UNIVERSITY OF MANAGEMENT & TECHNOLOGY

**DEPARTMENT OF GENDER STUDIES**

**GS-615 QUALITATIVE RESEARCH METHODS**

**Capsule Statement:**

This course gives an introduction to a range of qualitative research methods and clarifies these in relation to qualitative methodologies, theoretical perspectives and philosophical debates. The course addresses data analysis and complex questions of validity and reliability in qualitative approaches.

**Objectives:**

The basic purpose of the course is to enable students to;

* Explore the central concepts, issues, and dilemmas associated with qualitative research.
* Provide opportunities for students to experience the full cycle of a research project—from initial design of the project to writing a final report
* Analyze qualitative research studies
* Become familiar with the principles and methodologies of a number of paradigms within qualitative research (e.g., ethnographies, case studies, applied research, critical studies, etc.)
* Explore the practical dimensions of qualitative research, such as creating a research design, conducting interviews and observations, and analyzing qualitative data
* Understand a range of ethical considerations involved in conducting qualitative research

**Contents:**

1. **Introduction and overview of course**
   1. The nature of qualitative inquiry
   2. Focus on the conceptual/theoretical framework
   3. Theory and its role in qualitative research
   4. Philosophical standpoints
      1. Positivism
      2. Interpretivism
      3. Critical Theory
2. **The Research Process & Methodology Design**
   1. Qualitative and quantitative methods
   2. Operationalization and Conceptualization
   3. Triangulation
   4. Access
   5. Researcher as tool of research and technical/practical concerns
   6. Discussion of use of human subjects in research
3. **Research Orientations**
   1. Ecological
   2. Ethnographical
   3. Phenomenological
   4. Critical
   5. Symbolic interactionism
4. **Qualitative Methods and Techniques**
   1. Literature Review
   2. Internet Search
   3. Content Analysis
   4. Historiography and Oral Traditions
   5. Sampling
   6. Unobtrusive Measures
   7. Interviews
      1. Structured to indepth interviews
      2. Focus Group Interviewing
   8. Case studies
5. **Research Types**
   1. Electronic Research
   2. Case Study Research
   3. Ethnographic Research
   4. Grounded Theory Research
   5. Focus Group Research
   6. Action Research
   7. Narrative Research
   8. Discourse Analysis
6. **Ethical Issues Reinforced**
   1. Ethical codes of practice
   2. Consent
   3. Objectivity
7. **Analysis and Report Writing**
   1. Audience identification
   2. Theme and sub-theme development
   3. Synthesis
   4. Analysis and interpretation
   5. Presentation for impact
8. **Future of Qualitative Research and Technology**
   1. Analysis software
   2. Reporting techniques

**Recommended Readings:**

Atkin, L., & Wallace, S. (2012). *Qualitative Research in Education.* London: Sage.

Atkinson, P., & Hammersley, M. (2007). *Ethnography: Principles in Practice (3rd ed.).* London and New York: Taylor & Francis e-Library.

Baily, Kenneth D. (1982). *Methods of Social Research.* N. Y.: Free Press, (Second Edition).

Berg, B. L., & Lune, H. (2012). *Qualitative Research Methods for the Social Sciences (8th ed.).* Boston: Pearson.

Bogdan, R. C., & Biklen, S. K. (2007). *Qualitative Research for Education: An Introduction to Theories and Methods (5th ed.).* Boston: Pearson.

Brinkmann, S., & Kvale, S. (2015). *Interviews : Learning the Craft of Qualitative Research Interviewing.* Los Angeles: Sage Publications.

Bryman, A. (2016). *Social Research Methods (5th ed.).* Oxford: Oxford University Press.

Cohen, L., Manion, L., & Morrison, K. (2011). *Research Methods in Education (7th ed.).* Oxon and New York: Routledge.

Corbin, J. M., & Strauss, A. L. (2015). *Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory (4th ed.).* Thousand Oaks: Sage.

Creswell, J. W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research (4th ed.).* Boston: Pearson.

Denzin, N. K., & Lincoln, Y. S. (Eds.). (2011). *The SAGE Handbook of Qualitative Research (4th ed.).* Thousand Oaks: SAGE Publications.

Elliott, A. (2014). *Contemporary Social Theory: An Introduction (2nd ed.).* Oxon and New York: Routledge.

Flick, U. (Ed.). (2014). *The Sage Handbook of Qualitative Data Analysis.* London: Sage Publications.

Glesne, C. (2016). *Becoming Qualitative Researchers: An Introduction (6th ed.).* Boston: Pearson.

Grbich, C. (2013). *Qualitative Data Analysis: An Introduction (2nd ed.).* London: Sage Publications.

Hammersley, M. (2013). *What is Qualitative Research?* London and New York: Bloomsburry.

Hollis, M. (1994). The Philosophy of Social Science: An Introduction. Cambridge: Cambridge University Press.

Inglis, D., & Thorpe, C. (2012). *An Invitation to Social Theory.* Malden: Polity Press.

Liamputtong, P. (2013). Qualitative Research Methods (4th ed.). South Melbourne: Oxford University Press.

Mason, Jennifer. (2002). *Qualitative Researching.* London: Sage Publications.

May, T. (2011). *Social Research: Issues, Methods and Process (4th ed.).* Maidenhead: Open University Press.

O'Donoghue, T. (2006). *Planning Your Qualitative Research Project: An Introduction to Interpretivist Research in Education.* Oxon and New York: Taylor & Francis e-Library.

Patton, M. Q. (2002). *Qualitative Research & Evaluation Methods (3rd ed.).* Thousand Oaks: Sage Publications.

Payne, G., & Payne, J. (2004). *Key Concepts in Social Research.* London: Sage Publications.

Punch, K. F. (2009). *Introduction to Research Methods in Education.* Thousand Oaks: SAGE Publications.

Rose, G. (2012). *Visual Methodologies: An Introduction to the Interpretation of Visual Materials.* London: Sage Publications.

Seidman, I. (2006). *Interviewing as Qualitative Research: A Guide for Researchers in Education and the Social Sciences (3rd ed.).* New York: Teachers College Press.

Walter, M. (Ed.). (2013). *Social Research Methods (3rd ed.).* South Melbourne: Oxford University Press.