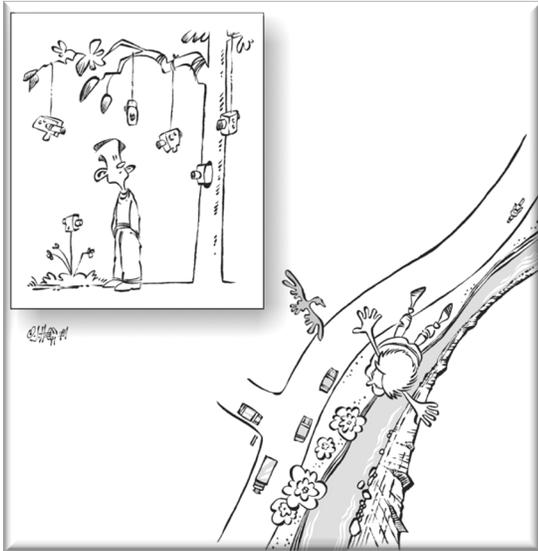




COURSE OUTLINE
Introduction to Qualitative Research



Instructor: Dr. Jutta Gutberlet
Email: gutber@uvic.ca
Lectures Online: Th 14:30PM to 15:50PM
Office Hours: By appointment
Lab Instructor: Sharon Dias
Email: sharonddias@gmail.com
Labs: Tu 10:30 to 12:20 / Th 12:30 to 14:20

Attendance requirements: During the Monday lecture time you will review the course material, do the readings and to prepare for the online interactive lectures on Thursdays. On Thursday's students are required to attend the online classes (via Zoom). Students will also participate in case study presentations and regular Q&A sessions. There are also 6 Lab sessions accompanying the course, provided by Sharon Dias, with online interactions on the dates and times provided.

Course Description

The course will provide a first introduction to the theoretical and methodological foundations of qualitative research in Geography. A range of paradigms (e.g. ethnography and participatory research, action research) and data collection techniques (e.g. interviews, participant observation, focus groups, in-depth interviews) will be examined and applied to issues in human geography and different forms of data analysis will be introduced (e.g. narrative or discourse analysis, coding). Students will be guided in the research process of their own research projects throughout the course. At the end the students will produce a research report and present some of their findings. Due to the specific circumstances given the current pandemic all research will be done online. This is a great opportunity to learn about using the internet to conduct your research.

- **Lectures:** Online lectures will be held always on **Thursdays from 14:30PM to 15:50PM.**
- **LABs:** There will be 6 Lab sessions (Lab 1 to 6). The class will be divided into 2 Lab sections, which means that you will probably be working with a small group of approximately 12 students per section. Labs are scheduled for **Section I: Tuesdays 10:30 to 12:20PM** and **Section II Thursdays 12:30 to 14:20PM.** It is mandatory to participate in the Lab sessions.

Learning Outcomes

- Know about major research traditions in Human Geography from an epistemological and ontological perspective.
- Understand critical issues related to different techniques for handling qualitative data in Human Geography.
- Have an appreciation of key ethical issues involved in Geography research.
- Understand the importance of research reflexivity.
- Know about different key methods in data collection and analysis in Geography.
- Learn about online research.
- Learn from the practical experience of designing and implementing a small research project.
- Develop basic skills in data collection and data analysis.
- Gain some experience in communicating and presenting research findings.
- Develop discussion skills.

Overview of Course Content

W	Dates	LECTURE TOPICS	Lab sessions: Tu 10:30 to 12:20 / Th 12:30 to 14:20
1	10.09.	Welcome: insights to the course content and course work. Introduction to qualitative research. Reading: Chapter 1 Questions & Answers	
2	14.09. 17.09.	Different research traditions and approaches. Critical reflexivity and ethical guidelines Reading: Chapter 2 and 3 Questions & Answers and Student Presentations	Lab #1: Defining a research question and methodology
3	21.09. ¹ 24.09. ²	Research design applying empowering methodologies. Writing a research proposal. Reading: Chapter 4 and 5 Questions & Answers and Student Presentations	
4	28.09. 01.10.	Rigorous and dependable research design. Taking a Case Study approach Reading: Chapter 6 and 7 Questions & Answers and Student Presentations	Lab # 2: Designing a research proposal
5	05.10. 08.10.	Research methods: Working under Covid-19 restrictions, doing research online and using technology in research Reading: Chapter 16 Questions & Answers and Student Presentations	Lab # 3 Oral presentation of research proposals <i>(1st Lab assignment)</i> <i>8.10. Research Outline is due</i>

¹ Last day for 100% reduction of tuition fees (22.09.)

² Last day for adding courses (25.09.)

6	12.10. ³ 15.10.	<i>Thanksgiving Day</i> Research methods: collecting data via interviews Reading: Chapter 8 Questions & Answers and Student Presentations	
7	19.10. 22.10.	Research methods: collecting data via oral history and focus groups Reading: Chapter 9 and 10 Questions & Answers and Student Presentations	Lab # 4: Applying research tools <i>(2nd Lab assignment)</i>
8	26.10. 29.10.	Participatory and Community-based Research (CBR) and Action-oriented Research Reading: Chapter 17 Questions & Answers and Student Presentations	
9	02.11. 05.11.	Research methods: historical and archival research Reading: Chapter 11 Questions & Answers and Student Presentations	
10	09.11. 12.11.	<i>Reading Break</i> Visual methods (arts-based research) and participant observation Reading: Chapter 13 and 15 Questions & Answers and Student Presentations	<i>Reading Break</i>
11	16.11. 19.11.	Organizing and analyzing qualitative data Reading: Chapter 14 and 18 Questions & Answers and Student Presentations	Lab # 5: Working with your research data
12	23.11. 26.11.	Writing your research and communicating your results (Presenting and publishing) Reading: Chapter 19 and 20 Questions & Answers and Student Presentations	Lab # 6: Writing up your research report <i>(3rd Lab assignment)</i>
13	30.11. 03.12.	Final Student Project Presentations Final Student Project Presentations <i>Course project due December 12th</i>	

All synchronized online classes (Thursdays) are marked in blue. The online classes will be taped and uploaded weekly to the course material. The student is required to follow the instructions given each week in terms of working with the course material.

Please also be aware of the online Lab sessions in weeks 2, 4, 5, 7, 10 and 12, on Tuesdays (Section 1) and Thursdays (Section 2).

³ Last day for 50% reduction of tuition fees (13.10.)

COURSE TEXTS

Hay, Iain. (Ed.) (2016). *Qualitative research methods in human geography*, (4th Ed.). Oxford: Oxford University Press, 222 pp.

ADDITIONAL COURSE MATERIALS

Additional weekly resources (videos and readings) are uploaded on Brightspace. These readings are mandatory.

COURSE REQUIREMENTS AND EVALUATION

Marking Rubrics will be provided for each type of assignment.

I. Research Report (30%)

You will conduct a specific research project focused on the impacts of Covid-19. This year we are experiencing life changing conditions due to the pandemic. This will be our main research topic and all research will be conducted online. Students will be able to define specific subtopics related to the topic and specific research questions according to your interest. Here are just some possible topics:

- How does Covid-19 affect social interaction of Youth?
- What are the impacts of Covid-19 on the elderly, or on specific service sectors?
- What are the impacts of Covid-19 on the environment?
- How do different groups experience the impacts differently?
- What are the energy and climate impacts of the virus?
- What comes after Covid-19?

You can work individually or as a small group with 2 or 3 students. You will work on your research independently or in groups and check in with your Lecturer and Lab instructor on a weekly basis. By week 2 you will have refined your research question, by week 4 your research design should be completed. By week 6 you should be starting to collect your data and begin with the systematization of your material. By week 8 you will initiate your data analysis and in week 10 you will start to write up your results. Finally, in week 13 we will conduct a small online conference with the presentation of your findings. The research report must be less than 3,500 words (bibliography and attachments not included), requiring at least 8 academic references. Specific evaluation criteria will be provided. The finalized version of your report is due at midnight, **Dec. 12th**.

II. Research Report Outline (5%)

In week 5 (midnight, **Oct. 12^h**), you are required to hand in a draft outline stating your research question and sub-questions, providing a brief rationale for your research. Provide some key points on your research design. This includes layout of methods to be used for data collection, participants, how many participants, procedure for participant selection, timeframe, etc. I will provide feedback. The submission of the outline is marked out of 10%.

III. Research Report Presentation (5%)

In week 13, students are required to give a short presentation, showcasing their groups' research and highlighting some of the findings. Our mini online conference is scheduled for Thursday, **Dec. 3rd**, between 12:30 PM and 15:50PM. The specific time and the presentation schedule will be announced later in the semester. Please upload a 1-page presentation notes on by **Dec. 2nd**.

IV. Participation (20 +10%)

Attendance and active engagement in the Thursday class is expected. We will be running several discussion forums, where we pose Questions and ask students to post their answers and/ or comment on other students' posts. Regular participation in these online activities is expected. In some weeks, we will conduct group discussions on the readings and course materials provided. Your active participation in these activities will be added towards your participation mark.

As part of the Thursday online class we will break up into groups to discuss aspects of the course readings and additional course materials for each week (between Week 3 and Week 11). Each student will be discussion leader once (10% mark). The discussion leader will facilitate the reflections and exchange of ideas among a small group of students. In preparation for this activity this student will work with the course material and formulate 8 questions to be posed to the group. The group will have approximately 20 minutes for discussion. The discussion leaders will then provide a 2 minutes summary of the highlights of the discussion. You have been signed-up for one day to lead the discussion. This activity will count as part of your participation mark.

V. Lab Assignments (30%)

1st Lab Assignment: Oral presentation of research proposals (LAB 3) (week 5)

2nd Lab Assignment Research tool presentation (due in LAB 4) (week 7)

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

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

We 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 instructor 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.

POLICY ON ATTENDANCE

Our online sessions will start 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 the Thursday class discussions.

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:

Where: 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 SEÁ ÁTE TENEP. XAXE TTE SEÁ ÁTE SKÁL - 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.