

Qualitative case study research

Category	Content
Course Code	
Course Title	Qualitative case study research
ECTS Credits	3 ECTS Credits (80% attendance during lectures and academic paper) 1 ECTS Credits (80% attendance during lectures)
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 research:

- The purpose of qualitative case study research
- Quality of qualitative case study research
- Guidelines for increasing quality of qualitative case study research
- Positioning of your qualitative case study research in your doctoral thesis
- Coherence of qualitative case study research designs in your doctoral thesis
- Transparency of qualitative case study research in your doctoral thesis
- Reporting qualitative case study research in your doctoral thesis

Main learning objectives

The main course goal is to introduce PhD students to how to carry out qualitative case study research with on a high academic level for a doctoral thesis. Throughout the course the PhD students will develop their understanding of how to increase the quality of qualitative case study research generally and regarding the publishing process in scientific journals. The course aims to develop the PhD students' abilities to write their own qualitative case study research papers in a coherent and transparent way.

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

- The purpose of qualitative case study research
- The theoretical stance in qualitative case study research
- The methodology in qualitative case study research
- The research design of qualitative case study research
- The methods and instruments of qualitative case study research
- The analysis of qualitative case study research
- Ways of presenting findings of qualitative case study research

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

- How to increase the coherence, transparency and quality of qualitative case study research
- The theoretical stance of qualitative research (ontological, axiological, epistemological and methodological positioning)
- How to select the appropriate methodology for research questions in qualitative case study research
- How to develop qualitative case study research design
- How to assess qualitative case study research

<p>Learning Outcomes</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> The PhD student will have knowledge about qualitative case study research in an article based PhD thesis, what purposes qualitative case study research have and how to increase the quality of qualitative case study research at a doctoral level. The PhD student will be familiar with relevant guidelines for assessing qualitative case study research in scientific journals and in doctoral thesis, and how to apply these in their own doctoral thesis. The PhD student will be familiar with various models, matrixes and tools for assessing, sorting, and presenting the different elements of their qualitative case study research in a doctoral thesis.</p> <p><i>Skills:</i> The PhD student will be able to carry out qualitative case study research in a coherent and transparent way in light of common guidelines and assessment of scientific journal papers and doctoral thesis.</p> <p><i>General competence:</i> The PhD student will be able to understand the purpose of qualitative case study research, the required elements of qualitative case study research and how to improve their qualitative case study research in their own doctoral thesis.</p>
<p>Required Previous Knowledge</p>	<p>Master's degree within disciplines relevant to pedagogy, educational research, psychology, medicine and health science.</p>
<p>Recommended previous Knowledge</p>	<p>Should know about qualitative research from Bachelor- and Master's level</p>
<p>Credit Reduction due to Course Overlap</p>	<p>None</p>

<p>Is the course open or reserved for students enrolled in particular programmes?</p>	<p>The course is open for students at Ph.D.-level within educational sciences and health sciences in WNGER II</p>
<p>Teaching Methods and Extent of Organized Teaching</p>	<p>Teaching will be organized as lectures and cases at the University of Bergen. Also, models, matrixes, assessment tools and templates 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’ preliminary thoughts and drafts concerning their qualitative case study research will form the basis for further discussion regarding the purpose and the elements of the qualitative case study research. The PhD students will become aware of the importance of quality assuring every part of the qualitative case study research in their own doctoral thesis.</p>
<p>Compulsory Assignments and Attendance</p>	<p>80 % attendance during lectures</p>

Forms of Assessment	<p>The assessment criteria at the Faculty of Psychology will be used.</p> <p>1 ECTS Credits (80% attendance during lectures)</p> <p>3 ECTS Credits (80% attendance during lectures and academic paper)</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 quality assures qualitative case study research in his or her own doctoral thesis. 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>
Examination Support Material	<p>All forms of examination support materials are allowed</p>
Grading Scale	<p>Pass or fail</p> <p>3 ECTS Credits (80% attendance during lectures and academic paper)</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 quality assure qualitative case study research in his or her own doctoral thesis. 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>
Assessment Semester	<p>Spring/Fall</p>

<p>Reading List</p>	<p>Preliminary reading list:</p> <p>Ayres L, Kavanaugh K, Knafk K. A. (2003). Within-case and across-case approaches to qualitative data analysis. <i>Qualitative Health Research</i>, 13(6):871–883</p> <p>Crowe S, Cresswell K, Robertson A, Huby G, Avery A, Sheikh A (2011). The case study approach. <i>BMC Medical Research Methodology</i>, 11(1):1–9.</p> <p>Flyvbjerg B. Five misunderstandings about case-study research (2006). <i>Qualitative Inquiry</i>, 12(2):219–245.</p> <p>Krumsvik, R. J. (2019). <i>Kvalitativ metode i lærerutdanninga</i>. Oslo: Fagbokforlaget</p> <p>Lincoln Y. S. Emerging criteria for quality in qualitative and interpretive research (1995). <i>Qualitative Inquiry</i>, 1(3):275–289</p> <p>Maxwell, J. (2010). Using Numbers in Qualitative Research. <i>Qualitative Inquiry</i> 16(6), 475 –482</p> <p>Stake R. E. <i>The art of case study research</i>. Thousand Oaks, CA: Sage; 1995</p> <p>Thomas G. (2011). A typology for the case study in social science following a review of definition, discourse, and structure. <i>Qualitative Inquiry</i>, 17(6):511–521</p> <p>Tight M. (2010). The curious case of case study: A viewpoint. <i>International Journal of Social Research Methodology</i>. 2010; 13(4), 329–339.</p> <p>Yin R. K. <i>Case study research: Design and methods</i>. 4th ed. Thousand Oaks, CA: Sage; 2009.</p>
<p>Course Evaluation</p>	<p>Course evaluation is done in accordance to the Faculty of Psychology's' procedures for study quality</p>
<p>Programme Committee</p>	<p>Professor Rune Johan Krumsvik</p>
<p>Course Coordinator</p>	<p>Professor Rune Johan Krumsvik</p>

Course Administrator	Research group Digital Learning Communities, Department of Education, the Faculty of Psychology
Contact Information	Rune Johan Krumsvik Rune.johan.krumsvik@uib.no Phone: 555 84 807