



Title	<u>Qualitative Research in Practice: Methods, Design and Analysis</u>
Lecturer	Csongor Fényes , Institute of Political Sciences (Faculty of Law) fenyes.csongor@staff.elte.hu
Brief description	The course introduces students to the principles and practice of qualitative empirical research in both domestic and international contexts. It provides an overview of key qualitative data collection and analysis methods used in social and opinion research, while also supporting students in preparing for their thesis and future research work. The seminar combines theoretical knowledge with practical application. Students will learn how to plan and conduct qualitative research and, by the end of the semester, will prepare and present a short research plan, screening questionnaire, and discussion/interview guide, either individually or in small groups. Students will also receive practical materials, including sample research plans, discussion guides, consent forms, screening questionnaires, analysis examples, transcription guidelines, and course presentations.
Schedule	Introduction, getting to know each other, and course overview Qualitative approaches in opinion research In-depth interviewing: face-to-face interviews In-depth interviewing: online interviews Focus groups in opinion research: face-to-face focus groups I Focus groups in opinion research: face-to-face focus groups II Focus groups in opinion research: online focus groups Studio visit: observing qualitative research in practice Processing and analysing qualitative data Using qualitative insights in opinion research The client's perspective: interpreting qualitative research findings Final student presentations

Materials/ Recommended readings	Davies, L. – LeClair, K. L. – Bagley, P. – Blunt, H. – Hinton, L. R. S. – Ziebland, S. (2020): Face-to-face compared with online collected accounts of health and illness experiences: A scoping review. <i>Qualitative Health Research</i>, 30(13), p. 2092–2102. DOI: https://doi.org/10.1177/1049732320935835 de Villiers, C.– Farooq, M. B.– Molinari, M. (2021): Qualitative Research Interviews Using Online Video Technology - Challenges and Opportunities. <i>Meditari Accountancy Research</i>. ISSN 2049-372X. Dodds, Sarah–Hess, Alexandra Claudia (2021): Adapting research methodology during COVID-19: lesson for transformative service research. <i>Journal of Service Management</i> Volume 32, No. 2., pp. 203–217. DOI 10.1108/JOSM-05-2020-0153. Gray, Lisa M.–Wong-Wylie Gina–Rempel Gwen R.–Cook, Caren (2020): Expanding Qualitative Research Interviewing Strategies: Zoom Vide Communitions. <i>The Qualitative Report</i> 2020 Volume 25, Number 5, Article 8. p. 1291–1301. Engward, H. – Goldspink, S. – Iancu, M. – Kersey, T. – Wood, A. (2022): Togetherness in Separation: Practical Considerations for Doing Remote Qualitative Interviews Ethically. <i>International Journal of Qualitative Methods</i>. 21, p. 1–9. DOI: https://doi.org/10.1177/16094069211073212 Herasimenka, A. (2020). The Challenges of Virtual Focus Groups: An Outline. Irani, Elliane (2019): The Use of Videoconferencing for Qualitative Interviewing: Opportunities, Challenges, and Considerations. <i>Clinical Nursing Research</i>, 28 (1): 3–8. Jones, Janet E. –Jones, Laura L –Calvert, Melanie J –Damery, Sarah L –Mathers, Jonathan M (2022): A Literature Review of Studies that Have Compared the Use of Face-To-Face and Online Focus Groups. <i>International Journal of Qualitative Methods</i> Volume 21: 1–12. Khan, Tauhid Hossain – MacEachen, Ellen (2022): An Alternative Method of Interviewing: Critical Reflections on Videoconference Interviews for Qualitative Data Collection. <i>International Journal of Qualitative Methods</i> Volume 21: 1–12. DOI: 10.1177/16094069221090063. Lathen, Lorraine–Laestadius, Linnea (2021): Reflections on Online Focus Group Research With Low Socio-Economic Status African American Adults During COVID-19, <i>International Journal of Qualitative Methods</i> Volume 20: 1–10. Lobe, B.–Morgan, D. L.– Hoffman, K. (2022): A Systematic Comparison of In-Person and Video-Based Online Interviewing. <i>International Journal of Qualitative Methods</i>, 21. https://doi.org/10.1177/16094069221127068. Olliffe, John L.–Kelly, Mary T.– Montaner, Gabriela Gonzalez– Yu Ko, Wellam F. (2021): Zoom Interviews: Benefits and Concessions. <i>International Journal of Qualitative Methods</i>. Volume 20, p. 1–8. Pearlyn HM Neo Jane M Lim– Rayner KJ Tan Suan Ee Ong (2022): Using WhatsApp Focus Group Discussions for Qualitative Data Collection: Exploring Knowledge, Attitudes, and Perceptions of COVID-19 in Singapore. <i>International Journal of Qualitative Methods</i> Volume 21: 1–12. Richard, Brendan–Sivo, Stephen A.– Orlowski, Marissa– Ford, Robert C–Murphy, Jamie–Boote, David N.–Witta Eleanor L. (2020): Qualitative Research via Focus Groups: Will Going Online Affect the Diversity of Your Findings? <i>Cornell Hospitality Quarterly</i>, p. 1–14. Richard, B.–Stephen, A. Sivo–Robert C. Ford–Jamie Murphy–David N. Boote– Eleanor Witta1–Marissa Orlowski (2021): A Guide to Conducting Online Focus Groups via Reddit. <i>International Journal of Qualitative Methods</i> Volume 20: 1–9 Richard, B. – Sivo, S. A. – Orlowski, M. – Ford, R. C. – Murphy, J. – Boote, D. N. – Witta, E. L. (2020): Qualitative Research via Focus Groups: Will Going Online Affect the Diversity of Your Findings? <i>Cornell Hospitality</i>, 62(1), p. 32–45. DOI: https://doi.org/10.1177/1938965520967769 Stewart, D. W. – Shamdasani, P. (2017): Online Focus Groups. <i>Journal of Advertising</i>, 46(1), p. 48–60. DOI: https://doi.org/10.1080/00913367.2016.1252288 Tates K.– Zwaanswijk M.– Otten R.– Dulmen, Sandra–Hoogerbrugge, Peter M–Kamps, Williem A.–Bensing, Jozien M. (2009): Online focus groups as a tool to collect data in hard-to-
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	include populations: Examples from paediatric oncology. BMC Med Res Methodol 9, 15 (2009). Woodyatt, Cory R. –Finneran, Catherine A. – Stephenson, Rob (2016): In-Person Versus Online Focus Group Discussions: A Comparative Analysis of Data Quality. Qualitative Health Research, p. 1–9.
Assessment/ Exam	Attendance: A maximum of three certified absences are allowed. Attendance will be recorded by the instructor. Arriving more than 15 minutes late will count as an unexcused absence. Active participation in class discussions and seminar activities. Timely submission of group project assignments during the semester, according to the deadlines specified in the course schedule. Preparation and delivery of final presentations at the end of the semester.