



Detailed Course Syllabus

Academic year: 2023/2024	Semester: Summer semester
Study Program: Povijest (dvopredmetni) (R) (elective) Povijest (R) (elective) Diplomski sveučilišni studij Povijest (nastavnički) (R) (elective) Komunikologija - Interkulturalna komunikacija i novinarstvo (R) (elective) Komunikologija - Znanstveno istraživanje medija i odnosi s javnošću (R) (elective) Psihologija (R) (elective) Sestrinstvo (R) (elective) Sociologija - Upravljanje i javne politike (R) (elective) Sociologija (dvopredmetni) (R) (elective) Sestrinstvo (I) (elective)	Year of study: 1

I. BASIC COURSE INFORMATION

Name: Qualitative Interview and Arts Based Research

Abbreviation: IZBD250

Status: Compulsory

ECTS: 6

Code: 251990

Prerequisites: No

Total Course Workload

Teaching Mode

Total Hours

Lecture

30

Seminar

30

Class Time and Place: HKS - according to the published schedule

II. TEACHING STAFF

Course Holder

Name and Surname: Brgles Miriam Mary

Academic Degree:

Professional Title: docent

Contact E-mail:

miriam.brgles@unicath.hr

Telephone:

Office Hours: According to the published schedule

Course Assistant	
Name and Surname: Malešević Anamaria	
Academic Degree:	Professional Title: viši asistent
Contact E-mail: anamaria.malesevic@unicath.hr	Telephone:
Office Hours: According to the published schedule	
<h3>III. DETAILED COURSE INFORMATION</h3>	
Teaching Language: English	
Course Description	<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 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.</p>
Educational Outcomes	<ol style="list-style-type: none"> 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	<p>Flick, U. (Ed.), <i>The SAGE Handbook of Qualitative Research Design</i>. SAGE Publications Ltd. (Chapters: 2, 3, 17, 18, 19, 31, 57, 58, 60, 62)</p> <p>Leavy, P. (2018). Introduction to arts-based research. In: P. Leavy (Ed.), <i>Handbook of arts-based research</i> (pp. 3–21). Guilford Press.</p> <p>Wang, Q., Coemans, S, Siegesmund R., Hannes, K. (2018). Arts-based Methods in socially engaged research practice: a classification framework. <i>Art/Research International: A Transdisciplinary Journal</i>, 2 (2), 5-39.</p>

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=JF9yCUYAhoQ>

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.

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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*

Examination and Grading																										
To Be Passed DA	Exclusively Continuous Assessment NE	Included in Average Grade DA																								
<p>Prerequisites to Obtain Signature and Take Final Exam</p> <ol style="list-style-type: none"> 1. Class Attendance: mandatory 70% attendance is required; 2. Seminar Assignments: in-class presentation and seminar paper; <p>A minimum of 35% of the grade should be acquired through regular course activities: seminar assignments and two midterm exams</p>																										
<p>Examination Manner</p> <p>Grading Scale:</p> <p>Failure (1) – 0 do 49,9%</p> <p>Satisfactory (2) – 50 do 64,9%</p> <p>Good (3) – 65 do 79,9%</p> <p>Very Good (4) – 80 do 89,9%</p> <p>Excellent (5) – 90 do 100%</p> <p>Final Grade Calculation:</p> <ol style="list-style-type: none"> 1. a) In-class Activities – 70% <ol style="list-style-type: none"> 1) Seminar Assignments – 30% 2) Mid term 1 – 20% 3) Mid term 2 – 20% 2. Final Exam – 30% 																										
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<p>Detailed Overview of Grading within ECTS</p> <table> <tr> <th>VRSTA AKTIVNOSTI</th><th>ECTS bodovi - koeficijent opterećenja studenata</th><th>UDIO OCJENE (%)</th></tr> <tr> <td>Pohađanje nastave</td><td>1.5</td><td>0</td></tr> <tr> <td>Samostalni rad</td><td>0.76</td><td>20</td></tr> <tr> <td>Kolokvij-međuispit</td><td>0.9</td><td>25</td></tr> <tr> <td>Kolokvij-međuispit</td><td>0.9</td><td>25</td></tr> <tr> <td>Ukupno tijekom nastave</td><td>4.06</td><td>70</td></tr> <tr> <td>Završni ispit</td><td>1.35</td><td>30</td></tr> <tr> <td>UKUPNO BODOVA (nastava+zav.ispit)</td><td>5.41</td><td>100</td></tr> </table>			VRSTA AKTIVNOSTI	ECTS bodovi - koeficijent opterećenja studenata	UDIO OCJENE (%)	Pohađanje nastave	1.5	0	Samostalni rad	0.76	20	Kolokvij-međuispit	0.9	25	Kolokvij-međuispit	0.9	25	Ukupno tijekom nastave	4.06	70	Završni ispit	1.35	30	UKUPNO BODOVA (nastava+zav.ispit)	5.41	100
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Exam period dates:																										
IV. WEEKLY CLASS SCHEDULE																										