

COURSE INFORMATION GUIDE
CHYS 3P10

Important: The information contained in this guide is not equivalent to the course syllabus. It is intended to provide students with more information about scheduled courses than is provided through the undergraduate calendar. Keep in mind that it is prepared well in advance of the final courses preparation and merely provides an early idea about course objectives, content, and structure. In some cases this guide may be based on a previous year's course and not be reflective of the coming year's offering. Do not purchase texts or acquire readings based on the information guide.

Instructor: Shauna Pomerantz

Course Description:

We are all qualitative researchers already. From judgments to connections to observations to questions, we all engage in qualitative research everyday. Unlike quantitative research, which focuses on measurements, averages, and generalities, qualitative research is concerned with the qualities of experience. It is the study of how people make sense of themselves and the world around them. Because these things can hardly be quantified by "hard" science, qualitative research is always partial, interpretive, and subjective. As we endeavor to map the field of qualitative research in relation to Child and Youth Studies, we will hone our ability to ask good questions, to keenly observe situations, and to become more aware of the world around us. These skills will not only help us to critique academic and popular notions of children and youth, but will also enable us to better understand the opinions, needs, and perspectives of young people in both our chosen professions and in our everyday lives.

Course Objectives:

- To understand what qualitative research is and how it can be used with children and youth.
- To become comfortable with a variety of qualitative methods, including interviews, participant observation, ethnography, auto-ethnography, focus groups, textual analysis, and action research.
- To understand how research is designed by completing a "mock" research proposal.
- To become critical consumers of research

Course Evaluation:

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| 1. Seminar participation | = 15% |
| 2. Qualitative technique facilitation | = 10% |
| 3. In class Mid-Term | = 20% |
| 4. Proposal check-points: | = 5% |
| 5. "Mock" research proposal | = 30% |
| 6. Final exam | = 20% |

Additional Information: "None"

