

Qualitative Research in IT and Management

Kvalitativ forskning om IT och management

7.5 credits

Programme course

725A44

Valid from: 2025 Autumn semester

Determined by	Main field of study	
The Quality Board at the Faculty of Arts and Sciences	Information Systems	
Date determined	Course level	Progressive specialisation
2014-06-16	Second cycle	A1N
Revised by	Disciplinary domain	
Chairman of the Course and Programme Syllabus Board at the Faculty of Arts and Sciences	Technology	
Revision date	Subject group	
2018-01-08; 2023-03-16; 2025-03-31	Informatics/Computer and Systems Sciences	
Offered first time	Offered for the last time	
Spring semester 2015		
Department	Replaced by	
Institutionen för ekonomisk och industriell utveckling		

Course offered for

- Master Programme in IT and Management

Entry requirements

- A Bachelor's Degree equivalent to a Swedish Kandidatexamen in one of the following subject areas:
 - Information Systems
 - Business Administration
 - Cognitive Science
 - Computer Science
- English and Swedish corresponding to the level of English and Swedish in Swedish upper secondary education (Engelska 6 and Svenska 3)

Intended learning outcomes

On completion of the course, the student should be able to:

- describe, assess and reflect on how knowledge is developed in informatics with specific focus on a qualitative research tradition in the field of IT and management.
- describe, apply and discuss different qualitative perspectives, approaches, methods and technologies within the subject of informatics, in order to develop knowledge of IT and management in context.
- critically review, problematise, present professionally and take a position on, within the subject of informatics, occurring movements, central phenomena and core concepts.
- critically review and reflect on the different roles of theories in development of knowledge in a qualitative research tradition in the field of IT and management.
- understand and describe various types of knowledge; for example, describing, evaluating and normative knowledge and its relevance and rigour.
- understand and apply within the subject selected approaches for development of well-established knowledge, such as preparation for planning and implementation of scholarly work.

Course content

The main contents of the course is focused on preparing for a future one or two year master's dissertation and the future profession. The following contents are used to reach the expected learning outcomes above:

- Qualitative research within the field of informatics with specific focus on the IT and management field
- A deepening view of the field of informatics
- Qualitative research in a context of other approaches for knowledge development
- Perspectives, approaches, methods and technologies for systematic providing of knowledge within the subject, based on a qualitative research tradition
- Different roles that theory can take in planning and implementation of knowledge development of IT and management
- Different types of knowledge, their differences and similarities and quality criteria for well-established knowledge
- Approaches to professionally publish, orally present, criticise and defend knowledge contributions
- Plans and design of knowledge development
- Information retrieval, source evaluation and reference management

Teaching and working methods

The teaching takes the form of lectures, seminars, group work and supervision. The work effort includes preparing for lectures, seminars, group work and supervision through studies of literature and, where appropriate, reviewing the reports of other course participants. Compulsory attendance at seminars.

Examination

Written examination, continuous in the form of an individually produced minor essay and in pairs produced articles and planning reports. Elements of oral examination in production of contributions at a seminar. Detailed information can be found in the study guide.

If special circumstances prevail, and if it is possible with consideration of the nature of the compulsory component, the examiner may decide to replace the compulsory component with another equivalent component.

If the LiU coordinator for students with disabilities has granted a student the right to an adapted examination for a written examination in an examination hall, the student has the right to it.

If the coordinator has recommended for the student an adapted examination or alternative form of examination, the examiner may grant this if the examiner assesses that it is possible, based on consideration of the course objectives.

An examiner may also decide that an adapted examination or alternative form of examination if the examiner assessed that special circumstances prevail, and the examiner assesses that it is possible while maintaining the objectives of the course.

Students failing an exam covering either the entire course or part of the course twice are entitled to have a new examiner appointed for the reexamination.

Students who have passed an examination may not retake it in order to improve their grades.

Grades

Three-grade scale, U, G, VG

Other information

Planning and implementation of a course must take its starting point in the wording of the syllabus. The course evaluation included in each course must therefore take up the question how well the course agrees with the syllabus.

The course is conducted in such a way that there are equal opportunities with regard to sex, transgender identity or expression, ethnicity, religion or other belief, disability, sexual orientation and age.

If special circumstances prevail, the vice-chancellor may in a special decision specify the preconditions for temporary deviations from this course syllabus, and delegate the right to take such decisions.

About teaching and examination language

The teaching language is presented in the Overview tab for each course. The examination language relates to the teaching language as follows:

- If teaching language is “Swedish”, the course as a whole could be given in Swedish, or partly, or as a whole, in English. Examination language is Swedish, but parts of the examination can be in English.
- If teaching language is “English”, the course as a whole is taught in English. Examination language is English.
- If teaching language is “Swedish/English”, the course as a whole will be taught in English if students without prior knowledge of the Swedish language participate. Examination language is Swedish or English depending on teaching language.