



The latest qualitative methods of data analysis Curriculum (Syllabus)

Course details

Level of higher education	Second (Master's)
Field of knowledge	<i>C - social sciences, journalism, information and international relations</i>
Specialisation	<i>C5 Sociology</i>
Educational programme	<i>Social Data Analytics</i>
Status of discipline	<i>Elective</i>
Form of study	<i>Full-time (day)</i>
Year of study, semester	<i>1st year, spring semester</i>
Scope of the discipline	<i>4 ECTS credits/120 hours 16 hours of lectures, 30 hours of practical classes, 74 hours of independent work</i>
Semester assessment/assessment measures	<i>Test, Modular control work</i>
Class schedule	<i>https://schedule.kpi.ua/</i>
Language of instruction	<i>Ukrainian</i>
Information about the course leader/lecturers	<i>Lecturer: Oleksiy Leonidovych Yakubin, PhD in Political Science, Senior Lecturer, Department of Sociology jacubin@gmail.com Practical / Seminar: Candidate of Political Sciences, Senior Lecturer at the Department of Sociology, Oleksiy Leonidovych Yakubin jacubin@gmail.com</i>
Course location	<i>https://do.ipk.kpi.ua</i>

Curriculum

1. Description of the academic discipline, its purpose, subject matter and learning outcomes

Course objective: the course is aimed at providing students with not only comprehensive knowledge of the theoretical foundations, principles and features of qualitative methodology in modern social sciences, but also practical skills in analysing various types of collected qualitative data, as well as developing the skills and abilities to transition from unstructured data to scientifically significant generalisations and arguments of various levels, up to the construction of theory. It is assumed that students will not only study the specifics of qualitative research in depth, but will also learn to see the complexity of this methodology in terms of its heuristic possibilities. The course programme develops research and technological skills, defines a system of concepts and categories of modern research methodology in the public sphere and social communications, introduces strategies for collecting, processing and interpreting data (primarily textual and visual), report presentation, analytical note writing, and the formation of students' professional competencies as researchers.

Course objectives: to develop the ability to formulate research questions, select a research strategy, and choose a subject and object of research; to develop skills in working with qualitative data: to develop students' practical skills in formulating research design, creating research tools, analysing qualitative visual/textual data and presenting research results, thereby contributing to the formation of professional discourse.

Mastering this discipline contributes to the strengthening of the following competencies and program learning outcomes:

- *ZK01 Ability to think abstractly, analyse and synthesise.*
- *FK01 Ability to analyse social phenomena and processes.*
- *FK04 Ability to collect and analyse empirical data using modern methods of sociological research.*
- *FK11 Ability to analyse open source data (OSINT), analyse qualitative information and text data, and use intelligent analysis for social data.*
- *FK12 Ability to apply modern statistical methods, models, digital technologies, and specialised software for modelling social processes.*
- *PRN04 Apply scientific knowledge, sociological and statistical methods, digital technologies, and specialised software to solve complex problems in sociology and related fields of knowledge.*
- *PRN 09 Plan and carry out scientific research in the field of sociology, analyse results, and justify conclusions.*

2. Prerequisites and post-requisites of the discipline (place in the structural-logical scheme of training under the relevant educational programme)

Prerequisites: the discipline "New Qualitative Methods of Conflict Analysis and Mediation" is an elective component. At the same time, it is a logical continuation of courses in social science metrology and belongs to the cycle of fundamental disciplines in the social sciences and humanities. The topics within the course "New Qualitative Methods of Conflict Analysis and Mediation" are related to other disciplines of the bachelor's curriculum: "History of Sociology", "Contemporary Theories of Peace and Conflict," "Political Science," "Sociological Research of Social Structures, Organisations, and Management," "Sociology of Public Opinion and Mass Media," "Methodology, Methods, and Technologies of Sociological Research," etc.

Post-requisites: studying this discipline deepens students' training in qualitative research methods and data analysis, develops skills in interpreting complex social processes, and can be used in mastering professional disciplines, research activities, and preparing a master's thesis.

3. Course content

Topic 1. Qualitative methodology in social sciences: introduction

Topic 2. Designing qualitative research.

Topic 3. Basic methods of text and discourse analysis.

Topic 4. Interpreting data with grounded theory.

Topic 5. Ethnographic approach in qualitative research.

Topic 6. Description in qualitative research.

Topic 7. Institutional analysis.

Topic 8. Presentation of qualitative research results.

4. Teaching materials and resources

Basic literature:

1. Bodnar, H. *The Independence Generation in the Revolution of Dignity // Pioneers of Independence. Silhouettes of a generation in time and events.* Makeev, S. (ed.), Kovalisko, N. (ed.). Collective monograph. Kyiv: Institute of Sociology of the National Academy of Sciences of Ukraine, 2022. – pp. 197-214.
2. Weimer D. L., Weining E. R. *Policy Analysis: Concepts, Practice / Translated from English by I. Dzyuba, A. Oliynyk; scientific editor O. Kiliievych.* – Kyiv: Osnovy, 1998. – 654 p.
3. Kostenko N. V., Ivanov V. F. *Experience in content analysis. Models and practices.* Kyiv, 2003.
4. Panina N. V. *Technology of Sociological Research: Lecture Course / 2nd edition, supplemented.* Kyiv, 2007. 320 p.
5. *Qualitative Research in Sociological Practices: A Textbook / Edited by N. Kostenko, L. Skokova.* – Kyiv: Institute of Sociology of the National Academy of Sciences of Ukraine, 2009. – 400 p.

Supplementary literature:

1. Girz K. *Interpretation of Cultures.* – Kyiv: Dukh i Litera, 2001.
2. Sontag, S. *On Photography.* – Kyiv: Osnovy, 2002.
3. Znanetsky, F. *Autobiography as a Source of Sociological Knowledge // Sociology: Theory, Methods, Marketing.* – 1998. – No. 6.
4. Kislova O. M., Profatilova L. G. *Actualisation of the application of qualitative methods of sociological research in the conditions of war in Ukraine. The 66th International Scientific and Practical Conference "Innovation in Science: Modern Challenges" (21–22 March, 2024).* Nika Publishing, Liverpool, Great Britain, 2024. Pp. 12–15.
5. Lapan T., Kudrynska H. *During and after the war // Pioneers of Independence. Silhouettes of a generation in time and events.* Makeev S. (ed.), Kovalisko N. (ed.). Collective monograph. Kyiv: Institute of Sociology of the National Academy of Sciences of Ukraine, 2022. pp. 214–274.
6. Lishchuk-Torchynska T. P. *Research project "Attitudes of Ukrainians towards the historical past" within the framework of a qualitative strategy of sociological research // Sociological Studies. Scientific and practical journal.* – 2017. – No. 2 (11). – pp. 40–47.
7. O. Symonchuk. *Self-reflection of highly educated representatives of the generation // Pioneers of Independence. Silhouettes of a generation in time and events.* Makeev S. (ed.), Kovalisko N. (ed.). Collective monograph. Kyiv: Institute of Sociology of the National Academy of Sciences of Ukraine, 2022. – pp. 111–153.
8. Paniotto V. *Crisis in survey methods and ways to overcome it. Sociology: theory, methods, marketing.* 2011. No. 1. P. 14.
9. Parkhomenko V. M. *Methods of selective surveys: Tutorial.* Kyiv, 2001. 148 pp.
10. S. Grechka. *Narrative technologies for modelling Ukraine's image in conditions of information and psychological confrontation // Young Scientist* No. 8 2020. – pp. 183-189.
11. Skokova L. G. *Biographical research in sociology: tradition and modern experience.* – Kyiv: Institute of Sociology, 2004.
12. Skokova L. *Florian Znanetsky: autobiographical method in sociology // Sociology: theory, methods, marketing.* – 1998. – No. 6.
13. Bourdieu P. *Photography. A Middle-brow Art.* – Oxford: Polity, 1990.
14. Glazer B., Strauss A. *The Discovery of Grounded Theory.* – Chicago-New York: Aldine, 1967.
15. King N. et al. (2019). *Interviews in Qualitative Research. Second Edition.* Sage Publications.
16. N. K. Denzin and Y. S. Lincoln (eds.). *Handbook of Qualitative Research.* 1994.
17. Sharan B. Merriam. *Qualitative Research: A Guide to Design and Implementation.* San Francisco:

Jossey-Bass, 2016.

18. Silverman, D. 1997. *Qualitative Research: Theory, Method and Practice*. London: Sage.

19. Silverman, D. 2000. *Doing Qualitative Research: A Practical Handbook*. London: Sage.

20. Silverman, D. 2001. *Interpreting Qualitative Data: Method for Analysing Talk, Text and Interaction*. 2nd ed, London: Sage.

Information resources:

1. <http://www.socio-journal.kpi.kiev.ua/> - Bulletin of Igor Sikorsky KPI. Sociology. Political Science. Law.

2. <http://i-soc.com.ua/journal/content.php> – Sociology: Theory, Methods, Marketing.

3. <http://www.nbuv.gov.ua> – V.I. Vernadsky National Library of Ukraine.

4. <https://prometheus.org.ua/>. The best online courses in Ukraine and worldwide.

5. <http://www.sociology.kpi.ua/literature> – Department of Sociology, Igor Sikorsky Kyiv Polytechnic Institute

Educational content

5. Methods of mastering the academic discipline (educational component)

Lectures

Lecture 1: Qualitative methodology in social sciences: introduction

Key questions: Concepts of qualitative and quantitative research. The problem of demarcation and the ideal of scientificity. Origins and history of qualitative research methods. Positivism, constructivism, interpretivism, comparison. Causality and evidence in qualitative research. Object language and metalanguage. Meaning and significance. Qualitative research strategies. How to choose a strategy.

IW: The logic of designing discourse analysis, institutional analysis, "embedded" research, oral history, grounded theory strategy. Two ways of reasoning in the process of data collection and analysis: deduction and induction.

Lecture 2: Designing qualitative research.

Key questions: Specifics of a qualitative research programme. The problem of data generalisation. Single and comparative research. Units of analysis. Hypothetico-deductive (hypothetico-nomological) and analytico-inductive models. Sources of information in qualitative research. The concepts of "text", "action" and "institution".

IW: Advantages and disadvantages of collection methods. Specifics of qualitative data in general and specific types of sources. Information storage.

Lecture 3: Basic methods of text and discourse analysis.

Key questions: Traditional methods of text analysis. Qualitative content analysis. Types of text sources. Reliability of text sources, contextualisation of sources. SYMLOG. Discourse analysis of media texts. Narrative semiotics (structural semantics). Narrative analysis. Functional pragmatics.

IW: Oral history. Theory of differences. Objective hermeneutics.

Lecture 4: Interpretation of data using grounded theory.

Key questions: Grounded theory in general. Basic principles of grounded theory. Interpretation of data according to the principles of grounded theory according to Glaser and Strauss, Strauss and Corbin. "Categorisation." Coding. Possibilities for quantifying qualitative data.

IW: Problems of generalisation with a small number of cases.

Lecture 5: Ethnographic approach in qualitative research.

Key questions: Basic principles and skills of the ethnographic approach. Types and genres of the ethnographic approach. Periodisation of the ethnographic tradition. Postmodern ethnography. Observation and "participant observation". Types of observation. Tools for ensuring the reliability of results (the concept of triangulation), types of triangulation.

IW: The concept of an "observation matrix".

Lecture 6: Description in qualitative research.

Key questions: Rich description as a key tool for qualitative analysis: the essence of the approach. Analytical "rich description" according to K. Geertz. The use of rich description in various qualitative methods: ethnography, case studies, in-depth interviews, focus groups. Data collection techniques necessary for rich description: prolonged engagement, observation, reflexivity, detailed recording of context.

IW: Levels of interpretation according to Girts.

Lecture 7: Institutional analysis.

Key questions: The role of neo-institutionalism in qualitative research. The interdisciplinary status of institutional theories. The heuristic potential of neo-institutionalism in the study of reform processes.

IW: The essence and types of institutional analysis.

Lecture 8: Institutional analysis. Presentation of qualitative research results.

Key issues: Rules for conducting institutional analysis at different stages of institutional development. Models of institutional change. Presentation of research: basic rules. Preparation of a presentation. Preparation of an analytical note.

IW: Types and strategies of institutional building. Key conclusions of the course.

Seminar classes

Seminar 1:

Key issues: Defining and analysing the characteristics of the object of qualitative research — the public sphere and social communications; examining the specifics of these phenomena as complex, dynamic and contextually determined social processes. Discussion of the principles of scientific validity in qualitative approaches, including reliability, credibility and consistency of interpretations. Formation of key concepts for research: communicative interaction, publicity, discourse, symbolic structures, social practices; the relationship between conceptualisation and empirical analysis in the qualitative tradition.

Seminar 2:

Key issues: Analysis of common conceptualisation errors in qualitative research, including excessive abstraction, unclear conceptual boundaries, substituting description with interpretation, and confusing levels of analysis. Practical exercises aimed at developing skills for correct conceptualisation: clarifying definitions, formulating arguments, constructing logically consistent and analytically productive concepts necessary for further work with empirical data.

Seminar 3:

Key issues: Review of the basics of qualitative research in the public sphere and social communications: specifics of describing social processes, criteria for assessing the reliability and validity of qualitative data, key research procedures (observation, interviewing, analysis of texts and discourses). Working through the structure and logic of a qualitative research programme: defining the problem, conceptualising key categories, selecting data collection methods, forming a sample, planning the analysis and presenting the results.

Seminar 4:

Practical part: students are divided into groups. Each group formulates the topic of their research project. Formulates the research problem and the main research question. Each group of students makes a short presentation of their project design, justifies the research strategy, the choice of information collection methods, and formulates the research goals and objectives.

Seminar 5:

Key questions: Comparison of leading text analysis techniques in qualitative research, in particular content analysis, discourse analysis, narrative analysis and frame analysis; identification of their capabilities, limitations, material requirements and typical research tasks. Discussion of criteria for selecting a methodology according to the research goal, text type, and communication context.

Seminar 6:

Practical part: working with different types of texts: from official documents to electronic media reports; from printed to video/audio. Public consultations on student group research.

Seminar 7:

Key issues: Comparison techniques in qualitative research: logic of similarity and difference, principles of comparative analysis, case selection strategies, approaches to comparing events, actions and social processes. Review of methodological tools used in comparative research, their capabilities and limitations.

Seminar 8:

Practical part: Analysis of a specific case and event using comparative analysis techniques. Practising skills in identifying relevant characteristics, constructing analytical categories, interpreting similarities and differences between cases. Working with different types of empirical materials. Public consultations on student group research: discussion of structure, methods, interim results, and correction of research approaches.

Seminar 9:

Key issues: Grounded theory as an approach in qualitative research: its philosophical foundations, features of bottom-up theoretical concept formation, the logic of constant comparison, the concept of theoretical saturation. Consideration of key techniques — open, axial and selective coding — their purpose, sequence of application and analytical capabilities in the reconstruction of social processes.

Seminar 10:

Practical part: Coding interview transcripts in accordance with the stages of grounded theory: identifying key meanings during open coding, establishing links between categories in the process of axial coding, refining the central category at the stage of selective coding. Conducting a narrative analysis of the material obtained with an emphasis on identifying structures, plots and logics of social action. Forming analytical notes and discussing preliminary theoretical conclusions.

Seminar 11:

Key issues: Techniques of "thick description" and "participatory research": their intellectual foundations, areas of application and analytical capabilities. Examination of Clifford Geertz's concept of thick description, attention to context, symbolic structures and layers of meaning in social action. Specifics of participant observation: the researcher's position, the role of participation, ethical challenges, boundaries between observation and involvement. Discussion of typical mistakes, risks, advantages, and research strategies when working with these approaches.

Seminar 12:

Practical part: Viewing and collective analysis of the narrative of the film *Kitchen Tales* (Norway–Sweden, 2003) as a case study to demonstrate the principles of rich description and the logic of participant observation. Identification of the narrative's layers of meaning, symbolic structures, interactions between characters, modes of observation, boundaries of participation, and researcher distance. Discussion of how artistic narrative can serve as material for qualitative analysis of social practices and communications.

Seminar 13:

Key questions: Institutional analysis of post-Soviet practices: concepts and methodological approaches. Features of the functioning of post-Soviet institutions, mechanisms of formalisation of norms, traditional and contemporary practices, factors of stability and change. Comparison of formal rules and informal practices, the influence of historical and sociocultural context on institutional processes.

Seminar 14:

Practical part. Conducting a quick study on post-Soviet institutional practices or meeting with a competent person on domestic institutional practices, conducting a quick survey with them. Preparation of pilot analytical notes by students. Submission of analytical reports by students based on the results of their research. Presentation of research results. Competition among research projects.

Seminar 15:

Modular control work

6. Independent work by students/postgraduates

Independent work by the applicant includes:

preparation for classroom sessions – 64 hours;

preparation for the Modular control work – 4 hours;

preparation for the test – 6 hours.

Total – 74 hours.

Policy and control

7. Policy of the academic discipline (educational component)

Classes in the discipline "Modern qualitative methods of data analysis" are conducted in the form of lectures and seminars. During lectures, the teacher formulates the provisions of the methods, formulates key concepts from the topics, and gives examples. Lectures take the form of a dialogue, with the lecturer asking the audience questions about the course material and may ask for immediate answers to current questions or questions about material from previous classes.

Students will use the sociological concepts, theories, and methods provided by the lecturer in lectures to analyse everyday reality, conceptualise it, and apply it to everyday phenomena and problems. Attention will also be paid to group discussions in seminars on models and principles of theorising in the context of the socio-political conditions of the development of sociological science, the ability to work with primary source texts on qualitative methods of conflict analysis and mediation.

The main form of work in a seminar class is a presentation that combines the student's communication skills with the demonstration and consolidation of knowledge. The lecturer assesses the depth, breadth and accuracy of the definitions during the student's presentation, as well as their ability to respond quickly to questions from the audience. During the seminar, students are additionally assessed on their activity in formulating questions, participating in discussions, formulating alternative hypotheses, their ability to refer

to theoretical positions and critically evaluate existing theories and practices.

The discipline is studied in accordance with the existing methodology for organising the educational process in higher education institutions, which provides for a significant proportion of independent work by students. Seminars deepen theoretical knowledge of the relevant topics of the discipline, consolidate practical skills in discussion, defending one's scientific position, and working with literature.

Attendance and completion of assignments

It is important to attend lectures that cover systematic educational material and presentations of documents in sufficient volume for students to master the discipline. It will be difficult for students to properly prepare for practical classes and complete practical assignments if they miss lectures. Therefore, active participation in lectures is essential for students who wish to demonstrate excellent learning outcomes. However, it is not necessary to make up for missed lectures.

Active participation of students in practical classes is mandatory and will be required. The student's rating will largely be based on the results of their work in practical (seminar) classes. At the same time, a student who has missed seminar classes may receive a low rating, which will not allow such a student to take the exam. In this case, the topics from the missed seminar classes must be studied, and the practical tasks must be completed by the student. The student's knowledge (understanding) of the missed topics (completion of assignments) will be assessed during communication with the lecturer according to the consultation schedule available on the website of the Department of Sociology, or during a break in the class ("during the break"). Students who complete the relevant tasks (answer the questions) will receive the corresponding points for their rating depending on the quality of their answers (completion of the task).

Students who have missed practical classes can prevent their final rating from being lowered by studying the relevant topics in a timely manner (during the semester) and completing the assignments for the missed classes. There is no need to wait for the exam session to approach to communicate with the teacher. It is worth doing this as soon as the student is ready to demonstrate their knowledge and skills on the missed topics.

The topics and assignments for practical classes are provided in the course syllabus, which is available in the student's personal account in the Campus system. In the context of distance learning, Zoom, Telegram and Google Classroom are also used.

During lectures and practical classes, the use of laptops and smartphones is permitted, but only for purposes related to the topic of the class and the corresponding thematic task. It is not advisable to use these (and other similar) devices for entertainment or communication during class. It is also not advisable to answer the teacher's questions by reading from the screen of a smartphone, laptop or textbook. This does not reflect well on the student's level of preparation.

During practical classes, students may use written notes they have prepared on the topic of the class (or the task at hand), but they should not express their opinion by reading from a piece of paper. This also does not reflect well on the student's level of preparation.

Forms of work

Lectures cover the main topics of the course. Lectures are conducted in an interactive manner. Questions from students to the lecturer during the lecture are welcome. The lecturer may ask questions to individual students or the entire audience. Dialogue between students and the lecturer during the lecture is allowed and encouraged.

Seminar classes are aimed at developing students' ability to work with scientific literature, prepare presentations based on preliminary analytical work, formulate and defend their position, and actively participate in discussions. Case studies and the Socratic method will be used in class.

Procedure for appealing the results of assessment measures

Students have the opportunity to raise any issue related to the assessment procedure and expect it to be considered in accordance with pre-defined procedures. To appeal against an assessment, a student must

submit a statement indicating the reason for the appeal and providing evidence of the lecturer's bias. The lecturer must discuss this statement with the student in person during a consultation. The commission may decide to repeat the assessment or reject the appeal. The commission's decision is final and cannot be appealed.

Mastering distance learning courses.

At the request of the applicant, in conditions that do not facilitate regular attendance, it is permissible to study individual content-rich parts of the educational component in asynchronous mode, in particular through distance learning courses. In order to be taken into account in the assessment system, the credits for such courses must correspond to the syllabus, be agreed with the teacher, and the student must provide a relevant document indicating the name and number of hours of the course to confirm completion. The recognition of informal education results is carried out in accordance with the procedure set out in the relevant Regulations of Igor Sikorsky KPI <https://osvita.kpi.ua/node/179>

University policy

Academic integrity

The policy and principles of academic integrity are defined in Section 3 of the Code of Honour of the National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute". For more details, see: <https://kpi.ua/code>.

Standards of ethical conduct

The standards of ethical conduct for students and employees are defined in Section 2 of the Code of Honour of the National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute". For more information, please visit: <https://kpi.ua/code>.

Artificial intelligence policy

The policy on the use of artificial intelligence and its principles are regulated by the order "Policy on the use of artificial intelligence for academic activities at Igor Sikorsky Kyiv Polytechnic Institute". For more information, please visit: <https://osvita.kpi.ua/node/1225>.

8. Types of control and rating system for assessing learning outcomes (RSO)

Calendar control: conducted twice per semester as monitoring of the current status of fulfilment of the requirements of the academic discipline.

Semester control: test

Assessment and control measures

A student's rating in an academic discipline consists of points awarded for:

1. work in seminars;
2. completion of the Modular control work.

1. Work in seminars is assessed at a maximum of 5 points.

The maximum number of points for all practical classes is $r_{sem} = 5 \text{ points} * 14 = 70 \text{ points}$.

Assessment criteria:

- "excellent" – creative approach to revealing the problem, using different info and justifying why it's useful – 5 points;
- "good" – in-depth disclosure of the problem (at the level of "essence" – "regularity"), reflection of one's own position – 4 points;
- "satisfactory" – well-reasoned disclosure of the problem with certain shortcomings (lack of references) –

3 points;

– "unsatisfactory" – task not completed, – 0-2 points.

2. Modular control work

Weighting – 30 points.

Answers are assessed as follows:

– "excellent" – complete answer (at least 90% of the required information) – 27-30 points;

– "good" – sufficiently complete answer (at least 75% of the required information), or complete answer with minor inaccuracies – 23-26 points;

– "satisfactory" – incomplete answer (at least 60% of the required information) and minor errors – 18-22 points;

– "unsatisfactory" – answer does not meet the requirements for "satisfactory" – 0-17 points.

3. Bonus points

A total of no more than 10 points for the following types of work:

– for research activities (participation in conferences, student competitions, publications);

– participation in faculty competitions in the discipline and all-Ukrainian competitions.

The rating assessment for the academic discipline is communicated to applicants during the examination session.

Applicants with a rating of 60 points or more receive a grade corresponding to their rating without additional tests.

For applicants with a rating of less than 60 points, as well as those who wish to improve their rating, the teacher conducts a semester assessment in the form of a test or interview.

4. Credit.

Weighting score – 100.

The test takes the form of a list of questions that the student must answer. The questions vary in content and correspond to the topics of lectures, seminars, independent work, and self-assessment questions.

Assessment criteria

95-100 points - the student demonstrates a deep knowledge of the content of the course material, the ability to systematically and interdisciplinarily analyse the issues covered in the course; freely and correctly uses scientific concepts and terms, formulates logical, reasoned conclusions, and expresses their own well-founded position on controversial issues;

85-94 points - the student demonstrates a very good level of mastery of the course material, is well versed in the main topics of the course, is capable of analysis and generalisation; there may be isolated inaccuracies in formulations or examples that do not significantly affect the overall level of the answer;

75-84 points - the student demonstrates a fairly complete understanding of the main topics and issues of the course. Uses basic scientific terminology, but the analysis is mainly descriptive; conclusions are formulated, but not always sufficiently substantiated;

65-74 points - the student demonstrates a general understanding of the course material, but the answers contain noticeable inaccuracies in definitions, examples or logic of presentation; the use of scientific terminology is limited, the analytical component is weak;

60-64 points - the student demonstrates fragmentary knowledge of individual topics of the course, is familiar only with some of the key concepts; answers are incomplete, superficial, conclusions are insufficiently substantiated or absent;

0-59 points - the student is not familiar with the key concepts and issues of the course, demonstrates superficial or chaotic knowledge; analytical thinking and the ability to apply the knowledge gained are absent; answers are illogical or incomplete.

Conditions for a positive interim assessment:

To receive a "pass" on the first interim assessment, the student must have at least 10 points; to receive a "pass" on the second interim assessment, the student must have at least 20 points.

Conditions for admission to the exam:

The condition for a student's admission to the exam is the completion of the Modular control work.

Table of correspondence between rating points and grades on the university scale:

Rating of the applicant (points)	University scale of grades for the level of acquired competencies (learning outcomes)
100-95	Excellent
94	Very good
84	Good
74-65	Satisfactory
64-60	Sufficient
Less than 60	Unsatisfactory

Possible marks in the semester control report:

Not admitted	Failure to meet the conditions for admission to semester control
Removed	Violation of the principles of academic integrity or moral and ethical standards of conduct
Did not appear	The applicant was admitted but did not appear for the exam

Review of the rating system of assessment during the semester

The RSO may be reviewed upon a reasoned request from the applicant studying the OK, the student self-government body or the student trade union committee, submitted to the head of the supporting department. The review procedure is defined in Section 7 of the Regulations on the system of assessment of learning outcomes at Igor Sikorsky KPI

https://osvita.kpi.ua/sites/default/files/downloads/Pologennia_RSO_2025.pdf

9. Additional information on the discipline (educational component)**Recommendations for students**

During lectures, students should take notes on the main concepts, characteristics, classifications, definitions, and algorithms discussed by the lecturer. This will allow students to better present their position (opinion), critically evaluate the positions (opinions) of other students, and ask questions to the lecturer and other students. This will increase the amount of material learned and the depth of understanding. When preparing for a practical class, it is advisable for students to study the lecture material on a specific topic and familiarise themselves with additional resources in the bibliography. If a student has not familiarised themselves with the educational material, they should listen more carefully to the speakers and try to compensate for their lack of preparation for the class with the information they receive. Students should not refuse to answer the teacher's questions. Even if a student does not know the answer, it is advisable to try to answer, express their opinion based on their own knowledge, experience, the logic of the question, etc. At the same time, there is no need to be afraid of making mistakes – one of the important tasks of studying social sciences and humanities is to develop skills in logical thinking, conducting discussions and expressing

one's own opinions. However, it is worth remembering that ignorance of the subject matter is a significant shortcoming in a student's work and will negatively affect their overall rating.

Distance learning

Synchronous distance learning is possible using video conferencing platforms and the university's educational platform for distance learning.

Inclusive learning

Permitted

The working programme of the academic discipline (syllabus):

Compiled by Oleksiy Leonidovych Yakubin, Senior Lecturer at the Department of Sociology, Candidate of Political Sciences

Approved by the Department of Sociology (Minutes No. 14 of 23 June 2025)

Approved by the Methodological Commission of the Faculty (Minutes No. 4 of 24 June 2025)

Questions for the Modular control work

1. *Definition of qualitative and quantitative research methods.*
2. *Basic principles of qualitative research.*
3. *The problem of demarcation in the social sciences.*
4. *Origins and history of qualitative research methods.*
5. *The influence of positivism on the development of qualitative research.*
6. *Constructivism and its role in qualitative methods.*
7. *Basic tenets of interpretivism.*
8. *Causality and evidence in qualitative research.*
9. *Objective language and metalanguage in social sciences.*
10. *Types of strategies in qualitative research.*
11. *The logic of discourse analysis design.*
12. *Institutional analysis in social research.*
13. *Features of "inclusive" research.*
14. *Oral history as a method of data collection.*
15. *The strategy of grounded theory.*
16. *Differences between deductive and inductive reasoning in data collection.*
17. *Specifics of a qualitative research programme.*
18. *The problem of generalisation in qualitative research.*
19. *Advantages and disadvantages of single and comparative research.*
20. *Units of analysis in qualitative research.*
21. *Hypothetico-deductive and analytical-inductive research models.*
22. *Sources of information in qualitative research.*
23. *The concepts of "text", "action" and "institution" in social research.*
24. *Methods of collecting qualitative data and their specifics.*
25. *Storage of information in qualitative research.*
26. *Basic methods of text analysis in qualitative research.*
27. *Qualitative content analysis and its features.*
28. *Reliability and contextualisation of text sources.*
29. *Discourse analysis of media texts.*
30. *Narrative analysis in social research.*

Questions for exam preparation

1. *Fundamentals of grounded theory.*
2. *Basic principles of grounded theory according to Glazer and Strauss.*
3. *Categorisation and coding in qualitative research.*
4. *Possibilities for quantifying qualitative data.*
5. *The problem of generalisation with a small number of cases.*
6. *Fundamentals of the ethnographic approach in qualitative research.*
7. *Types and genres of the ethnographic approach.*
8. *Periodisation of the ethnographic tradition.*
9. *Postmodern ethnography and its characteristics.*
10. *Observation and "participant observation" in ethnography.*
11. *Types of observation in social sciences.*
12. *Tools for ensuring the reliability of results in qualitative research.*
13. *The concept of triangulation and its types.*
14. *Observation matrix in ethnographic research.*
15. *Rich description in qualitative research.*
16. *Analytical rich description according to K. Geertz.*
17. *Levels of data interpretation according to Geertz.*
18. *Fundamentals of institutional analysis.*
19. *The influence of neo-institutionalism on qualitative research.*
20. *Interdisciplinary status of institutional theories.*
21. *The heuristic potential of neo-institutionalism in the study of reforms.*
22. *Main types of institutional analysis.*
23. *Rules for conducting institutional analysis.*
24. *Stages of institutional development in qualitative research.*
25. *Models of institutional change.*
26. *Types and strategies of institutional construction.*
27. *Basic rules for presenting qualitative research.*
28. *Preparing a presentation of qualitative research results.*
29. *Preparing an analytical note based on research results.*
30. *Basic conclusions regarding qualitative methodology in the social sciences.*