Detailed Course Syllabus

Academic year: 2026/2027	**Semester:** Summer semester
Year of study: 1	**Study Program:** Sestrinstvo (I) (elective) (Diplomski) Komunikologija - Interkulturalna komunikacija i novinarstvo (R) (elective) (Diplomski) Povijest (R) (elective) (Diplomski) Sestrinstvo (R) (elective) (Diplomski)

I. BASIC COURSE INFORMATION

Name: Qualitative Interview and Arts Based Research

Abbreviation: IZBD250

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

III. DETAILED COURSE INFORMATION

Teaching Language: English

Course Description	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.
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.

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 Researc,h 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.

Supplementary

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*

Examination and Grading

To Be Passed DA	**Exclusively Continuous Assessment** NE	**Included in Average Grade** DA

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
Examination 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% 2. Final Exam – 30%
Grading Manner	Final Exam (written)

Detailed Overview of Grading within ECTS

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

IV. WEEKLY CLASS SCHEDULE

[Predavanja]

#	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
[Seminari]	
#	**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