



COURSE OUTLINE
Introduction to Qualitative Research



Instructor:	Dr. Jutta Gutberlet
E-mail:	gutber@uvic.ca
Lectures:	Monday / Thursday 14:30 to 15:20
Lecture location:	CLE A-208
Office Hours:	Monday / Thursday 15:30 – 16:30
Lab Instructor:	Chris Fortney
E-mail:	cfortney@uvic.ca
Labs:	Tu. 10:30 - 12:20 (B01) Fr. 10:30 - 12:20 (B02)
Lab Location:	DTB B-307

Course Description

The course will provide an introduction to the theoretical and methodological foundations of qualitative research in Geography. A range of paradigms (ethnography, participatory action research, grounded theory) and data collection techniques (interviews, participant observation, focus groups, questionnaire) will be examined and applied to issues in human geography. We will also introduce different forms of data analysis (content analysis, theme coding). Guided by the instructors the students will design their own research project, produce a final report that describes the research process and outcomes and present some of the results in class. It is essential to actively participate during the lectures and labs. Get in touch with the instructors if you need to miss a class or need support.

- **Lectures** are weekly on Mondays and Thursdays from 14:30 to 15:20.
- **Labs** are divided into 6 sessions (Lab 1 to 6) and 2 Lab sections (B01, B02):
- **Section B01:** Tuesdays 10:30 to 12:20; **Section B02:** Fridays 10:30 to 12:20
- **Please insert GEOG227 under subject in your Email communication!**

Course Text: Hay, Iain & Cope, Meghan (Eds.) (2021). *Qualitative research methods human geography*, (5th Ed.). Oxford: Oxford University Press, 222 pp.

Additional mandatory weekly resources (videos and readings) will be regularly uploaded on Brightspace¹.

¹ Transcription resource: <https://fireflies.ai>

Learning Outcomes

- Understand critical issues related to key research paradigms and different techniques for handling qualitative data in Geography.
- Have an appreciation of key ethical issues involved in qualitative research.
- Understand the importance of research reflexivity.
- Learn how to do online research.
- Learn from the practical experience of designing and implementing a research project.
- Know about different tools for data collection and data analysis and develop basic skills.
- Gain experience in communicating and presenting research findings.
- Develop group work and discussion skills.

Overview of Course Content

Week	Dates	LECTURE TOPICS	Lab sessions (Tu and Fr)
1	7.09.	Welcome and introduction to the course content and course work (Reading: Chapter 1)	
2	11.09. 14.09.	Different research traditions and approaches to qualitative research (Reading: Chapter 3) Critical reflexivity and research ethics (Reading: Chapter 2)	Lab #1: Defining a research question or hypothesis and research methodology
3	18.09. ² 21.09. ³	Writing a research proposal (Reading: Chapter 5) Applying empowering research methodologies (Reading: Chapter 4)	
4	25.09. 28.09. ⁴	Research design: rigor and trustworthiness (Reading: Chapter 6) Taking a Case Study approach (Reading: Chapter 7)	Lab # 2: Designing a research proposal
5	02.10. 05.10.	<i>National Day for Truth and Reconciliation – NO CLASSES</i> Questionnaire application (Reading: Chapter 13) <i>Research Outline due October 5th</i>	
6	09.10. ⁵ 12.10.	<i>Thanks Giving – NO CLASSES</i> Conducting interviews (Reading: Chapter 9)	Lab # 3 Oral presentation of research proposals <i>(1st Lab assignment due)</i>
7	16.10. 19.10.	Collecting data via oral history and story bords (Reading: Chapter 10) Focus groups and design thinking (Reading: Chapter 11)	

² Last day for 100% reduction of tuition fees (19.09.)

³ Last day for adding courses (22.09.)

⁴ Last day for paying first term fees without penalty (30.09.)

⁵ Last day for 50% reduction of tuition fees (10.10.)

8	23.10.	Participatory action-oriented research (PAR) (Reading: Chapter 16)	Lab # 4: Applying research tools
	26.10.	Community-based Research (CBR) (Reading: Amauchi et al. (2020) The power of community-based participatory research: Ethical and effective ways of researching. <i>Community Development</i> . 53 (1): 3-20)	(2 nd Lab assignment)
9	30.10. ⁶	Arts-based research and arts-informed research (Reading: Chapter 8)	
	02.11.	Visual research methods (Video, Photography) (Reading: Kindon & Zonjic (2021) Participatory Video https://doi.org/10.1002/9781118786352.wbieg0533.pub2)	
10	06.11.	Organizing and analyzing qualitative data (Reading: Chapter 18)	Lab # 5: Working with your research data
	09.11.	Interpreting your research data (Reading: Chapter 17)	
11	13.11.	<i>Reading Break – NO CLASSES</i>	<i>Reading Break (Mo to Wed)</i>
	16.11.	Research involvement and engagement Checking in on student research developments	
12	20.11.	Writing and publishing your research (Reading: Chapter 19)	Lab # 6: Writing your research report
	23.11.	Communicating your results (Reading: Chapter 20)	(3 rd Lab assignment)
13	27.11.	Student project presentations	
	30.11.	Student project presentations	
14	04.12.	<i>National Day of Remembrance and Action on Violence Against Women – NO CLASSES</i> <i>Course project due December 7th</i>	

COURSE REQUIREMENTS AND EVALUATION

Further details to prepare your assignment as well as a marking rubric are provided via Brightspace under *Assignments* for each assignment.

I. Research Report (40%)

Under the guidance of your instructors, students will in small groups (2 to 3 students) develop a research project and prepare a final written report (maximum 2,500 words; and 3,500 words for groups with 3 to 4 students). At least 5 academic references are required. Further detailed information and specific evaluation criteria will be provided on Brightspace. Due date: **Dec. 7th**.

⁶ Last day for withdrawing from first term courses without penalty of failure (31.10.)

II. Research Report Outline (5%)

In week 5 (**Oct. 5th**), your group is required to hand in a draft outline stating your research question and sub-questions, an introduction with a brief rationale / context of your research, followed by a brief description of the methods you propose to use for data collection and analysis. Under methodology you will describe the participants to be involved in your study, the procedure applied for participant selection and the timeframe for your research. Feedback will be provided, to facilitate the next steps.

III. Research Report Presentation (15%)

In **Week 13**, students will present their group research and highlight some of the findings. The specific time and presentation schedule will be announced later in the semester.

IV. Attendance and active participation (10%)

Students are urged to do the weekly readings for their own benefit and to allow active participation and contributions in regular class discussions.

V. Lab Assignments (30%)

1st Lab Assignment: Oral presentation of research proposals (LAB 3) (**week 6**) (**10%**)

2nd Lab Assignment Research tool presentation (due in LAB 4) (**week 8**) (**10%**)

3rd Lab Assignment: Peer review of draft research reports (due in LAB 6) (**week 12**) (**10%**)

GRADING SYSTEM

Grade	Grade point value	Grade scale	Description
A+ A A-	9 8 7	90-100% 85-89% 80-84%	Exceptional, outstanding and excellent performance. Normally achieved by a minority of students. These grades indicate a student who is self-initiating, exceeds expectation and has an insightful grasp of the subject matter.
B+ B B-	6 5 4	77-79% 73-76% 70-72%	Very good, good and solid performance. Normally achieved by the largest number of students. These grades indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in the other area.
C+ C	3 2	65-69% 60-64%	Satisfactory, or minimally satisfactory. These grades indicate a satisfactory performance and knowledge of the subject matter.
D	1	50-59%	Marginal Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.
F	0	0-49%	Unsatisfactory performance. Wrote final examination and completed course requirements; no supplemental.
N	0	0-49%	Did not write examination or complete course requirements by the end of term or session; no supplemental.

GEOGRAPHY DEPARTMENT INFO

- Geography Department website: uvic.ca/socialsciences/geography/
- Undergraduate Advising: geogadvising@uvic.ca

POLICY ON LATE ASSIGNMENTS

I encourage you to stay on schedule as you work through your course material and assignments. To help you

satisfy the course requirements, deadlines for each of the course assignments have been established to provide ample work time in which to complete the readings and undertake the activities and discussions. **You should review all course requirements and due dates at the beginning of the course, compare these to your own schedule, and plan ahead accordingly.** If you anticipate conflicts with your work schedule, please let the course instructors know immediately.

You are expected to work through the course materials and submit all assignments on time. All course participants are expected to complete all assignments and are graded on the same criteria. In order to be fair to students who meet the deadlines, if you submit an assignment late you will lose marks. The late penalty is 10% per day.

POLICY ON ATTENDANCE

Our classes will start on time. Please arrive on time. **As a sign of respect to the instructor and the rest of the class, late arrivals are discouraged, as are early departures.** Students are expected to do the assigned readings to be prepared to participate in class discussions. **The use of cell phones is not allowed.**

ACADEMIC INTEGRITY

It is every student's responsibility to be aware of the university's policies on academic integrity, including policies on **cheating, plagiarism, unauthorized use of an editor, multiple submission, and aiding others to cheat.** Policy on Academic Integrity: web.uvic.ca/calendar/undergrad/info/regulations/academic-integrity.html. If you have any questions or doubts, talk to me, your course instructor. For more information, see uvic.ca/learningandteaching/cac/index.php.

ACCESSIBILITY

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a documented disability or health consideration that may require accommodations, please feel free to approach me and/or the Centre for Accessible Learning (CAL) as soon as possible (uvic.ca/services/cal/). The CAL staff is available by appointment to assess specific needs, provide referrals, and arrange appropriate accommodations. The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.

POSITIVITY AND SAFETY

The University of Victoria is committed to promoting, providing and protecting a positive and safe learning and working environment for all its members.

SEXUALIZED VIOLENCE PREVENTION AND RESPONSE AT UVIC

UVic takes sexualized violence seriously, and has raised the bar for what is considered acceptable behaviour. We encourage students to learn more about how the university defines sexualized violence and its overall approach by visiting uvic.ca/svp. If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR). Whether or not you have been directly impacted, if you want to take part in the important prevention work taking place on campus, you can also reach out to: Sexualized violence resource office in EQHR; Sedgewick C119. Phone: 250.721.8021. Email: svpcoordinator@uvic.ca; Web: uvic.ca/svp

COURSE EXPERIENCE SURVEY (CES)

I value your feedback on this course. Towards the end of term, as in all other courses at UVic, you will have the opportunity to complete an anonymous survey regarding your learning experience (CES). The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the department improve the overall program for students in the future. The survey is accessed via MyPage and can be done on your laptop,

tablet, or mobile device. I will remind you and provide you with more detailed information nearer the time but please be thinking about this important activity during the course.

DISCLAIMER:

The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances.

STUDENT WELLNESS

A note to remind you to take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone.

Counselling Services - *Counselling Services can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students.* <https://www.uvic.ca/services/counselling/>

Health Services - *University Health Services (UHS) provides a full service primary health clinic for students, and coordinates healthy student and campus initiatives.* <https://www.uvic.ca/services/health/>

Centre for Accessible Learning - *The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.* <https://www.uvic.ca/services/cal/>

Elders' Voices - *The Office of Indigenous Academic and Community Engagement (IACE) has the privilege of assembling a group of Elders from local communities to guide students, staff, faculty and administration in Indigenous ways of knowing and being.*
<https://www.uvic.ca/services/indigenous/students/programming/elders/index.php>



XAXE TTE SÉÁ, EYE TESHÉ. XAXE TTE SÉÁ, EYE SÉÁL - Our land is sacred. Our language is sacred. Artwork by David Underwood (2018)

We acknowledge with respect the Lkwungen peoples on whose traditional territory the University of Victoria stands, and the Songhees, Esquimalt and WSANEC peoples whose historical relationships with the land continue to this day.