

Title:	Ethnographic Case Studies in Education Research
Lecture hours:	30 h
Study period: (winter/summer)	winter or summer
Number of credits:	6 ECTS
Assessment methods:	<ol style="list-style-type: none"> 1. Regular attendance 2. Active participation in the class discussions 3. Knowledge test on the methodological framework of ethnographic case studies 4. The end-of-course presentation based on the individual research project* (demonstrating theoretical knowledge, critical thinking skills and academic awareness of the course subject) grounded in the self-designed ethnographic case study <p>*it will have a form of a theoretical example / conceptual draft of the research (without necessity of doing the research!)</p>
Language of instruction:	English
Prerequisites:	Interest in education research / ethnographic approach, level of English: B1+/ B2
Course content:	<ol style="list-style-type: none"> 1. The philosophical background of ethnographic case studies 2. Doing ethnography in the way of inner-cases or inter-cases – looking for the right approach in education research 3. Setting research goals in ethnographic case studies – about how not to get lost 4. Problems with research problems – about how to question to be answered 5. Being an ethnographic researcher – some remarks on researcher’s voice positioning and role-playing in a research field 6. The use of triangulation in qualitative research 7. Finding/constructing best toolkit for ethnographic case studies 8. Designing own research project grounded in ethnographic case studies – the step-by-step vade mecum for inexperienced ethnographers 9. The issue of reporting in ethnographic case studies – some remarks on displaying research data and (re)shifting to analysis and interpretation 10. Ethics first - about how not to be barbarian among natives
Learning outcomes:	<p>During the course students:</p> <ol style="list-style-type: none"> 1. will be presented with theoretical foundations of the qualitative (constructivist) paradigm as background of ethnographic case studies 2. will be presented with two ethnographic approaches to education research 3. will be familiar with research goals and their accurate setting 4. will be familiar with research problems and their accurate formulation 5. will be familiar with researcher’s voice positioning and role-playing in a research field 6. will be given opportunities to develop their critical thinking of the use of triangulation in qualitative research 7. will be given opportunities to find (or even construct themselves) best toolkit for ethnographic case studies 8. will be made aware of ethical issues which have to be consider while conducting qualitative research <p>By the end of the course students:</p> <ol style="list-style-type: none"> 9. will have demonstrated the methodological framework of ethnographic case studies by taking the knowledge exam 10. will have demonstrated the ability of designing own-made research grounded in ethnographic case studies (without showing own readiness to conduct the research).

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