set aside enough time for work with the prescribed course texts and the paper before the set submission deadline.</p>
<b>Examination Support Material</b>	<p>All forms of examination support materials are allowed</p>
<b>Grading Scale</b>	<p>Pass or fail</p> <p>Pass included 80 % attendance during lectures and approval of academic paper (2500-3000 words) where the Phd student demonstrates how he or she can perform a qualitative metasynthesis in his or her own project. The paper will be assessed (approved/revise and resubmit) by the course coordinator or instructor. The workload for the paper is estimated to be 2 weeks. The Phd student should set aside enough time for work with the prescribed course texts and the paper before the set submission deadline.</p>
<b>Assessment Semester</b>	<p>Spring/Fall</p>

<p><b>Reading List</b></p>	<p>Barnett-Page, E., &amp; Thomas, J. (2009). Methods for the synthesis of qualitative research: a critical review. <i>BMC Medical Research Methodology</i>, 9(1), 1-11.</p> <p>Booth, A., Papaioannou, D., &amp; Sutton, A. (2016). <i>Systematic approaches to a successful literature review</i> (2 ed.). London: Sage.</p> <p>Booth, A. (2016). Searching for qualitative research for inclusion in systematic reviews: a structured methodological review. <i>Systematic Reviews</i>, 5(1), 74.</p> <p>Britten, N., Campbell, R., Pope, C., Donovan, J., Morgan, M., &amp; Pill, R. (2002). Using meta ethnography to synthesise qualitative research: a worked example. <i>Journal of health services research &amp; policy</i>, 7(4), 209-215.</p> <p>Dixon-Woods, M., Booth, A., &amp; Sutton, A. J. (2007). Synthesizing qualitative research: a review of published reports. <i>Qualitative Research</i>, 7(3), 375-422.</p> <p>Gough, D., Thomas, J., &amp; Oliver, S. (2012). Clarifying differences between review designs and methods. <i>Systematic Reviews</i>, 1(1), 28.</p> <p>Krumsvik, R. J., &amp; Røkenes, F. M. (2016). Litteraturreview i ph.d-avhandlingen. I: R.J. Krumsvik (red.), <i>En doktorgradsutdanning i endring. Et fokus på den artikkelbaserte ph.d-avhandlingen</i> (s. 51-91). Bergen: Fagbokforlaget.</p> <p>Lewin, S., Glenton, C., Munthe-Kaas, H., Carlsen, B., Colvin, C. J., Gülmezoglu, M., . . . Rashidian, A. (2015). Using qualitative evidence in decision making for health and social interventions: an approach to assess confidence in findings from qualitative evidence syntheses (GRADE-CERQual). <i>PLoS Med</i>, 12(10), e1001895.</p> <p>Malterud, K. (2017). <i>Kvalitativ metasyntese som forskningsmetode i medisin og helsefag</i>. Oslo: Universitetsforlaget</p> <p>Nye, E., Melendez-Torres, G. J., &amp; Bonell, C. (2016). Origins, methods and advances in qualitative meta-synthesis. <i>Review of Education</i>, 4(1), 57-79. doi:10.1002/rev3.3065</p> <p>Thomas, J., &amp; Harden, A. (2008). Methods for the thematic synthesis of qualitative research in systematic reviews. <i>BMC Medical Research Methodology</i>, 8(1), 45.</p> <p>University of Notre Dame, Australia (n.d.). <i>Structuring your question</i>. Retrieved from: <a href="http://libraryonline.nd.edu.au/evidencebasedpractice/ask/question">http://libraryonline.nd.edu.au/evidencebasedpractice/ask/question</a></p>
<p><b>Course Evaluation</b></p>	<p>Course evaluation is done in accordance to the Faculty of Psychology's' procedures for study quality</p>
<p><b>Programme Committee</b></p>	<p>Professor Rune Johan Krumsvik</p>
<p><b>Course Coordinator</b></p>	<p>Professor Rune Johan Krumsvik</p> <p>Associate professor Fredrik Mørk Røkenes</p> <p>External researcher</p>

<b>Course Administrator</b>	Research group Digital Learning Communities, Department of Education, the Faculty of Psychology
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