

University of Wisconsin-Madison
 SCHOOL OF SOCIAL WORK
 Class meets Friday, 12:00 – 2:30
 Social Work, 114

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SW 949: QUALITATIVE METHODS FOR SOCIAL SCIENCE RESEARCH
Spring, 2008

COURSE OVERVIEW

This interactive, intensive seminar is designed to introduce the principles, methods and practice of qualitative social science research. The course is structured to address three domains: 1) philosophical underpinnings and ethical concerns of qualitative methods; 2) major techniques for gathering evidence (e.g., observational/field research, focus groups, and interviews); and 3) fundamental strategies for analyzing and reporting qualitative data. Both positivist and interpretive approaches to the use of qualitative methods will be explored. Research design and key features of salient traditions of inquiry that have a distinguished history in the social sciences (e.g., case study, ethnography, grounded theory, and phenomenology) will be highlighted. The course will enable students to critically evaluate and enhance the “quality” of qualitative data (i.e., understand the essential strategies for ensuring analytic rigor), and learn how to integrate qualitative and quantitative methods.

Students are expected to complete all readings on time, to work hard at understanding what they have read, and to share responsibility for leading and contributing meaningfully to class discussions. They will conduct a modest research project over the course of the semester, and will keep a detailed field notebook of their experiences. The field notes will be used to inform class discussions and the preparation of final reports.

COURSE OBJECTIVES

By the end of the semester, students should have increased:

1. Knowledge about the history, purposes, and underpinning philosophies of qualitative method, and when such methods are appropriate.
2. Awareness of ethical issues and concerns salient in qualitative research.
3. Appreciation regarding how qualitative research design and procedures vary by the research tradition or approach (e.g., narrative, phenomenology, grounded theory, ethnography, case study).
4. Understanding of how to conduct qualitative interviews, focus groups, and field observations.
5. Understanding of how to gather and utilize documents and archival data
6. Understanding of how to prepare field notes and research logs.
7. Understanding of how to critically evaluate and enhance the quality of qualitative data.
8. Knowledge about how to prepare qualitative data for analysis and how to generate analysis unites (codes, categories, memos) and procedures. .
9. Understanding of how to write up qualitative research

REQUIRED READINGS

The following **required texts and course reader** may be purchased at the Underground Textbook Exchange, located at 664 State Street, in between Walgreens and the Credit Union.. (251-4444).

- 1) Padgett, D. K. (1998). *Qualitative methods in social work research: Challenges and rewards*. Thousand Oaks, CA: Sage Publications. (NOTE: An updated edition will be available this spring. Sorry it wasn't in time for our class, but you may want to check it out when it becomes available).
- 2) Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five approaches* (2nd Ed.). Thousand Oaks, CA: Sage Publications
- 3) There are also several required readings that are available on-line through either the World Wide Web or through our UW-Madison library system <http://www.library.wisc.edu/> I will provide the citation and web address or indicate the data base where you may find the full article.

COURSE REQUIREMENTS AND GRADING

- Attendance and active leadership and participation in class discussions
- Completion of reading assignments before class
- One page description of course research project
- Brief summary of key points from selected assigned readings which address these questions:
 - What is the significance of the reading?
 - What did you learn from the reading?
 - What questions remain?
- Ethnographic notes from 3 (approximately one hour) observations at sites related to project
- Two interviews
 - interview guide,
 - consent form,
 - transcription of one taped in-depth interview conducted for course project
- Data Analysis
 - one analysis memo -- initial codes and themes from data (1-2 pages)
 - one analysis essay-- linking emerging themes (4-5 pages)
- Written report (15-20 pages) and oral presentation of research findings

<i>Grading</i>	<i>Points</i>
Attendance, reading assignments & participation	15
Project description, reading summaries	15
Field notes	20
Interview guide, consent form and transcript	15
Analysis memo and essay	15
Report (written and presentation)	20

Grades Points

Grades will be assigned using the following conversion table.

100 point scale	Final Grade	Criteria of Work Quality
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94-100	A	Outstanding
90-93	AB	Very good
84-89	B	Good
80-83	BC	Fair
74-79	C	Poor

- ** Required Reading (In Course Texts or Available Online)
- * Recommended Reading (online)

COURSE OUTLINE: TOPICS AND READINGS

Week 1: Friday, January 25

INTRODUCTION AND COURSE OVERVIEW

Welcome and introductions

Syllabus and assignment review

Getting oriented: Theoretical and disciplinary origins of qualitative methods.

Myths about and the nature of qualitative research

Distinguishing qualitative from quantitative methods and qualitative methods from practice.

Challenges and opportunities

- ** (Text) Padgett, D. K. (1998). "Introduction." In *Qualitative methods in social work research: Challenges and rewards* (pp. 1-17). Thousand Oaks, CA: Sage Publications.
- ** (Text). Creswell, J. W. (2007). "Introduction." In *Qualitative inquiry and research design: Choosing among five approaches* (2nd Ed, pp. 1-14). Thousand Oaks, CA: Sage Publications.
- * Alty, A., & Rodham, K. (1998). Pearls, pith, and provocation: The Ouch! Factor: Problems in conducting sensitive research. *Qualitative Health Research*, 8(2), 275-282. Find through CINHALL data base: <http://qhr.sagepub.com.ezproxy.library.wisc.edu/cgi/reprint/13/5/718>

Week 2: Friday, February 1

EPISTEMOLOGY AND ONTOLOGY

Ways of looking at the world and research design.

Assumptions about what can be known and how to go about "knowing"

Epistemological stances for qualitative inquiry

Five qualitative traditions.

Philosophical and theoretical frameworks.

- ** (Text) Creswell, J. W. (2007). "Philosophical, paradigm, and interpretive frameworks." In *Qualitative inquiry and research design: Choosing among five approaches* (2nd Ed, Ch. 2, pp. 15-34). Thousand Oaks, CA: Sage
- ** (Online). Becker, H. S. (forthcoming). "The Epistemology of Qualitative Research." In Richard Jessor, Anne Colby, and Richard Schweder, (Eds.), *Essays on Ethnography and Human Development* (Chicago: University of Chicago Press. <http://home.earthlink.net/~hsbecker/qa.html>
- ** (online). Swepson, P.(1995). "Action research: Understanding its philosophy can improve your practice." <http://www.scu.edu.au/schools/gcm/ar/arp/philos.html>
- * (Online). Fraser, M., & Taylor, M.J. (1991). "Social work and science: Many ways of knowing?" *Social Work Research & Abstracts*, 27(4), 5-15.
- * (Online) Hartman, A. (1990). Many ways of knowing. *Social Work* 35, 3-4. (Access online via SocINDEX with Full text.
- * (Online) Meyer, J. (2000). "Qualitative research in health care: Using qualitative methods in health related action research." *British Medical Journal*, 320, 171-181. <http://www.bmj.com/cgi/reprint/320/7228/178>

- * (online). Morgan, D. L., (2007). "Paradigms lost and pragmatism regained: Methodological implications of combining qualitative and quantitative methods." *Journal of Mixed Methods Research*, 1(1), 48-76.
<http://mmr.sagepub.com/cgi/reprint/1/1/48>

Week 3: Friday February 8

ROLE OF RESEARCHER AS INSTRUMENT: ETHICAL ISSUES AND SOCIAL RESPONSIBILITY

Importance of reflexivity: Critical self-reflection

Self and relations in the field

Issues of gender, culture, social class, and vulnerable populations

Ethical issues in qualitative research

Informed consent, confidentiality and loss of privacy in the field

- ** (Text) Padgett, D. K. (1998). "The researcher as instrument." In *Qualitative methods in social work research: Challenges and rewards* (Ch. 2, pp. 18-24). Thousand Oaks, CA: Sage Publications.
- ** (Online). Watt, D. (2007). On becoming a qualitative researcher: The value of reflexivity." *The Qualitative Report*, 12(1), 82-101. <http://www.nova.edu/ssss/QR/QR12-1/watt.pdf>.
- ** (Text) Padgett, D. K. (1998). "Ethical issues in qualitative research." In *Qualitative methods in social work research: Challenges and rewards* (Ch. 4, pp. 33-44). Thousand Oaks, CA: Sage Publications.
- ** (Online). Mishna, F., & Antle, B. J. & Regehr, C. (2004). Tapping the perspectives of children: Emerging ethical issues in qualitative research. *Qualitative Social Work*, 3(4), 449-468.
<http://qsw.sagepub.com.ezproxy.library.wisc.edu/cgi/reprint/3/4/449>
- ** (Online) Burke, T. K. (2007). Providing ethics a space on the page: Social work and ethnography as a case in point. Accessed through CINAHL: <http://qsw.sagepub.com.ezproxy.library.wisc.edu/cgi/reprint/6/2/177>
- ** (Online). Dickson-Swift, V., James, E., Kippen, S., & Llamputtong, P. (2006). Blurring boundaries in qualitative health research on sensitive topics. *Qualitative Health Research*, 16, 853-871. Found on CINAHL Plus with Full text via EBSCO: <http://qhr.sagepub.com.ezproxy.library.wisc.edu/cgi/reprint/16/6/853>
- * (Online). Kosygina, L. V. (2005). "Doing gender in research: Reflection on experience in field." *The Qualitative Report*, 10(1), 87-95. <http://www.nova.edu/ssss/QR/QR10-1/kosygina.pdf>
- * Rosenblatt, P. C. (1995). Ethics of qualitative interviewing with grieving families. *Death Studies*, 19, 139-155.
- * (Online) Eysenbach, G., & Till, J. E. "Ethical issues in qualitative research on internet communicates." *British Medical Journal*. 323,1103-1105 <http://www.bmj.com/cgi/content/full/323/7321/1103>
- * Seymour, J. E., & Ingleton, C. (2005). Ethical issues in qualitative research at the end of life. *International Journal of Palliative Nursing*, 11(3), 138-146.

Week 4: Friday, February 15

THE QUALITATIVE RESEARCH PROCESS: GETTING STARTED

Selecting a topic: Formulating and framing the research questions

Literature review

The debate on the role of theory (or lack thereof)

Designing a qualitative study: Developing a research strategy

Developing a qualitative research proposal

- ** (Text) Padgett, D. K. (1998). "Getting started: Choosing a topic and designing the study." In *Qualitative methods in social work research: Challenges and rewards* (Ch. 3, pp. 25-32). Thousand Oaks, CA: Sage Publications.
- ** (Text). Creswell, J. W. (2007). "Designing a qualitative study." In *Qualitative inquiry and research design: Choosing among five approaches* (2nd Ed, Ch. 3, pp. 35-52). Thousand Oaks, CA: Sage Publications.
- ** (Text). Creswell, J. W. (2007). "Five qualitative approaches to inquiry." In *Qualitative inquiry and research design: Choosing among five approaches* (2nd Ed, Ch. 4, pp. 53-84). Thousand Oaks, CA: Sage Publications.
- ** (Text). Creswell, J. W. (2007). "Introducing and focusing the study" In *Qualitative inquiry and research design: Choosing among five approaches* (2nd Ed, Ch. 6, pp. 101-114). Thousand Oaks, CA: Sage Publications.
- ** (Online). NIH: Office of Behavioral and Social Science Research. (1999). *Qualitative methods in health research: Opportunities and considerations in application and review*.
<http://obssr.od.nih.gov/Documents/Publications/Qualitative.PDF>
- ** Vivar, C.G. (2007). Getting started with qualitative research: Developing a research proposal. *Nurse Researcher*, 14(3), 60-73. Found through CINHALL Plus with Full text via EBSCO:
<http://web.ebscohost.com.ezproxy.library.wisc.edu/ehost/pdf?vid=6&hid=17&sid=c4241197-994d-4b54-b085-b5a8598ed3b0%40SRCSM2>

Week 5: Friday, February 22

ENTERING THE FIELD: GAINING ACCESS

Selecting the site; selecting the case
 Developing rapport
 Sampling strategies in qualitative enquiry
 Recruiting informants

- ** (Text) Padgett, D. K. (1998). "Entering the field and sampling strategies." In *Qualitative methods in social work research: Challenges and rewards* (Ch. 5, pp. 45-54). Thousand Oaks, CA: Sage Publications.
- ** (Text). Creswell, J. W. (2007). "Data collection." In *Qualitative inquiry and research design: Choosing among five approaches* (2nd Ed, Ch. 7, focus on pp. 117 – top of 129 only). Thousand Oaks, CA: Sage Publications.
- ** (Online) Munford, R., & Sanders, J. (2004). Recruiting diverse groups of young people to research: Agency and empowerment in the consent process. *Qualitative Social Work*, 3(4), 469-482.
<http://qsw.sagepub.com.ezproxy.library.wisc.edu/cgi/reprint/3/4/469>
- ** (Online). Association for Qualitative Research (2002). "Qualitative research recruitment: Best practice rules and guidelines. Click on "Downloads" <http://www.aqr.org.uk/refsection/recruitment-bestpract.shtml>
- * (Online). Onwuegbuzie, A. J., & Leech, N. L. (2007). Sampling designs in qualitative research: Making the sampling process more public. *The Qualitative Report*, 12(2), 238-254. <http://www.nova.edu/ssss/QR/QR12-2/onwuegbuziel.pdf>
- * (Online) Ratcliff, D., "Sampling and selection." <http://don.ratcliffs.net/qual/2.htm>

Week 6: Friday February 29

OBSERVATION AND USE OF DOCUMENTS/OTHER EXISTING DATA

Field strategies and record keeping
 Types of observational research and planning
 Video and audio media in qualitative research
 Developing observational skills
 Ethnography
 Unobstrusive measures: Analyzing texts and material artifacts

- ** (Text) Padgett, D. K. (1998). "Data collection." In *Qualitative methods in social work research: Challenges and rewards* (Ch. 6, read all sections except section on "intensive interviewing"). Thousand Oaks, CA: Sage Publications.
- ** (Text). Creswell, J. W. (2007). "Data collection." In *Qualitative inquiry and research design: Choosing among five approaches* (2nd Ed, Ch. 7, focus on pp. 129-145). Thousand Oaks, CA: Sage Publications.
- ** (Online) Fox, Nick. (1998). How to Use Observations in a Research Project. On line at (click on .pdf link: http://www.trentrdsu.org.uk/resources_resource_observations.html)
- ** (Online) Holbrook, T.L. (1996) Document Analysis: The Contrast between Official Records and the Journal of a Woman on Welfare. *Marriage & Family Review*, vol. 24, no ½, pp. 41-56. (ARTICLE ON-LINE).
- ** (Online) Ratcliff, R. Video and audio media in qualitative research. <http://don.ratcliffs.net/video/>
- * (Online). NOTE: May review in class: Ratcliff, D.; Power point related to Dissertation. "An elementary school hallway: Social formations and meanings outside the classroom."
<http://don.ratcliffs.net/dissertation/myresearch.ppt#15>
- * Emerson, R. M., Fretz, R.M, & Shaw, L. (1995). *Writing ethnographic fieldnotes*. Chicago: University of Chicago Press.

Week 7: Friday, March a7

THE ART AND SCIENCE OF INTERVIEWING INDIVIDUALS

Types of interviews
 Preparing for the interview
 Considerations for before, during and after the interview
 Interview quality: Interviewer qualifications
 Transcribing interviews: Preparing the data

- ** (Text) Padgett, D. K. (1998). "Data collection." In *Qualitative methods in social work research: Challenges and rewards* (Ch. 6, read section on "intensive interviewing, pp. 59-66). Thousand Oaks, CA: Sage Publications.
NOTE: Also see Ch. 7 sections on "Data management: Dealing with volume early on," and "Transcribing audio-taped interviews."
- ** (Text). Creswell, J. W. (2007). "Data collection." In *Qualitative inquiry and research design: Choosing among five approaches* (2nd Ed, read section on "interviewing," 132-135). Thousand Oaks, CA: Sage Publications.
- ** (Online) Mathers, N., Fox, N., & Hunn, A. (1998). "[Using Interviews in a Research Project](http://www.trentrdsu.org.uk/resources_resource_interviews.html)" on line at (click on .pdf link): http://www.trentrdsu.org.uk/resources_resource_interviews.html
- ** (Online) Belanger, F. (1999). "Should you tape research interviews? A summary of responses to an ISWORLD

posting” <http://www.qual.auckland.ac.nz/Summary%20Advice%20on%20Taping%20research%20Interviews.txt>

- ** (Online) Fichtman and Dana. Qualitative Interviewing and the Art of Questioning: Promises, Possibilities, Problems, and Pitfalls. On line at: <http://www.coe.uga.edu/quig/dana92.html>
- * (Online) Burke, L., A., & Miller, M. K. (2001). Phone interviewing as a means of data collection: Lessons learned and practical recommendations. *Forum Qualitative Social Research*, 2(2). <http://www.qualitative-research.net/fqs-texte/2-01/2-01burkemiller-e.htm>
- * Birks, M. J., Chapman, Y., & Francis, K. (2007). Breaching the wall: Interviewing people from other cultures. *Journal of Transcultural Nursing*, 18, 150-156.

Interview Guide Examples:

- * Interview Guide for Qualitative Interviews on Inter-generational Transfers http://www.ssc.upenn.edu/Social_Networks/Level%203/Transfers/qualitative/FTP_qualitative_guidelines.pdf and
- * Qualitative Interview Protocol for Youth Study <http://www.acoa.ca/e/business/entrepreneurship/youthstudy/appendixD.pdf>

Week 8: Friday, March 14

THE ART AND SCIENCE OF INTERVIEWING GROUPS

Focus group methodology: Advantages and disadvantages

Uses and abuses of focus groups

Sampling

Planning and facilitating focus groups

Analytic challenges in focus group research

Transcribing focus groups: Preparing the data

- ** (Online). Freeman, T. (2006). “‘Best practice’ in focus group research: Making sense of different views.” *Journal of Advanced Nursing*, 56(5), 491-497. Access through CINAHL Plus with Full text via EBSCO:
- ** (Online). Watson, M., Peacock, S., & Jones, D. (2006). The analysis of interaction in online focus groups. *International Journal of Therapy and Rehabilitation*, 13(12), 551-557. Access through CINAHL Plus with Full text.
- ** (Online). Kidd, P. S., & Parshall, M. B. (2000). “Getting the focus and the group: Enhancing analytical rigor in focus group research.” *Qualitative Health Research*, 10(3), 293-308.
- ** (Online) Owen, S.. (2001). The practical, methodological and ethical dilemmas of conducting focus groups with vulnerable clients. *Journal of Advanced Nursing*, 36(5), p. 652-658. Access online via CINAHL Plus with Full text.
- * (Online). Koppelman, N. F., & Bourjolly, J. N. (2001). “Conducting focus groups with women with severe psychiatric disabilities: A methodological overview.” *Psychiatric Rehab Journal*, 25(2), 142-151.
- * (Online). “Using participatory action research in a community –based initiative addressing complex mental health needs.” *Australian and New Zealand Journal of Psychiatry*, 40, 325-332. Access through CINAHL Plus with Full text.

- * (Online). Earner, I. (2007). "Immigrant families and public child welfare: Barriers to services and approaches for change." *Child Welfare*, 86,(4), 63-91. Access online via SocIndex with Full text.
- * (Online) Huer, M. B., & Saenz, T. I. (2003). "Challenges and strategies for conducting survey and focus group research with culturally diverse group. *American Journal of Speech-Language Pathology*, 12, 209-220. Access Access through CINAHL Plus with Full text.
- * Earley, L., Cushway, D. & Cassidy, T. [Children's perceptions and experiences of care giving: A focus group study.](#) *Counselling Psychology Quarterly*, 20(1), 69-80. Sorry, online full text is not available.
- * Krueger, R. A., & Casey, M.A., (2000). *Focus groups: A practical guide for applied research*. Thousand Oaks, CA: Sage Publications

***** **Spring Break: NO CLASS: Friday March 21** *****

Week 9: Friday, March 28**RIGOR AND QUALITY**

Assessing the quality of the data
 Trustworthiness and credibility
 Guidelines for enhancing rigor
 Standards of quality and verification within traditions of inquiry
 Triangulation

- ** (Text) Padgett, D. K. (1998). "Rigor and relevance in qualitative research." In *Qualitative methods in social work research: Challenges and rewards* (Ch. 8, pp. 88 - 102). Thousand Oaks, CA: Sage Publications.
- ** (Text). Creswell, J. W. (2007). "Standards of validation and evaluation." In *Qualitative inquiry and research design: Choosing among five approaches* (2nd Ed, Ch. 10, pp. 201-222). Thousand Oaks, CA: Sage Publications.
- ** (Online) Greenhalgh, T. & Taylor, R. (1997). "How to read a paper: Papers that go beyond numbers." *British Medical Journal*, 315, 740-743. Access at: <http://www.bmj.com/cgi/content/full/315/7110/740>
 Recommended Reading:
- ** (Online). Forchuk, C. & Roberts, J. "How to critique qualitative research articles." *Canadian Journal of Nursing Research*, 25(4), 47-55.
- ** (Online). Mays, N., & Pope., C. (2000). Qualitative research in health care: Assessing quality in qualitative research. *British Medical Journal*, 320, 50-52. <http://www.bmj.com/cgi/reprint/320/7226/50>
- ** (Online). Russell, C. K., & Gregory, D. M. (2003). "Evaluation of qualitative research studies." *Evidence-based nursing*, 6, 36-40.
- * Drisko, J. W. (1997). Strengthening qualitative studies and reports: Standards to promote academic integrity. *Journal of Social Work Education*, 33(1), 185-187.
- * (Online) Barbour, R. S. (2007). Checklists for improving rigour in qualitative research: A case of the tail wagging the dog? *British Medical Journal*, 322 1115-1117. <http://www.bmj.com/cgi/reprint/322/7294/1115>
- * (Online) Lietz, C. A., Langer, C. L., & Furman, R. (2006). Establishing trustworthiness in qualitative research in social work: Implications from a study regarding spirituality. *Qualitative Social Work*, 5, 441-458. <http://qsw.sagepub.com/cgi/reprint/5/4/441>
- * Ambert, A., Adler, P. A., Adler, P., & Detzner, D. F. (1995). Understanding and evaluating qualitative research. *Journal of Marriage and Family*, 57, 879-893.

Week 10: Friday, April 4

NO CLASS

Week 11: Friday April 11**ANALYSIS I: OVERVIEW OF APPROACHES & BEGINNING CODING**

Analysis within approaches to inquiry (comparison of five research traditions)
 Dealing with data volume
 Developing codes
 Thematic coding and categorizing

- ** (Text) Padgett, D. K. (1998). "Data management and analysis." In *Qualitative methods in social work research: Challenges and rewards* (pp. 1-17). Thousand Oaks, CA: Sage Publications.
- ** (Text). Creswell, J. W. (2007). "Data analysis and representation." In *Qualitative inquiry and research design: Choosing among five approaches* (2nd Ed, Ch. 8, pp. 147-176). Thousand Oaks, CA: Sage Publications.
- ** (Online) Leech, N. L., & Onwuegbuzie, A. J. (2007). An array of qualitative data analysis tools: A call for data analysis triangulation. *School Psychology Quarterly*, 22(4), 4447-584.
- ** (Online) Pope, C., Ziebland, S., & Mays, N. (2000). Qualitative research in health care: Analysing qualitative data. *British Medical Journal*, 320, 114-116. <http://www.bmj.com/cgi/reprint/320/7227/114>
- ** (Online). Beck, C. T. (2003). "Initiation into qualitative data analysis." *Journal of Nursing Education*, 42(5), 231-234. Access via CINAHL with Full Text.
- * (Online). Li, S., & Seale, C. (2007). Learning to do qualitative data analysis: An observational study of doctoral work. *Qualitative Health Research*, 17(10), 1442-1452. Access via CINAHL with Full Text
- * Boyatzis, R. E. (1998). *Transforming qualitative information: Thematic analysis and code development*. Thousand Oaks, Sage Publications.
- * Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook*. Thousand Oaks, CA: Sage Publications.

Week 12: Friday April 18

ANALYSIS II: COMPARATIVE ANALYSIS & USE OF COMPUTERS AND SOFTWARE

Coding hierarchies

Typologies

Grounded theory and Dimensional analysis

Searching for "negative cases"

Computer programs to help store and organize data

- ** (Text) Padgett, D. K. (1998). "Data management and analysis" and "Appendix A: Computer Software for Qualitative Data Analysis." In *Qualitative methods in social work research: Challenges and rewards* (review pp 81-83, on "pros and cons of using computer software", and see Appendix A, pp. 150-151). Thousand Oaks, CA: Sage Publications.
- ** (Text). Creswell, J. W. (2007). "Data analysis and representation." In *Qualitative inquiry and research design: Choosing among five approaches* (2nd Ed, Ch. 8, see section on "computer use..." pp. 164-176 only. Thousand Oaks, CA: Sage Publications.
- ** (Online). Glaser, B. G., & Holton, J. (2004). "Remodeling grounded theory." *Forum Qualitative Social Research*, 5(4). Accessed online via: <http://www.qualitative-research.net/fqs-texte/2-04/2-04glaser-e.htm>
- ** Barry, C. A. (1998) "Choosing Qualitative Data Analysis Software: Atlas/ti and Nudist Compared" *Sociological Research Online*, vol. 3, no. 3. Access online via: <http://www.socresonline.org.uk/3/3/4.html>
- ** (Online). Seidel, J. (1998). "Qualitative data analysis." Access online via <ftp://ftp.qualisresearch.com/pub/qda.pdf> This document was originally part of the manual for The Ethnograph v4.

- * (Online) Lewins, A., & Silver, C. (2005). "Choosing a CAQDAS (Computer Assisted Qualitative Data Analysis Software) Package: A working paper," Access online via <http://web.ebscohost.com.ezproxy.library.wisc.edu/ehost/results?vid=10&hid=12&sid=2b932c90-e598-432f-a576-a06be0883a79%40sessionmgr3>
- * Peters, V., & Wester, F. (2007). "How qualitative data analysis software may support the qualitative analysis process". *Quality & Quantity*, 41 (5), 635-659.

Week 13: Friday April 25

LEAVING THE FIELD AND TELLING THE STORY

Writing up the qualitative study

Organizing the report

Diverse structures for writing qualitative reports based on research tradition.

- ** (Text) Padgett, D. K. (1998). "Telling the story: Writing up the qualitative study." In *Qualitative methods in social work research: Challenges and rewards* (pp. 104-125). Thousand Oaks, CA: Sage Publications.
- ** (Text). Creswell, J. W. (2007). "Writing a qualitative study." In *Qualitative inquiry and research design: Choosing among five approaches* (2nd Ed, Ch. 9, pp. 177-200). Thousand Oaks, CA: Sage Publications.
- ** (online). Chenail, R. J. (1995). "Presenting Qualitative Data." *The Qualitative Report*, 2 (3). <http://www.nova.edu/ssss/QR/QR2-3/presenting.html>
- * (online) Russell, C. K., Gregory, D. M., & Gates, M. (1996). Areas of consideration when developing and presenting qualitative research posters,. Table made to accompany the reference "Aesthetics and substance in qualitative research posters" *Qualitative Health Research*, 6, 544-554. <http://www.utm.edu/~crussell/postertips.html>

Week 14: Friday May 2

MIXED METHODS: INTEGRATING QUALITATIVE AND QUANTTATIVE APPROACHES

What is "mixed methods" research?

Types of mixed method strategies

Design considerations

Data collection procedures

- ** (Text) Padgett, D. K. (1998). *Multimethod research: The synergy of combining qualitative and quantitative methods*. (Ch. 10, pp. 126-140). Thousand Oaks, CA: Sage Publications.
- ** (Online). Onwuegbuzie, A. J., & Leech, N. L. (2004). Enhancing the interpretation of "significant" findings: The role of mixed methods research. *The Qualitative Report*, 9(4), 770-792. <http://www.nova.edu/ssss/QR/QR9-4/onwuegbuzie.pdf>
- ** Creswell, J. W., & Plano-Clark, V. L. (2007). "Questions often raised about mixed methods research." In *Designing and conducting mixed methods research* (Ch. 9, pp. 167-183). Thousand Oaks, CA: Sage Publications.
- ** Creswell, J. W. (2003). "Mixed methods procedures." In *Research design: Qualitative, quantitative and mixed methods approaches* (2nd Ed; Ch. 11, pp. 208-227). Thousand Oaks, CA: Sage Publications.

- ** (Online) Teddlie, C. & Yu, F. (2007). Mixed methods sampling: A typology with examples. *Journal of Mixed Methods Research*, 1(1), 77-100. <http://mmr.sagepub.com/cgi/reprint/1/1/77>
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Week 15: Friday May 9

INTEGRATION AND SYNTHESIS

Putting it all together

Course Review

Looking Ahead

Summary and Class Evaluation

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QUALITATIVE METHODS FOR SOCIAL SCIENCE RESEARCH
(Spring, 2008)

Name: _____

Address: _____

Phone: _____

Email: _____

Departmental Affiliation: _____

Primary Research Interest: _____

How did you learn about this course? _____

TO HELP ME KNOW YOU

The following information is requested in order to help me be more sensitive to you and your needs. Your responses (and non-responses) will not affect your grade in any way, are entirely voluntary, and will be kept strictly confidential.

1. Briefly describe your reasons for taking this class:

2. Briefly describe any “qualitative” research experience you have had:

25 _____