



FAI3101 Qualitative Methods within the Area of Built Environ- ment and Society 4.0 credits

Kvalitativa metoder inom samhällsbyggnadsområdet

This is a translation of the Swedish, legally binding, course syllabus.

If the course is discontinued, students may request to be examined during the following two academic years

Establishment

Course syllabus for FAI3101 valid from Spring 2019

Grading scale

P, F

Education cycle

Third cycle

Language of instruction

The language of instruction is specified in the course offering information in the course catalogue.

Intended learning outcomes

The comprehensive aim of the course is to provide knowledge of various qualitative research methods, of their application, and of possibilities and limitations connected to the methods.

Course contents

The course content is summarized in the following paragraphs:

- The distinction qualitative–quantitative method.
- Scientific foundations for qualitative methods.
- Data collection methods.
- Criteria of quality in qualitative research.
- Generation of theories.

Disposition

The course is conducted as literature studies and composition of a paper. The details of the studies are decided by the course management and the participants mutually. A number of issues and concepts regarding qualitative methods are to be studied, analysed and presented in a paper. The issues and concepts treated, shall be put in relation to the participants' own research projects.

Specific prerequisites

Initiated post graduate studies in the field of built environment (management, economics and law).

Course literature

Litteraturen består bl.a. av en grundbok om kvalitativ metod och vetenskapsteori. Därutöver ingår vetenskapliga artiklar inomämnesområdet. Som en del av uppgiften ska kursdeltagarna också själva söka relevant litteratur (artiklar, rapporter och böcker).

Kurslitteraturen beslutas och meddelas senast fyra veckor innan kursstart.

Examination

- UPP1 - Written report, 4.0 credits, grading scale: P, F

Based on recommendation from KTH's coordinator for disabilities, the examiner will decide how to adapt an examination for students with documented disability.

The examiner may apply another examination format when re-examining individual students.

Ethical approach

- All members of a group are responsible for the group's work.

- In any assessment, every student shall honestly disclose any help received and sources used.
- In an oral assessment, every student shall be able to present and answer questions about the entire assignment and solution.