

<b>Module title</b>	4.1 Scientific methods I
<b>Workload (ECTS)</b>	3 ECTS
<b>Module coordinator</b>	<a href="#">Dr. Christine Jurt Vicuña Muñoz</a>
<b>Contributing lecturers</b>	<ul style="list-style-type: none"> <li><a href="#">Isabel Häberli</a></li> </ul>
<b>Entry requirements</b>	None
<b>Description</b>	<p>Putting into practice innovative projects demands solid knowledge of the context in which the projects will take place. Involved actors and their interplay need to be understood in their particular social, cultural, environmental, economic and political contexts. In this module, you acquire the necessary skills to explore these applying transdisciplinary and qualitative methods.</p> <p>In a first part of the module, you will learn to undertake an actor analysis by identifying key actors, their roles as well as their perspectives. You will learn the necessary techniques to design interview guidelines, to carry out interviews with actors having different backgrounds particularly in terms of their perspectives. Furthermore, you will get insights into the analysis of qualitative data (particularly into content analysis) being applied to the interview data as well as texts and visual data.</p>
<b>Learning outcomes and competences</b>	<p><b>Competences:</b></p> <p>Students</p> <ul style="list-style-type: none"> <li>get to know different qualitative methods</li> <li>are able to select, apply and reflect on different qualitative methods according to the project goals.</li> <li>are able to evaluate qualitative data and analyze it with regard to the specific context.</li> <li>are able to reflect critically on the research process</li> </ul> <p><b>Outcome:</b></p> <p>Groups of 2-3 students choose a topic of interest for the elaboration of a case study. They define suitable qualitative methods for the particular research questions at stake, undertake data collection as well as the analysis of the qualitative data. In a common report, students describe, analyse and evaluate the data as well as the research process as a whole and reflect critically on what could be improved.</p>
<b>Assessment of learning outcomes</b>	<ul style="list-style-type: none"> <li>Written report</li> <li>Individual oral exam concerning the report</li> </ul>
<b>Didactic approach</b>	<ul style="list-style-type: none"> <li>Contact teaching</li> <li>individual and group exercises</li> <li>group coaching</li> </ul>
<b>Project-based learning</b>	The module content will be applied to a particular topic that will be followed throughout the social science modules I-III applying qualitative, quantitative as well as transdisciplinary methods.
<b>Links to other modules</b>	<ul style="list-style-type: none"> <li>4.2 Scientific methods II</li> <li>4.3 Scientific methods III</li> <li>3.1 Society and technology</li> </ul>



<b>Bibliography</b>	<p>Bernard, H. Russell. 2011. Research Methods in anthropology: qualitative and quantitative approaches. Plymouth, UK: AltaMira Press.</p> <p>Mayring, Philipp (2000). Qualitative Content Analysis [28 paragraphs]. Forum Qualitative Sozialforschung / Forum: Qualitative Social Research, 1(2), Art. 20, <a href="http://nbn-resolving.de/urn:nbn:de:0114-fqs0002204">http://nbn-resolving.de/urn:nbn:de:0114-fqs0002204</a>.</p> <p>Kuckartz, Udo (2014). Qualitative Text Analysis. A Guide to Methods, Practice &amp; Using Software. Los Angeles: SAGE.</p>
<b>Language</b>	English
<b>Location</b>	Bern