

Evaluation of Subjects in the PhD Program at the Department of Psychology, UiO by Agnes Andenæs

1. Subject Information

- Subject Title: PSY9190 and PSY9195 The Qualitative Research Process I and II
- Spring, 2026
- Responsible Instructors: Prof. em. Agnes Andenæs and Associate Prof. Guro Brokke Omland
- Date of Summary: July 02, 2026

2. Assessment of the Subject

- PSY9190 builds upon an introductory course, PSY9250 (Qualitative Research Methodology), where participants are introduced to the breadth of the qualitative research field in psychology and key topics in the qualitative methodology literature over four whole days. The introductory course provides a basis for PSY9190 (and PSY9195), allowing us to engage more closely with the participants' projects, for example, addressing how to ensure coherence between theoretical framework and research approach in the specific study.
- The teaching is organized as monthly half-day seminar in the latter half of the semester. The whole qualitative research process is addressed, from the elaboration of research questions to the presentation of results, with a primary focus on the qualitative analysis. The teachers ensure that key aspects of the qualitative research process are addressed (such as reflexivity, transparency, generalization). Still, the setup is guided by the challenges the participants face in their projects, as identified through an initial mapping before the course start and followed up by participants' reflection notes throughout the course. After each seminar, candidates are asked to write a note on what they have picked up from the day's session and how to make it relevant to their own work. These routines enable us to adjust the teaching with examples and literature based on what participants need to move forward in their development as producers of knowledge.
- According to our experience several participants have a daily work environment that methodologically is far away from the qualitative/interpretive approach they wish to follow themselves. We therefore want to provide space for participants to build a community for sharing and support. We find that participants grasp this opportunity to exchange experiences about their work situation and work environment and to find solutions both for themselves and for others in the group.
- The participants demonstrate great engagement during the sessions and show responsibility for the community by seriously engaging in the other participants' challenges, and by being well-prepared. Feedback indicates that they greatly appreciate the opportunity to meet new colleagues and gain a sense of belonging to a "professional we". We have been open to allowing former participants to return, even if they no longer need the course credits. Such a mix of beginners and more experienced participants is beneficial for everybody.

3. Participants' Feedback

Feedback from participants clearly shows that they find our way of organizing the teaching useful. Among the elements that participants highlight are the practical exercises where we

read a written text to discover analytical potentials and develop and try out analytical suggestions. When possible and feasible, we use empirical material from the participants, but it also works fine analyzing texts chosen by the teachers. The strategy is to focus on the analysis, while drawing connections to the other steps in the research process, and to the theoretical framework and the theoretical understandings of the phenomenon that is under investigation.

4. Overall Assessment and Further Development

- It is labor-intensive for teachers to acquaint themselves with each of the participants' projects while also considering the needs of the whole group and taking seriously overarching academic requirements - each semester. However, it has also proven to be extremely meaningful, because it widens the teachers' understanding of the participants' challenges and sources of motivation and seems to provide ways of teaching and working together that the participants find useful. A point of further development that must be taken seriously concerns language, which plays a crucial role in qualitative research, and when articulating complicated ideas. The participants appreciate using their mother tongue, which for most participants is Norwegian. When also English is represented in the group, we wish to develop and try out more playful ways of moving between Norwegian and English, to strengthen the learning community and facilitating everybody's participation.