

## COURSE SYLLABUS

### Field Studies in the World of Work, 7.5 credits

*Fältstudier i arbetslivets sammanhang, 7.5 högskolepoäng*

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Course Code: LFAS26	Education Cycle: Second-cycle level
Confirmed: Nov 26, 2025	Disciplinary domain: Social sciences
Valid From: Jan 19, 2026	Subject group: Education
	Specialised in: A1F Second cycle, has second-cycle course/s as entry requirements
	Main field of study: Education

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### Intended Learning Outcomes (ILO)

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

#### Knowledge and understanding

- explain interviewing techniques as a data collection method in field studies
- explain the principles of qualitative content analysis for analyzing interview data

#### Skills and abilities

- develop and conduct interviews in field studies of social sustainability and lifelong learning
- apply qualitative content analysis to collected data
- interpret and summarize analytical results in a structured and transparent way

#### Judgement and approach

- critically reflect upon the findings in relation to social sustainability as a field of study

#### Content

- Qualitative interviewing
- Field study design and selection of field context
- Qualitative content analysis
- Tools for transcription, coding and secure handling of qualitative data
- Different approaches to social sustainability and lifelong learning in practice
- Scientifically communicating results of analysis

#### Type of instruction

Instruction is given through lectures, demonstrations, workshops, supervised exercises, and group work.

A learning management system is used for communication, distribution of materials, assignment submission, and feedback.

Students who have been admitted to and registered for a course have the right to receive instruction/supervision for the duration of the time period specified for the particular course instance to which they were accepted. After that, the right to receive instruction/supervision expires.

Language of instruction is English.

## Entry requirements

Passed courses of at least 10 credits from the Master's program WorkS - Lifelong Learning, Sustainability and Work or equivalent. English proficiency is required.

## Examination and grades

The course is graded A, B, C, D, E, FX or F.

The grades A, B, C, D and E are all passing grades. For courses with more than one element of examination, students are given a final grade based on an overall assessment of all the elements included in the course. The final grade of the course is issued only when all elements of examination have been passed.

The examination is based on the intended learning outcomes.

The forms of examination are seminar and individual written assignment.

The examination must allow for students to be assessed on an individual basis. Further information concerning assessment of specific intended learning outcomes and grading criteria is provided at the beginning of the course.

To receive a final grade, the student must achieve a passing grade on all examinations. The grade received on the individual written assignment decides the final grade for the full course.

Registration of examination:

Name of the Test	Value	Grading
Seminar	1.5 credits	G/U
Individual written assignment	6 credits	A/B/C/D/E/FX/F

## Course evaluation

The instruction is followed up throughout the course. A course evaluation is conducted at the end of the course. A summary and comments are published in the learning management system. The evaluation constitutes a basis for future improvements to the course.

## Other information

Students are guaranteed a minimum of three attempts to pass an examination, including the regular attempt.

If a student has failed the same examination three times, the student can request that the next attempt be graded by a new examiner. The decision to accept or reject such a request is made by the associate dean of education. A student may not make a second attempt at any examination already passed in order to receive a higher grade.

In case a course is terminated or significantly altered, examination according to the earlier syllabus shall be offered on at least two occasions in the course of one year after the termination/alteration.

The examiner has the right to give an adapted examination or let the student carry out the examination in an alternative way provided that the intended learning outcomes can be secured and that there are exceptional reasons for this, including the student's right to targeted study support.

## Course literature

Please note that changes may be made to the reading list up until eight weeks before the start of the course.

### Course literature

Bengtsson, M. (2016). How to plan and perform a qualitative study using content analysis. *Nursing Plus Open*. 8-14.

Boddy, C.R. (2016). Sample size for qualitative research, *Qualitative Market Research: An International Journal*, 19(4), 426-432.

Boyer, Robert, H.W., Peterson, Nicole D., Arora, Poonam, and Caldwell, Kevin (2016). Five Approaches to Social Sustainability and an Integrated Way Forward. *Sustainability*, 8(9), 878 p.

Brayda, W.C., Boyce, T.D. (2014) So You Really Want to Interview Me?: Navigating "Sensitive" Qualitative Research Interviewing, *International Journal of Qualitative Methods*, 13(1), 318-334

Bryman, Alan et al. (2021). *Bryman's social research methods*. (6th ed.). Oxford University Press.

Fujii, L. A. (2012). Research Ethics 101: Dilemmas and Responsibilities, *The Profession*, 717 -723, Cambridge University Press.

Runhaar, H., Dieperink, C. & Driessen, P. (2006) Policy analysis for sustainable development. The toolbox for the environmental social scientist. *International Journal of Sustainability in Higher Education*, 7(1) 34-56.

Saunders, B., Sim, J., Kingstone, T., Baker, S., Waterfield, J., Bartlam, B., Burroughs, H., Jinks, C. (2018). Saturation in qualitative research: exploring its conceptualization and operationalization, *Qual Quant*, 52, 1893-1907.

Turner, D.W. (2010). Qualitative Interview Design: A Practical Guide for Novice Investigators, *The Qualitative Report*, 15(3) 754-760.

#### **Citing Sources – How to Create Literature References**

<https://ju.se/library/academic-language/reference-management.html>

#### **Sourcewise: A Student's Guide to Avoiding Plagiarism**

Information about plagiarism at higher education institutions  
Available in the learning management system