



# Detailed Course Syllabus

<b>Academic Year 2023/2024</b>		<b>Semester</b> Summer	
<b>Study Program</b>	Graduate University Study	<b>Specialization/ Major in</b>	Sociology, Psychology and Communications
		<b>Year of Study</b>	1., 2.

## I. BASIC COURSE INFORMATION

Name		Qualitative Interview and Arts Based Research	
Abbreviation		IZBD250	Code251990
Status		Elective	ECTS6
Prerequisites		None	
Total Course Workload			
Teaching Mode		Total Hours	Teaching ModeTotal Hours
Lecture		30	Seminar30
Class Time and Place			

## II. TEACHING STAFF

<b>Course Holder</b>			
<b>Name and Surname</b>	Miriam Mary Brgles		
<b>Academic Degree</b>	PhD	<b>Professional Title</b>	Assistant professor
<b>Contact E-mail</b>	miriam.brgles@unicath.hr	<b>Telephone</b>	+385 (1)
<b>Office Hours</b>			
<b>Course Assistant Name and Surname</b>	Anamarija Malešević, master of sociology	<b>Professional Title</b>	Assistant
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## III. DETAILED COURSE INFORMATION

<b>Teaching Language</b>	English
<b>Course Description</b>	<p>This course is designed to help young researchers develop qualitative interview and arts-based research projects and reflect on research ethics and challenges in a rapidly changing and digital environment/society. Through practical application, students will be empowered for research projects in the future. Course will offer a theoretical and practical background for conducting qualitative interview in social science research and will offer insights in the participatory arts-based research. The course highlights the importance of specifying a population of interest, an appropriate sampling strategy, and potential approaches to recruitment. It introduces the relationship between the researcher and participant</p>

and the practice of reflexivity. Finally, the course provides key examples to highlight the range of possibilities afforded by arts-based research in researching vulnerable social groups. In practical sense, students will learn that art is a form of (transferable) knowledge, which can offer empowerment and change.

### Expected Educational Outcomes

1. Describe the theoretical background of qualitative interviewing and arts-based research.
2. Explain the researcher's role, reflexivity, and creativity.
3. Discuss ethical considerations and prepare an informed consent.
4. Design, define and prepare a topic list for an inquiry, an appropriate sampling strategy and an interview protocol.
5. Explain qualitative coding and analysis in general.
6. Present an written essay.

### Textbooks and Materials

### Required

Flick, U. (Ed.), *The SAGE Handbook of Qualitative Research Design*. SAGE Publications Ltd. (Chapters: 2, 3, 17, 18, 19, 31, 57, 58, 60, 62)

Leavy, P. (2018). Introduction to arts-based research. In: P. Leavy (Ed.), *Handbook of arts-based research* (pp. 3–21). Guilford Press.

Wang, Q., Coemans, S, Siegesmund R., Hannes, K. (2018). Arts-based Methods in socially engaged research practice: a classification framework. *Art/Research International: A Transdisciplinary Journal*, 2(2), 5-39.

### Supplementary

Barone, T., and Eisner, E. W. (2011). *Arts based research*. SAGE Publications.

Creswell, J. (2014). *Research Design: qualitative, quantitative, and mixed methods approach*. SAGE Publications.

Coemans, S., Wang, Q., Leysen, J., and Hannes, K. (2015). The use of arts based methods in community based research with vulnerable populations: Protocol for a scoping review, *International Journal of Educational Research*, 71, 33 – 39.

Eisner, E. (2006). Does Arts-Based Research Have a Future? Inaugural Lecture for the First European Conference on Arts-Based Research: Belfast, Northern Ireland, June 2005. *Studies in Art Education*, 48(1), 9–18.

Hammersley, M., i Traianou, A. (2012). *Ethics in qualitative research: Controversies and contexts*. SAGE Publications Ltd, <https://dx.doi.org/10.4135/9781473957619>

Hannes, K. (2016, March 18). *Magnificent Rubbish Arts-based upcycling research project* [Video]. <https://www.youtube.com/watch?v=IF9yCUYAhoQ>

Hodgins, M. J., and Boydell, K. (2013). Interrogating Ourselves: Reflections on Arts-Based Health Research. *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research*, 15(1).

Holm, G., Sahlström, F., and Zilliacus, H. (2018). Arts-Based Visual Research. In: P. Leavy (Ed.), *Handbook of arts-based research* (pp. 311-335). Guilford Press.

Jacob, S. A., and Furgerson, S. P. (2012). Writing Interview Protocols and Conducting Interviews: Tips for Students New to the Field of Qualitative Research. *The Qualitative Report*, 17(42), 1–10. <https://doi.org/10.46743/2160-3715/2012.1718>

Jones, R. E., and Abdelfattah, K. R. (2020). Virtual Interviews in the Era of COVID-19: A Primer for Applicants. *Journal of Surgical Education*, 77(4), 733–

734. <https://doi.org/10.1016/j.jsurg.2020.03.020>

Jordan, S. R. (2013). Research integrity, image manipulation, and anonymizing photographs in visual social science research. *International Journal of Social Research Methodology*, 17(4), 441–454. <https://doi.org/10.1080/13645579.2012.759333>

Kuri, E. L. (2020). Ethics in Arts-Based Research: Drawing on the Strengths of Creative Arts Therapists. *Canadian Journal of Counselling and Psychotherapy*, 54(3), 197–219.

Leavy P. (2018). (Ed.), *Handbook of arts-based research*. Guilford Press.

Leavy, P. (2020). *Method Meets Art*, Third Edition. Guilford Publications.

Leburić, A., Delin, S. Botica, I., and Barun, I. (2014). *Metodološki rječnik*. Redak.

Malešević, A., Brgles, M. M., Tomičić, A., and Čartolovni, A. (2022). *Engaging critical thinking around future possibilities – health 4.0. and the scenario method* [Poster presentation]. European Congress of Qualitative Inquiry 2022, Belgium.

Nairn, K., Showden, C. R., Sligo, J., Matthews, K. R., and Kidman, J. (2020): Consent requires a relationship: rethinking group consent and its timing in ethnographic research, *International Journal of Social Research Methodology*. URL: <https://doi.org/10.1080/13645579.2020.1760562>

Olmos-Vega, F. M., Stalmeijer, R. E., Varpio, L., and Kahlke, R. (2022). A practical guide to reflexivity in qualitative research: AMEE Guide No. 149. *Medical Teacher*, 1–11. <https://doi.org/10.1080/0142159x.2022.2057287>

Ryan, F., Coughlan, M., and Cronin, P. (2009). Interviewing in qualitative research: The one-to-one interview. *International Journal of Therapy and Rehabilitation*, 16(6), 309–314.

Suominen, A., Kallio-Tavin, M., and Hernández-Hernández, F. (2018). Arts-Based Traditions and Orientations in Europe: Perspectives from Finland and Spain. In: P. Leavy (Ed.), *Handbook of arts-based research* (pp. 101-120). Guilford Press.

Van Even, P., Zaman, B., and Hannes, K. (2022). *ParCos Trainer update report. Deliverable 4.4 of the Horizon 2020 project ParCos, EC grant agreement no 872500*. Lappeenranta.

Van der Vaart, G., van Hoven, B., and Huigen, P. P. (2018). Creative and Arts-Based Research Methods in Academic Research. Lessons from a Participatory Research Project in the Netherlands. *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research*, 19(2).

Ward, J., and Shortt, H. (2020). (Eds.) *Using Arts-based Research Methods. Creative Approaches for Researching Business, Organisation and Humanities*. Palgrave Macmillan.

Water, T., Payam, S., Tokolahi, E., Reay, S. D., and Wrapson, J. (2018). Ethical and practical challenges of conducting art-based research with children/young people in the public space of a children's outpatient department. *Journal of Child Health Care*, 24, 33 - 45.

### Examination and Grading

To Be  
Passed

Exclusively Continuous  
Assessment

Included in  
Average Grade

**Prerequisites to Obtain Signature and Take Final Exam**

1. Class Attendance: mandatory 70% attendance is required;
2. Seminar Assignments: in-class presentation and seminar paper;

A minimum of 35% of the grade should be acquired through regular course activities: seminar assignments and two midterm exams

1. Course activities: seminar assignments; Midterm Exam 1 (written), Midterm Exam 2 (written)

**Examination Manner**

Final Exam (written)

**Grading Manner**

Grading Scale:

Failure (1) – 0 do 49,9%

Satisfactory (2) – 50 do 64,9%

Good (3) – 65 do 79,9%

Very Good (4) – 80 do 89,9%

Excellent (5) – 90 do 100%

Final Grade Calculation:

1. a) In-class Activities – 70%
  - 1) Seminar Assignments – 30%
  - 2) Mid term 1 – 20%
  - 3) Mid term 2 – 20%
1. b) Final Exam – 30%

**Detailed Overview of Grading within ECTS**

ACTIVITIES	ECTS	PERCENT OF TOTAL(%)
Class attendance	1.5	0
Seminar	1.35	30
Midterm Exam 1	0.9	20
Midterm Exam 2	0.9	20
<b>Total (Course activities)</b>	<b>4.65</b>	<b>70</b>
Final Exam	1.35	30
<b>TOTAL</b>	<b>6</b>	<b>100</b>

Exam)		
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**Midterm Exam  
Dates**

1. Midterm Exam 1 (written) 8th seminar class, Midterm Exam 2 (written) 15th seminar class

**Final Exam  
Dates**

#### IV. WEEKLY CLASS SCHEDULE

##### *Lectures*

Week	Topic
1.	Introduction to qualitative research: an overview of interviewing and arts-based research in sociology
2.	The role of the researcher and reflexivity
3.	Ethics in qualitative research
4.	Setting research question and research objective
5.	Sensitive topics and vulnerability
6.	Selecting a sample
7.	Qualitative interview: types and techniques
8.	Creativity and imagination
9.	Working with and for hard-to reach groups
10.	Working with elderly and children
11.	Researching institutions
12.	Literary genres and performative genres
13.	Visual arts and audio-visual arts
14.	Data analysis: making transcript using CAQDAS software
15.	Creative methods of research dissemination

##### *Seminars*

Week	Topic
1.	Identifying history and significance of the qualitative interview and arts-based research
2.	Participatory knowledge production
3.	Consideration of ethical issues and preparation of informed consent(s)
4.	Setting the field: use „every-thing “
5.	Interviewing skills
6.	Guidelines for developing interview questions and interview protocol 1
7.	Guidelines for developing interview questions and interview protocol 2
8.	Midterm exam 1
9.	Setting the field: use “every-one”
10.	Narrative inquiry and autobiography
11.	Setting the field be “every-where”

12.	A/r/tographic inquiry and ethnodrama
13.	Photography and drawing research
14.	Film and video-based research
15.	Midterm exam 2