

Course Syllabus

[Jump to Today](#)

HCDE 519: Qualitative Research Methods

Fall 2022

Instructor: Caitie Lustig (celustig@uw.edu (<mailto:celustig@uw.edu>)), TA: Sayan Bhattacharjee (sayanbe@uw.edu (<mailto:sayanbe@uw.edu>))

See the [Google Doc](#) 

(<https://docs.google.com/document/d/1g34nRTbBP9TRGLZGPs4SaHOIgTDQ2XDaJxtmZjKYVlo/edit?usp=sharing>) for draft of the syllabus with weekly agendas and readings.

Course Overview and Learning Objectives

Credit to Joey Hoy for writing this section

This course provides a hands-on introduction to qualitative research and its applications in human centered design and engineering. Throughout the quarter, we'll learn to ask well-scoped research questions, collect data, develop interview protocols, conduct interviews, analyze data, and communicate our findings.

We will begin with a brief overview of the history and context of qualitative research as a means of knowledge production. While ethical research and power dynamics will be a focus throughout the quarter, we'll do a deep dive into requirements for ethical research during our second week. With these foundations, we'll develop group research projects to practice study design, data collection, analysis, and reporting.

After completing this course, students will be able to:

- Situate qualitative research within approaches to “knowledge production” and applied design
- Describe common methods of qualitative research within HCDE/HCI and when they might be most appropriate to use
- Understand and adhere to core requirements of ethical qualitative research
- Apply theoretical and methodological concepts to qualitative study design
- Practice qualitative research methods
- Use, explain, and rationalize qualitative data analysis techniques

Our beliefs/approaches for this class:

- People are the experts of their own lives. As researchers and designers, qualitative methods are tools we can use to make this expertise known.
- “I don’t know” is always an acceptable answer here. Research, like learning, begins from a place of not knowing.
 - “To learn which questions are unanswerable, and not to answer them: this skill is most needful in times of stress and darkness.” — Ursula K. Le Guin, *The Left Hand of Darkness*
- This is a graduate-level class, designed for professionals; one of the lessons of graduate school (as with professional life) is managing your capacity. Sometimes that means stretching and sometimes that means setting a boundary. If all you can do is skim a reading or reach out to a classmate for information, please do that. Asking clarifying questions about readings or concepts is preferable to not participating at all.
- The university has certain policies on accommodations that we are required to communicate; we consider these the minimum. Please reach out to us if there is anything we can do to meet your needs in this class.

Course Logistics

- **Meeting times:** Wednesdays, 6-9:50pm.
- **Location:** Sieg 233 all weeks, except when otherwise noted. Any changes in location will be announced on Canvas.
- **Office hours:** Caitie's office hours are 11:30am-12:30pm on Tuesdays over Zoom [here](https://washington.zoom.us/my/caitie) ➞ (<https://washington.zoom.us/my/caitie>); Sayan's office hours are 11:30am-12:30pm on Wednesdays over Zoom [here](https://washington.zoom.us/j/93626599303) ➞ (<https://washington.zoom.us/j/93626599303>). You can also schedule a Zoom call at another time with Caitie using [this link](https://calendly.com/caitielustig) ➞ (<https://calendly.com/caitielustig>).
- **Slack:** We have a class Slack casual communication; this is completely optional to join. The link to join is [here](https://join.slack.com/t/slack-uut8534/shared_invite/zt-1gxsfymf7-ljfXmxHKF8vJU5CriS~YXA) ➞ (https://join.slack.com/t/slack-uut8534/shared_invite/zt-1gxsfymf7-ljfXmxHKF8vJU5CriS~YXA).
- **Perusall:** This is the platform we are using to collectively annotate readings. Create an account [here](https://app.perusall.com/) ➞ (<https://app.perusall.com/>) and join with course code: LUSTIG-VCPEP

If you cannot come to class, you may watch a [Zoom stream](https://washington.zoom.us/j/91929614725) ➞ (<https://washington.zoom.us/j/91929614725>) of the class. However, it may be difficult to participate or hear classmates in the room, so we encourage you to come to class when possible.

Assignments

Reading assignments

Reading annotation on Perusall

Annotations are due at 5pm on the day of class. Readings must be annotated in Perusall. In lieu of reading responses, we have chosen to use this platform because it allows us to collectively engage with the texts. Please add at least one annotation on *each* required reading that draws a connection to another text/media, something you have learned in the past, something you agree/disagree with, concerns, something you are wondering about, etc. If you would like, these annotations can be in response to another student's annotation. You are also encouraged, but not required, to highlight passages and leave shorter annotations (e.g., (appropriate) memes, emoji reacts).

Leading a reading summary and prompting discussion

Students will sign up to lead a week's reading discussion. During class, the students should summarize the reading, add any contextual information they deem relevant, and pull out discussion questions based on what they are thinking about and what topics or questions have come up in Perusall. Students are welcome to write a discussion/summary guide, make a presentation, and/or just speak with the class. We expect that students will lead the class for about 10-20 minutes. Please submit your materials (e.g., summary, presentation, and/or notes) for this assignment by 10pm the day that you lead the discussion.

Individual assignments

Reflections

Here at HCDE, we love the act of reflection. Periodically, you will submit short (ideally around 3-5 minutes) video reflections about your experiences in the class and what you have learned. Please do not feel that you must spend a lot of time on these assignments; reflections do not need to be polished.

Project group assignments

Group project

Project assignments will be completed collectively with your project group. Please try to distribute work evenly; in your final paper, you will be asked to describe what each group member contributed to the project. Note: Once you are in a group, you will not be allowed to switch groups.

After you receive a grade and feedback on a group project assignment (within ~48 hours), you are welcome to revise and resubmit your assignment for regrading and additional feedback; however, you must resubmit it *before* the next project assignment is due. If you choose to do so, please contact the instruction team to let us know that your assignment has been updated.

Methods slide and presentation

Your project group will select one week to present a method of their choosing. You must read a paper (not one assigned in this class) that utilizes or discusses that method, and create a slide with a summary. You will be provided a template for the slide. You will then present the slide in a 5 minute presentation. We ask that if you pick a method that has been or will be discussed in class, you focus on a specific technique or subtype of the method. The purpose of this assignment is to expose students to different methods (as we can only cover so many in this class in 10 weeks!), encourage close reading skills, and to create a shared directory of slides that we can all use in our future work outside of this class.

Grading

Assignments are divided into individual, project, and group assignments. Individual assignments are all credit/no credit. Other assignments will be graded according to a rubric that will be shared in advance.

Assignments that are late without prior notice will receive -1 point for each day that they are late. We have this rule because it is logistically complicated for the instruction team to grade assignments that are late.

Individual assignments (120 points):

- Video reflections for weeks 0, 5, and 10 (10x3=30)
- Annotation in Perusall for weeks 1-7, 9-10 (10x9=90)

Group project assignments (130 points):

- Week 2: Research questions (10)
- Week 3: Research plan (10)
- Week 4: Recruitment materials (10) & Data collection protocol/guide (20)
- Week 8: Draft of preliminary analysis (10)
- Week 10: Presentation (20)
- Finals week: Research paper (50)

Other group assignments (50 points):



- Method directory slide and presentation (20)
- Reading summary presentation (30)

Calculating your final grade

The conversion between the 300 points (or 100%) to the 4.0 scale used by UW will be as follows:




- $\geq 95\%$ (285) = 4.0
- Every -1% (3 points) implies -0.1; meaning:
 - 94% = 3.9,
 - 93% = 3.8,
 - 85% = 3.0,
 - 75% = 2.0,
 - ...
 - $\leq 61\%$ = 0.

Strategies for Success in this Course


- This class is a chance to explore things that you might not have otherwise, and so we encourage you to pick topics and methods that excite you or that you have a personal connection to! Your participants will pick up on your excitement.
- Being successful in graduate school requires good time management. You will have project milestone assignments most weeks, especially in the early weeks. In the second half of the course, you will have fewer assignments, but you are expected to be gathering data, conducting analyses, etc. Do not leave this work to the last minute. Scheduling interviews/sessions with participants can take a considerable amount of time and effort, so keep that in mind as well.
- We're using Perusall so that we can collectively help each other understand and engage with the texts—take advantage of Perusall as a resource.
- Here are some tips for reading academic texts:
 - Graham, Amanda. "A guide to reading and analysing academic articles." (2012) [[pdf](https://liubovborisova.com/images/UUacadenWriting/ArticleAnalysisReadingGuide.pdf)  (<https://liubovborisova.com/images/UUacadenWriting/ArticleAnalysisReadingGuide.pdf>)]
 - Edwards, Paul N. "How to read a book." [[pdf](https://pne.people.si.umich.edu/PDF/howtoread.pdf)  (<https://pne.people.si.umich.edu/PDF/howtoread.pdf>)]
 - When you read, you may find it helpful to think about not just the content of the reading, but also why the author decided to make the claims they made and what assumptions they held.

University Policies

COVID Safety/Illness

If you are sick with any potential illness, you must stay home, regardless of your vaccination status. Please email your instruction team if you are unable to make it to class (in person, or at all) so we can work with you to get you the materials and help you need to not fall behind. See [UW COVID-19 FAQ](https://www.washington.edu/coronavirus/student-faq/)  (<https://www.washington.edu/coronavirus/student-faq/>) for further detail. Please see additional information here: [COVID Isolation Guidance](https://www.ehs.washington.edu/covid-19-prevention-and-response/covid-19-isolation-guidance?_ga=2.60180589.1384883871.1664224584-311809130.1663787856)  (https://www.ehs.washington.edu/covid-19-prevention-and-response/covid-19-isolation-guidance?_ga=2.60180589.1384883871.1664224584-311809130.1663787856) and the “[What should I do if I get sick](https://www.ehs.washington.edu/system/files/resources/COVID-19-public-health-flowchart.pdf)” flow chart  (<https://www.ehs.washington.edu/system/files/resources/COVID-19-public-health-flowchart.pdf>).

COVID Safety/Masking

The health and safety of the University of Washington community are the institution’s priorities. Please review and adhere to the [UW COVID Face Covering Policy](https://www.ehs.washington.edu/covid-19-prevention-and-response/face-covering-policy)  (<https://www.ehs.washington.edu/covid-19-prevention-and-response/face-covering-policy>).

Academic Integrity



The essence of academic life revolves around respect not only for the ideas of others, but also their rights to those ideas and their dissemination. It is therefore essential that all of us take the utmost care that the ideas and expressions of ideas of other people always be appropriately handled, and, where necessary, cited.

Simply stated, academic integrity means that you are to do your own work in all of your classes, unless collaboration is part of an assignment as defined in the course. In any case, you must be responsible for citing and acknowledging outside sources of ideas in work you submit. Please be aware of the UW policies on this, as described in the Student Conduct Code: uw.edu/cssc/for-students/academic-misconduct/ (<http://uw.edu/cssc/for-students/academic-misconduct/>). These will be strictly enforced.


For writing assignments, when ideas or materials of others are used, they must be cited. The format is not that important as long as it is consistent, the source material can be located, and the citation can be verified. In any situation, if you have a question, please feel free to ask the instructor or teaching assistant. Such attention to ideas and acknowledgment of their sources is central not only to academic life, but life in general.

Violations of academic misconduct policies, as established by the College of Engineering, and described [here](https://www.engr.washington.edu/current/policies/academic-integrity-misconduct/)  (<https://www.engr.washington.edu/current/policies/academic-integrity-misconduct/>), will be strictly enforced.


Religious Accommodations

Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at [Religious Accommodations Policy](https://registrar.washington.edu/staffandfaculty/religious-%20accommodations-policy/)  [\(https://registrar.washington.edu/staffandfaculty/religious-%20accommodations-policy/\)](https://registrar.washington.edu/staffandfaculty/religious-%20accommodations-policy/). Accommodations must be requested within the first two weeks of this course using the [Religious Accommodations Request form](https://registrar.washington.edu/students/religious-accommodations-request/)  [\(https://registrar.washington.edu/students/religious-accommodations-request/\)](https://registrar.washington.edu/students/religious-accommodations-request/).

Access and Accommodations

It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law. If you have already established accommodations with Disability Resources for Students (DRS), please activate your accommodations via myDRS so we can discuss how they will be implemented in this course. If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), contact DRS directly to set up an Access Plan. DRS facilitates the interactive process that establishes reasonable accommodations. Contact DRS at [disability.uw.edu](http://depts.washington.edu/uwdrs/)  [\(http://depts.washington.edu/uwdrs/\)](http://depts.washington.edu/uwdrs/).

Land Acknowledgement

The University of Washington acknowledges the Coast Salish peoples of this land, the land which touches the shared waters of all tribes and bands within the Duwamish, Puyallup, Suquamish, Tulalip and Muckleshoot nations. We encourage you to learn more about these peoples and their relationship to this land. One opportunity for that is through the UW's [American Indian Studies Department](https://ais.washington.edu/)  [\(https://ais.washington.edu/\)](https://ais.washington.edu/).

Community Agreements

We believe that every person has the right to learn in a safe, accessible, and welcoming environment that fosters open dialogue and the expression of ideas—free of harassment, discrimination, and hostile conduct, whether implicit or explicit. As a community, sustaining this environment is our shared responsibility.

We ask that you read and agree to the commitments below. Think of these agreements as a commitment you'll choose to personally uphold during our time together, rather than as something to enforce for each other.

We are present with and for each other.

During the time we have together, we will do our best to be focused and engaged. We are active listeners and participants. When we're on Zoom, if you're able to keep your camera on—especially when we are in breakout groups—it really helps make conversational cues easier and helps us connect with each other as a cohort. It's also much easier for instructors/facilitators, who must be on camera and can feel both especially visible and isolated. If you prefer not to keep your camera on, we totally get it, and would love it if you would set an (appropriate) image avatar of your choosing.

We read generously and critically.

We read to understand the claims an author is making and the conversations and lineages they are contributing to. We also thoughtfully examine and unpack these claims, asking “why?” and “what assumptions or values underpin this?” and We look for connections or contradictions between readings and ask “Why might this be relevant to our learnings in this class?” We put energy into *critique* rather than *being critical*. We respect our own values, beliefs, and expertise. When reviewing our peers' work, we offer sincere and specific feedback.

Access(ibility) is our shared responsibility as a learning community.

As a learning community, we have a shared responsibility for supporting each others' access needs. Together, we will make sure that everyone has the opportunity to participate and understand key concepts from readings and activities so that we can move forward together as a group. While much of the institutional responsibility for this belongs to the instruction team, we all have a role to play in supporting our classmates and advocating for our own needs. Some ways to do this include: checking in about access needs in group meetings, using well-formed alt-text and captions, and using appropriate contrast in presented materials.

No one knows everything; together we know a lot.

In any conversation, especially ones relating to topics of systemic power (race, class, gender, disability, etc.), we know that each person is coming to the conversation with different sorts of lived experience and




embodied expertise. We also believe that each person has something to contribute to the conversation. This agreement asks that we all practice being humble, and look for what we have to learn from each person in the room. It asks us to share what we know, as well as our questions, so that others may learn from us.

We can't be articulate all the time.



Often people feel hesitant to participate in a workshop or meeting for fear of "messaging up" or stumbling over their words. We want everyone to feel comfortable participating, even if you can't be as articulate as you'd like. Even by offering something you think is only partially formed, you may help the rest of our community learn something new. There are also many ways to communicate without words and we will make space to learn from each other in varied forms.













Move up, move up.












If you're someone who tends to not speak a lot, please move up into a role of speaking more. If you tend to speak a lot, please move up into a role of listening more and allowing time for those who tend to take longer to prepare their words.











Many thanks to Joey Hoy for these agreements. Several of these agreements use and adapt materials from AORTA's [Anti-Oppressive Facilitation for Democratic Processes](https://aorta.coop/portfolio_page/anti-oppressive-facilitation/) , [\(https://aorta.coop/portfolio_page/anti-oppressive-facilitation/\)](https://aorta.coop/portfolio_page/anti-oppressive-facilitation/), [Mutual Aid Disaster Relief Workshop Facilitation Handbook](https://mutualaidrelief.org/wp-content/uploads/2018/11/MADR-WORKSHOP-FACILITATION-GUIDE-rough-1.pdf) , [\(https://mutualaidrelief.org/wp-content/uploads/2018/11/MADR-WORKSHOP-FACILITATION-GUIDE-rough-1.pdf\)](https://mutualaidrelief.org/wp-content/uploads/2018/11/MADR-WORKSHOP-FACILITATION-GUIDE-rough-1.pdf), the ActorsWork community, and the [Make the Breast Pump Not Suck Hackathon & Policy Summit](https://kanarinka.github.io/makethebreastpumpnotsuck/participate) , [\(https://kanarinka.github.io/makethebreastpumpnotsuck/participate\)](https://kanarinka.github.io/makethebreastpumpnotsuck/participate).

Course Summary:

Date	Details	Due
Wed Sep 28, 2022	 HCDE 519 A Au 22: Qualitative Research Methods (https://canvas.uw.edu/calendar?event_id=2896832&include_contexts=course_1581080)	6pm to 10pm
Fri Sep 30, 2022	 Video Reflection 1 (https://canvas.uw.edu/courses/1581080/assignments/7724232)	due by 11:59pm

Date	Details	Due
Wed Oct 5, 2022	 Week 0 Survey (https://canvas.uw.edu/courses/1581080/assignments/7725623)	due by 11:59pm
	 Week 1 Perusall annotations (https://canvas.uw.edu/courses/1581080/assignments/7724195)	due by 5pm
	 HCDE 519 Autumn 2022 Stream (https://canvas.uw.edu/calendar?event_id=2930898&include_contexts=course_1581080)	6pm to 10pm
	 HCDE 519 Qualitative Research Methods (https://canvas.uw.edu/calendar?event_id=2904877&include_contexts=course_1581080)	6pm to 9:50pm
Mon Oct 10, 2022	 Group Formation (https://canvas.uw.edu/courses/1581080/assignments/7724334)	due by 9:50pm
	 Research Question(s) (https://canvas.uw.edu/courses/1581080/assignments/7724317)	due by 11am
Wed Oct 12, 2022	 Week 2 Perusall annotations (https://canvas.uw.edu/courses/1581080/assignments/7724206)	due by 5pm
	 HCDE 519 Autumn 2022 Stream (https://canvas.uw.edu/calendar?event_id=2930899&include_contexts=course_1581080)	6pm to 10pm
	 HCDE 519 Qualitative Research Methods (https://canvas.uw.edu/calendar?event_id=2904878&include_contexts=course_1581080)	6pm to 9:50pm
Mon Oct 17, 2022	 Research Plan (https://canvas.uw.edu/courses/1581080/assignments/7724319)	due by 12pm
Wed Oct 19, 2022	 Week 3 Perusall annotations (https://canvas.uw.edu/courses/1581080/assignments/7724207)	due by 5pm
	 HCDE 519 Autumn 2022 Stream	6pm to 10pm

Date	Details	Due
	https://canvas.uw.edu/calendar?event_id=2930900&include_contexts=course_1581080	
Mon Oct 24, 2022	 Recruitment Materials, Screener, and Consent Form(s) (https://canvas.uw.edu/courses/1581080/assignments/7724369)	due by 12pm
	 Data Collection Protocol/Guide (https://canvas.uw.edu/courses/1581080/assignments/7724373)	due by 5pm
Wed Oct 26, 2022	 Week 4 Perusall annotations (https://canvas.uw.edu/courses/1581080/assignments/7724208)	due by 5pm
	 HCDE 519 Autumn 2022 Stream (https://canvas.uw.edu/calendar?event_id=2930901&include_contexts=course_1581080)	6pm to 10pm
Wed Nov 2, 2022	 Week 5 Perusall annotations (https://canvas.uw.edu/courses/1581080/assignments/7724211)	due by 5pm
	 HCDE 519 Autumn 2022 Stream (https://canvas.uw.edu/calendar?event_id=2930902&include_contexts=course_1581080)	6pm to 10pm
Fri Nov 4, 2022	 Video Reflection 2 (https://canvas.uw.edu/courses/1581080/assignments/7724236)	due by 11:59pm
	 Week 6 Perusall annotations (https://canvas.uw.edu/courses/1581080/assignments/7724213)	due by 5pm
Wed Nov 9, 2022	 HCDE 519 Autumn 2022 Stream (https://canvas.uw.edu/calendar?event_id=2930903&include_contexts=course_1581080)	6pm to 10pm
Wed Nov 16, 2022	 Week 7 Perusall annotations (https://canvas.uw.edu/courses/1581080/assignments/7724223)	due by 5pm
	 HCDE 519 Autumn 2022 Stream (https://canvas.uw.edu/calendar?event_id=2930904&include_contexts=course_1581080)	6pm to 10pm

Date	Details	Due
	(https://canvas.uw.edu/calendar?event_id=2930904&include_contexts=course_1581080)	
Mon Nov 28, 2022	 Preliminary Analysis (https://canvas.uw.edu/courses/1581080/assignments/7724398)	due by 5pm
	 Week 9 Perusall annotations (https://canvas.uw.edu/courses/1581080/assignments/7724225)	due by 5pm
Wed Nov 30, 2022	 HCDE 519 Autumn 2022 Stream (https://canvas.uw.edu/calendar?event_id=2930906&include_contexts=course_1581080)	6pm to 10pm
	 Week 10 Perusall annotations (https://canvas.uw.edu/courses/1581080/assignments/7724226)	due by 5pm
Wed Dec 7, 2022	 HCDE 519 Autumn 2022 Stream (https://canvas.uw.edu/calendar?event_id=2930907&include_contexts=course_1581080)	6pm to 10pm
	 Project Presentation (https://canvas.uw.edu/courses/1581080/assignments/7724404)	due by 6pm
Mon Dec 12, 2022	 [EXTRA CREDIT] Video Reflection 3 (https://canvas.uw.edu/courses/1581080/assignments/7724237)	due by 11:59pm
Wed Dec 14, 2022	 Research Paper (https://canvas.uw.edu/courses/1581080/assignments/7724405)	due by 11:59pm
	 Leading a reading discussion (https://canvas.uw.edu/courses/1581080/assignments/7724410)	
	 Method Slide and Presentation (https://canvas.uw.edu/courses/1581080/assignments/7724431)	