

1.0 Welcome to this semester's course on Qualitative Research Methods

Doing qualitative research is about findings answers to the questions or objectives that we have raised. Qualitative research requires a distinct way of thinking and associating procedures to create high quality research. This starts with the challenge of framing the gap in knowledge that motivates our work. Then continues into a research design that can draw on a whole range of possible methods for data collection. When dealing with non-numerical data (the main characteristic of qualitative research) we apply concepts and processes to increase the validity of our findings. As you go through the course you should start to see that qualitative research is fusion of a state of mind (a way of thinking) that once combined with clear processes gives the opportunity to create exciting research findings.

2.0 Course deliverables

Participants in this course will:

- Develop an understanding of the nature of qualitative research.
- Be exposed to a range of method possibilities
- Understand how to analyze qualitative data

3.0 Course materials

Basic materials, course reference and project feedback

Course materials and various reference materials will be put on line (I'll confirm the place in class).

Class data / grades

Please ensure to input / update you information on the class Google sheet here:

<https://bit.ly/3JmKDvx>

Class by class reading

The specific reading for each class is given below. *Some* of the materials I will put on line that are difficult to access.

4.0 Course teaching approach

The course will be developed week by week to increase you understanding of qualitative methods. The order has been determined to try and maximize your opportunity to collect actual data. In the morning the teaching style will involve both lectures and participation. Students will be drive discussions through presentations discussing video material and in participating in

class exercises. It is essential that the reading / preparation is completed before each class. In class discussion will rely on all participants doing this. The success of the whole class relies on everyone making this investment in time.

5.0 Roles and responsibilities

In this class we are in a service relationship: you are the service customer and I am the service provider. In order to create an effective class we both need to perform their roles well. Let me set some expectations for each.

5.1 My role as the service provider

As the service provider I will aim to:

- Facilitate discussion and sharing of practical real world examples
- Provide a safe environment in which all can contribute
- Answer queries (generally I respond to e-mail within 24 hours)
- Provide feedback within a reasonable time frame on course work – but note this can only be done if work is uploaded (see your role below).
- Assess work in a clear explicit way
- Avoid sudden unexpected changes to the schedule

5.2 Your role as the service customer

As a service customer you should:

- ***Prepare a name card.*** This should be easily visible from the front of the class (use cardboard or the like to make this). The teaching assistant, myself and other class participants need to see this. You should display this in every class. Alternatively make sure you login to Webex with your name.
- Please arrive on time for class. Part of the assessment is based on your participation: if you are late I believe you cannot effectively participate.
- Complete the readings and effectively prepare the case studies
- During presentations show appropriate respect to others. Courtesy suggests listening to others when they are presenting.
- Aim to make positive contributions based on your experience in class.
- Provide objective feedback to other class members using the feedback form.
- Use of laptops is necessary in class. However this should be *limited to class related activity*. This makes use of MSN questionable. If you do not need the computer please shut it off.
- At the end of each class your presentation files, and feedback should be uploaded to the web. This should be done *before leaving class*. This also applies to mid-term and final projects.

6.0 Assessment

The following table shows the break down of class assessment.

Assessment	%	Detail	Timings
Individual	30		
Participation	10	Attendance and contribution to discussion.	Each class
Quizzes	15	Quizzes	Unannounced.
Report on class learning	10		20th June
Group	70	Note – you will be rated by your in-group peer assessment. This can affect your grade.	
<i>Part 1</i> Proposal	20	(Upload report and presentation before class)	26th 27th March
<i>Part 2</i> Data collection & analysis	25		7th May
<i>Part 4</i> Final report	25		18th June

7.0 Getting started

There are a number of things to be done now:




1. Complete the mini introduction. Please save with your name and as a PDF (e.g., jimmy.pdf)
2. Go to <https://stanworth.site> to find the reading for the first class.
3. Input your details to the Google sheet (link above)




I look forward to meeting you and having an exciting semester of joint learning and fun during this course.

Professor James Stanworth

8.0 Syllabus

NOTE: some readings are in the book. Other readings are on the course website. Other readings you need to get yourself. If you have problems, let me know.


Class	Topic area	Reading (See below table)	PhD extension	
Class 1	<ul style="list-style-type: none">Nature of qualitative researchKnowledge paradigms	<ul style="list-style-type: none">Chapter 1 – [1]Chapter 4 – [1][2]	 A.M.	<ul style="list-style-type: none">[3]
		<ul style="list-style-type: none">ExercisesWhat is the structure of the research in [2]?	 P.M.	<ul style="list-style-type: none">How does [3] construct their research (think objectives, method, findings, conclusion). Max <i>five</i> minutes.
Class 2	<ul style="list-style-type: none">Formulating a research topicCritically reviewing the literatureFormulating a research design	<ul style="list-style-type: none">Chapter 2 – [1]Chapter 3 – [1]Chapter 5 – [1]	 A.M.	

Class	Topic area	Reading (MS = [1])		PhD extension
Class 2 (cont.)		Find minimum 8 – 10 papers related to your topic for review & discussion.	 P.M.	<ul style="list-style-type: none"> [4], [5] & [6] Tips for writing literature (Max 5 minutes each)
Class 3		Presentations – course project proposals		<p>On Webex: https://moe-tw.webex.com/jamess</p> <p>Timings for discussion. Potentially Saturday & Sunday 16.00-19.00</p>
Class 4	<ul style="list-style-type: none"> Research method Interviewing 	<ul style="list-style-type: none"> Chapter 10 – MS Video on my website 	<p>Before class</p> 	<ul style="list-style-type: none"> Relevant sections from [7] Patton's chapter on interviewing [8]

Developing an interview
guideline



A.M.

Class	Topic area	Reading (MS = [1])	PhD extension
<i>Class 5</i>	<ul style="list-style-type: none"> Data analysis – grounded analysis 	<ul style="list-style-type: none"> Chapter 11 – [1] Video on my website Quiz 1 https://forms.gle/nHEMdYmHpXc8spz8 Quiz 2 https://forms.gle/kEJWtj5uW5LK5z88 Quiz 3 https://forms.gle/32YYJMgEtUzJU3q87 Quiz 4 https://forms.gle/vNYzSkGFtQNXxPHb7 Quiz 5 https://forms.gle/hke4zQ5jN1PCaNie8 Quiz 6 https://forms.gle/2eSTMRcu7EnmJ5pw7 Exercise 	<p>Before class</p>  <p>[11] Construction of meanings (Max 5 mins.)</p> <p>A.M.</p>

Class 6

Presentations – course project

•



A.M.

Presentations – course project



P.M.

Class 7

- Sampling
- Access and ethics

- Chapter 6 – [1]
- Chapter 7 – [1]
- Quiz 1 <https://forms.gle/9UZSbUnMWtWPsyN17>
- Quiz 2 <https://forms.gle/HyGQyMblYWzHdTxL8>
- Quiz 3 <https://forms.gle/Y6CXYVpXYX8HqBNp7>
- Quiz 4 <https://forms.gle/1hMjstj117w1pHbx9>



A.M.

- Section on sampling from [8]
- Review issues related to saturation in [9]

Sampling strategies (max 5 mins.)

Achieving saturation (max 5 mins.)

Sampling strategy in [10]



P.M.

Class 8

- Observation

- Chapter 9 (Observation) [1]

Before class

[12] Sampling, study design, ethical problems

- Design of method [10]
- Video on my website
- Quiz: <https://forms.gle/YsoxVoYdzSCUTuTd6>



A.M.

Class 9

- Writing up

- Video on my website

Before class

- Writing an introduction



Final presentation



On Webex:

<https://moe-tw.webex.com/jameet/jameet>

Timings for discussion.
Potentially Saturday &
Sunday 16.00-19.00

Readings cited above:

- [1] M. N. K. Saunders, A. Thornhill, and P. Lewis, *Research Methods for Business Students*, 5th ed. (or later) Prentice Hall, 2009.
- [2] M. J. Bitner, B. H. Booms, and M. S. Tetreault, “The Service Encounter: Diagnosing Favorable and Unfavorable Incidents,” *Journal of Marketing*, vol. 54, pp. 71 - 84, 1990.
- [3] Cole, B. M. (2015). Lessons from a Martial Arts Dojo: A Prolonged Process Model of High Context Communication. *Academy of Management*

- Journal, 58(2), 567–591.
- [4] J. Randolph, ‘A guide to writing the dissertation literature review’, *Practical Assessment, Research, and Evaluation*, vol. 14, no. 1, p. 13, 2009.
- [5] A. G. Sawyer, J. Laran, and J. Xu, “The readability of marketing journals: Are award-winning articles better written?” *Journal of Marketing*, vol. 72, no. 1, pp. 108–117, 2008.
- [6] J. Webster and R. T. Watson, “Analyzing the past to prepare for the future: Writing a literature review,” *Management Information Systems Quarterly*, vol. 26, no. 2, p. 3, 2002.
- [7] C. Cassell and G. Symon, *Essential guide to qualitative methods in organizational research*. SAGE, 2004.
- [8] M. Q. Patton, *Qualitative research and evaluation methods*. London: Sage, 2002.
- [9] A. L. Strauss and J. M. Corbin, *Basics of Qualitative Research: Techniques and Procedures in Developing Grounded Theory*. London: Sage Publications, 1998.
- [10] H. Mintzberg, “The nature of managerial work,” 1973.
- [11] D. B. Holt and C. J. Thompson, “Man-of-action heroes: The pursuit of heroic masculinity in everyday consumption,” *Journal of Consumer Research*, vol. 31, no. 2, pp. 425–440, 2004.
- [12] L. Humphreys, *Tearoom trade: Impersonal sex in public places*. Springer, 1970.