



<b>Course Code &amp; Title</b>	LISS2131 Qualitative interviewing		
<b>Convenor(s)</b>	Dr. Maren Elfert		
<b>Institution</b>	King's College London	<b>Department</b>	School of Education, Communication & Society
<b>Academic Year</b>	2025-26	<b>Term</b>	Summer (May 2026)
<b>Number of sessions</b>	4	<b>Length of session(s)</b>	2.5 hours
<b>Type of training</b>	Conceptual; Theoretical; Methodological; Specialist; Research in Practice		
	<b>Day, Date</b>	<b>Start – End</b>	<b>Location</b>
	7/5/2026 14/5/2026 21/5/2026 28/5/2026	14:00-16:30	Online
<b>Enrolment Links:</b>	Available to book on SkillsForge from <b>2 March 2026</b> . Click <a href="#">the course link</a> to log in and register. Questions? Visit our Training FAQ here: <a href="#">Frequently Asked Questions - LISS DTP (liss-dtp.ac.uk)</a>		

## Course Description

This 4 week online course provides an introduction to qualitative interviewing for doctoral-level research in the social sciences. Participants will deepen their understanding of qualitative interviewing as both a research method and an epistemological approach, with particular attention to ethical considerations, power relations, positionality, and reflexivity. The course covers different types of qualitative interviews, with a particular focus on interviews with experts and policy actors, as well as interviews conducted in ethnographic and participatory research. Participants will also learn how to design and prepare interviews, and how to code, analyse, and interpret interview data.

The course consists of four 2.5-hour sessions:

1. **Qualitative interviewing as method and epistemology:** This session introduces the role of interviews in qualitative research, both as a research method and as an epistemological approach. We will examine how interviews are situated within different research paradigms, discuss data triangulation, explore different types of qualitative interviews, and consider key issues related to ethics, positionality and reflexivity.



2. **Interviewing experts, professionals, and policy actors:** This session will be structured in two parts. One part will address the specific challenges of interviewing experts and policy actors, including issues of access, authority, and power asymmetries. In the second section, we will discuss pilot interviews conducted by the course participants, focusing on issues that emerged in relation to the interview design, flow and settings.
3. **Interviews in ethnographic and participatory research:** This session explores the role of interviewing within ethnographic and participatory research designs, with attention to ethics, context, relationships and power dynamics, and co-production of knowledge.
4. **Analysing, interpreting, and writing with interviews:** This final session is devoted to coding interview data and to different analytical approaches for interpreting and writing with interview material.

## Reading list

### Session 1:

#### Core readings:

- Brinkmann, S. (2013). "Introduction to qualitative interviewing." In *Qualitative interviewing: Understanding qualitative research*. Oxford University Press. (Chapter 1, pp. 1-44). Available in KCL library.
- Edwards, R., & Holland, J. (2013). "What forms can qualitative interviews take?" In *What is qualitative interviewing?* [Chapter 3, pp. 29-42]. Bloomsbury. Available at <https://library.oapen.org/handle/20.500.12657/58752>

#### Additional readings:

- Kvale, S., & Brinkmann, S. (2009). *InterViews: Learning the craft of qualitative research interviewing*. Thousand Oaks, CA: Sage.
- Rubin, H., & Rubin, I. (2005). *Qualitative interviewing: The art of hearing data*. Thousand Oaks, CA: Sage Publications.

### Session 2:

#### Core readings:

- Harvey, W. S. (2011). Strategies for conducting elite interviews. *Qualitative Research*, 11(4), 431-441.
- Aydarova, E. (2022). Jokers' pursuit of truth: Critical policy analysis in the age of spectacle and post-truth politics. *Critical Studies in Education*, 63(4), 403-418. <https://doi.org/10.1080/17508487.2020.1831566>



**Additional readings:**

- Liu, X. (2018). Interviewing elites: Methodological issues confronting a novice. *International Journal of Qualitative Methods*, 17(1), 1609406918770323.
- Nair, D. (2021). Hanging out while studying “up”: Methods and ethics in ethnographic engagement with elites. *International Studies Review*, 23(4), 1300–1327. <https://doi.org/10.1093/isr/viab001>

**Session 3:**

**Core readings:**

- Charmaz, K. (2006). “Gathering rich data”. In *Constructing grounded theory: A practical guide through qualitative analysis (Chapter 2)*, pp. 13-41. London: Sage.
- Russell, B. H. (2018). “Interviewing I: Unstructured and Semistructured.” In *Research methods in anthropology: Qualitative and quantitative approaches*, 5th edition (**Chapter 8**, pp. 163–194). Lanham: AltaMira Press.

**Additional readings:**

- Bartlett, R., Koncul, A., Lid, I. M., George, E. O., & Haugen, I. (2023). Using walking/go-along interviews with people in vulnerable situations: A synthesized review of the research literature. *International Journal of Qualitative Methods*, 22, 1–14. <https://doi.org/10.1177/16094069231164606>
- Browne, B. C., & McBride, R.-S. (2015). Politically sensitive encounters: Ethnography, access, and the benefits of “hanging out”. *Qualitative Sociology Review*, 11(1), 34–48. <https://doi.org/10.18778/1733-8077.11.1.02>

**Session 4:**

**Core readings:**

- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101. <https://doi.org/10.1191/1478088706qp063oa>
- Charmaz, K. (2006). “Coding in grounded theory practice”. In *Constructing grounded theory: A practical guide through qualitative analysis (Chapter 3)*, pp. 42-71. London: Sage.

**Additional readings:**

- Saldaña, J. (2013). “An introduction to codes and coding.” In *The coding manual for qualitative researchers (Chapter 1)*. Thousand Oaks, CA: Sage.
- Nowell, L. S., Norris, J. M., White, D. E., & Moules, N. J. (2017). Thematic analysis: Striving to meet the trustworthiness criteria. *International Journal of Qualitative Methods*, 16, 1-13. <https://doi.org/10.1177/1609406917733847>



### Other recommended readings:

- Berger, R. (2015). Now I see it, now I don't: Researcher's position and reflexivity in qualitative research. *Qualitative Research*, 15(2), 219-234.
- Goldstein, K. (2002). Getting in the door: Sampling and completing elite interviews. *PS: Political Science & Politics*, 35(4), 669–672.
- Helgetun, J. B., & Coppe, T. (2025). Interviewing expert-elites in education: When the few matter more than the many. Preprint. Available at [https://osf.io/preprints/socarxiv/cv4w5\\_v1](https://osf.io/preprints/socarxiv/cv4w5_v1)
- Lenette, C. (2022). *Participatory action research: Ethics and decolonization*. Oxford University Press.
- Scott, J. C. (1990). *Domination and the arts of resistance: Hidden transcripts*. Yale University Press.
- Welch, C., Marschan-Piekkari, R., Penttinen, H., & Tahvanainen, M. (2002). Corporate elites as informants in qualitative international business research. *International Business Review*, 11(5), 611-628. [https://doi.org/10.1016/S0969-5931\(02\)00039-2](https://doi.org/10.1016/S0969-5931(02)00039-2)
- Westby, C. (1990). Ethnographic interviewing: Asking the right questions to the right people in the right ways. *Communication Disorders Quarterly*, 13, 101-111.

### Eligibility:

All doctoral students who are interested in qualitative interviewing are welcome.

### Pre-course preparation:

Please read the core readings for each session.

### Number of students:

Minimum number required to run: 10

Maximum number of places available: 50