## **CONTENTS**

Drofoco

| 1 Clace                           |   | А          |  |  |
|-----------------------------------|---|------------|--|--|
| Acknowledgments                   |   |            |  |  |
| PART 1: TRADITIONS AND INFLUENCES |   |            |  |  |
| 1.                                | Introduction Some Basic Comparisons Between Quantitative and Qualitative Research | <b>3</b> 6 |  |  |
|                                   | Ten Critical Elements of Qualitative Research                                     | 8          |  |  |
|                                   | Additional Issues   | 15         |  |  |
|                                   | Summary   | 19         |  |  |
|                                   | Group Activity  | 19         |  |  |
|                                   | Individual Activity   | 19         |  |  |
| 2.                                | An Overview of the Field  | 21         |  |  |
|                                   | Definitions   | 22         |  |  |
|                                   | What Is Science?  | 24         |  |  |
|                                   | Multidimensional  | 25         |  |  |
|                                   | Traditions, Approaches, and Beyond: An Overview                                   | 26         |  |  |
|                                   | Qualitative Questions   | 29         |  |  |
|                                   | Conducting a Simple Qualitative Study   | 30         |  |  |
|                                   | Voices of Humans  | 32         |  |  |
|                                   | An Inductive Approach   | 33<br>34   |  |  |
|                                   | General Ideas About the Field   | 35         |  |  |
|                                   | Summary Group Activity  | 35         |  |  |
|                                   | Individual Activity   | 36         |  |  |
| 3.                                | Insights From the Past  | 37         |  |  |
|                                   | Educational Research Prior to the 1980s   | 38         |  |  |
|                                   | The 1980s to 2000   | 42         |  |  |
|                                   | 2000 and Beyond   | 43         |  |  |
|                                   | Speculations for the Future   | 44         |  |  |
|                                   | Summary   | 46         |  |  |
|                                   | Group Activity  | 46         |  |  |
|                                   | Individual Activity   | 46         |  |  |
| 4.                                | Learning How to Be a Qualitative Researcher                                       | 49         |  |  |
|                                   | So You Want to Be a Qualitative Researcher  | 50         |  |  |

|      | Potential Research Questions                                    | 52   |  |
|------|---|--|--|
|      | Getting Started   | 52   |  |
|      | The Ethics of Conducting Qualitative Research                   | 56   |  |
|      | Summary   | 59   |  |
|      | Group Activity  | 59   |  |
|      | Individual Activity   | 59   |  |
| 5.   | Exploring Traditions and Approaches                             | 61   |  |
|      | Traditions, Approaches, and Beyond: The Details                 | 62   |  |
|      | Anthropology and Ethnography: Studying Cultures                 | 62   |  |
|      | Grounded Theory: Placing Theory in Its Context                  | 65   |  |
|      | Our Lived Experiences: Phenomenological Inquiry as a Philosophy |  |  |
|      | and Method of Study   | 68   |  |
|      | Case Study: A Look at the Particular                            | 73   |  |
|      | Feminist Research Methods and Feminist Theory                   | 77   |  |
|      | Generic Approach to Doing Qualitative Research                  | 78   |  |
|      | Summary   | 79   |  |
|      | Group Activity  | 79   |  |
|      | Individual Activity   | 79   |  |
| PAR' | T 2: GATHERING, ORGANIZING, AND ANALYZING                       | 52 arch 56 59 59 59 59 61 Octails 62 lying Cultures 62 Its Context 65 ogical Inquiry as a Philosophy  68 73 inist Theory 77 ve Research 78 79 79 79 ALYZING 81 83 84 86 87 87 Debriefing 88 88 89 as a Group dual 96 perience 101 101 101 101 101 101 101 101 101 10 |  |
| 6.   | Embarking on Qualitative Research                               | 83   |  |
|      | Twenty Questions  | 84   |  |
|      | My Life as a Graduate Student                                   | 86   |  |
|      | Phase 1: Getting Started  |  |  |
|      | Phase 2: Modeling Good Practices                                |  |  |
|      | Phase 3: Practicing Interviewing and Debriefing                 |  |  |
|      | Phase 4: Conducting Outside Interviews                          |  |  |
|      | Phase 5: Doing Preliminary Analyses as a Group                  |  |  |
|      | Phase 6: Doing Analyses as an Individual                        |  |  |
|      | Phase 7: Preparing Individual Papers                            |  |  |
|      | My Perspective on the Graduate School Experience                |  |  |
|      | Summary   |  |  |
|      | Group Activity  |  |  |
|      | Individual Activity   | 101  |  |
| 7.   | The Role and Function of a Literature Review                    |  |  |
|      | What Is a Literature Review?                                    |  |  |
|      | Importance of a Literature Review                               |  |  |
|      | Theory in Qualitative Research                                  |  |  |
|      | Sources of the Literature for a Review                          |  |  |
|      | Steps in Conducting a Literature Review                         |  |  |
|      | Examples From the Field   |  |  |
|      | Fictitious Literature Review Example                            |  |  |
|      | Practical Suggestions for Keeping Track of Things               |  |  |
|      | Summary   | 114  |  |

|    | Group Activity   | 114 |
|----|--|-----|
|    | Individual Activity                                      | 114 |
| 8. | Learning About Others Through Interviewing               | 115 |
|    | Qualitative Interviewing                                 | 116 |
|    | The Purpose of Interviewing                              | 117 |
|    | General Issues in Interviewing                           | 118 |
|    | Details About In-depth Interviewing                      | 119 |
|    | Interviewing Techniques                                  | 122 |
|    | Some Do's and Don'ts of In-depth Interviewing            | 126 |
|    | Summary  | 127 |
|    | Focus Group Interviewing                                 | 127 |
|    | The Purpose of Focus Group Interviewing                  | 129 |
|    | Issues Regarding Focus Groups                            | 130 |
|    | Example of a Focus Group Interview                       | 131 |
|    | Online Interviewing                                      | 132 |
|    | The Purpose of Online Interviewing                       | 133 |
|    | Issues and Challenges With Online Interviewing           | 133 |
|    | Focus Groups on the Internet                             | 134 |
|    | Summary  | 134 |
|    | Group Activity   | 135 |
|    | Individual Activity                                      | 135 |
| 9. | Learning About Others Through Observing                  | 137 |
|    | Observing in Natural Settings                            | 138 |
|    | The Purpose of Observations                              | 139 |
|    | Issues Regarding Observations                            | 140 |
|    | How to Conduct an Observation                            | 141 |
|    | Examples of Observations                                 | 143 |
|    | Summary  | 146 |
|    | Existing Writing, Your Writing, and Writing You Generate | 146 |
|    | The Purpose of Written Material                          | 146 |
|    | Issues Regarding Written Material                        | 147 |
|    | Images   | 148 |
|    | The Purpose of Images                                    | 148 |
|    | Examples of Images                                       | 149 |
|    | Issues Regarding Images                                  | 150 |
|    | Using the Internet in Qualitative Research               | 150 |
|    | Chat Rooms and Discussion Groups                         | 150 |
|    | Focus Groups   | 151 |
|    | Online Teaching  | 151 |
|    | Visual Diaries, Blogs, and Vlogs                         | 154 |
|    | Available Data and Communication                         | 155 |
|    | Summary  | 155 |
|    | Group Activity   | 155 |
|    | Individual Activity                                      | 156 |

| PART 3: PUTTING IT ALL TOGETHER |  |     |  |
|---------------------------------|--|-----|--|
| 10.                             | Making Meaning From Your Data                              |     |  |
|                                 | The Process  | 161 |  |
|                                 | What Is Qualitative Data?                                  | 162 |  |
|                                 | Process and Traditions                                     | 163 |  |
|                                 | What About Transcribing?                                   | 164 |  |
|                                 | When Should You Do Your Analysis?                          | 164 |  |
|                                 | Coding and Themes or Concepts                              | 164 |  |
|                                 | Narratives or Stories                                      | 165 |  |
|                                 | How Do You Know When You Are Finished?                     | 165 |  |
|                                 | Philosophical Stance                                       | 165 |  |
|                                 | The Three C's of Analysis                                  | 166 |  |
|                                 | Getting Started  | 166 |  |
|                                 | Preparing and Organizing Your Data                         | 166 |  |
|                                 | Reviewing and Recording Your Thoughts                      | 167 |  |
|                                 | Coding, Categorizing, and Identifying Concepts             | 167 |  |
|                                 | Additional Ideas   | 170 |  |
|                                 | Data Analysis With Computers                               | 171 |  |
|                                 | New Trends   | 174 |  |
|                                 | Summary  | 175 |  |
|                                 | Group Activity   | 175 |  |
|                                 | Individual Activity  | 175 |  |
| 11.                             | Communicating Your Ideas                                   | 177 |  |
|                                 | First Steps  | 178 |  |
|                                 | Guidelines for Writing and Presenting Qualitative Research | 179 |  |
|                                 | Your Audience—What Do They Expect?                         | 179 |  |
|                                 | What Are You Trying to Say?                                | 180 |  |
|                                 | The First Person   | 180 |  |
|                                 | The Voices of Others                                       | 180 |  |
|                                 | The Use of Metaphors                                       | 181 |  |
|                                 | Structure Is a Good Thing                                  | 182 |  |
|                                 | Alternative Forms of Presentation                          | 184 |  |
|                                 | Qualitative Writing  | 184 |  |
|                                 | Summary  | 186 |  |
|                                 | Group Activity   | 186 |  |
|                                 | Individual Activity  | 187 |  |
| 12.                             | Judging and Evaluating                                     | 189 |  |
|                                 | Personal Criteria  | 191 |  |
|                                 | Researcher's Role: Revealing the Self and Other Connection | 191 |  |
|                                 | Convincing Arguments: What Was Studied and What Was Found  | 192 |  |
|                                 | Rich in Detail: How the Study Was Done                     | 192 |  |
|                                 | Communication: Are You Convinced by the Presentation?      | 192 |  |

| What Do Others Have to Say?                                   | 193 |
|---|-----|
| Prior to 1990   | 194 |
| 1990 and Beyond   | 194 |
| Journals and Editorial Board Criteria                         | 198 |
| Summary   | 198 |
| Group Activity  | 198 |
| Individual Activity   | 199 |
| 13. Self-Reflexivity and Subjectivity                         | 201 |
| Personal Journey  | 203 |
| Role of Self  | 206 |
| Reflexivity   | 206 |
| Self-Awareness and Growth                                     | 207 |
| Summary   | 208 |
| Final Activity  | 208 |
| Epilogue: Keeping Abreast of an Evolving Field                | 209 |
| The Internet  | 209 |
| Access to Information   | 209 |
| Communication With Everyone                                   | 210 |
| New Ideas   | 210 |
| Greater Acceptance by the Field                               | 211 |
| About Theory  | 212 |
| About Practice  | 212 |
| Journals With a Qualitative Focus                             | 213 |
| For the Future  | 214 |
| Appendix: Checklist for Individual and Focus Group Interviews | 215 |
| Glossary  | 217 |
| References  | 222 |
| Index   | 238 |

249

**About the Author**