

JSGS 851 – Qualitative Research Methods

	UNIVERSITY OF SASKATCHEWAN CAMPUS	UNIVERSITY OF REGINA CAMPUS
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OFFICE LOCATION:	2105 College Avenue	Diefenbaker Place
TERM:	Fall 2021	Fall 2021
ROOM:	CB 330 and Via zoom	Via zoom
DATE AND TIME:	August 31-Dec 6, 2021 – asynchronous lectures and Monday afternoon meetings 1:00 P.M to 4:50 P.M.	August 31-Dec 6, 2021 – asynchronous lectures and Monday afternoon meetings 1:00 P.M to 4:50 P.M.

The syllabus for this course is comprised of this document plus the document titled “JSGS Common Syllabus 2021-22.”

INTELLECTUAL PROPERTY ACKNOWLEDGEMENT

This course was developed by Dr. Margot Hurlbert.

CALENDAR DESCRIPTION

Provides students with the opportunity to learn and practice inquiry processes for conducting qualitative and mixed methods research. Students will examine the following topics: issues in qualitative data (ontology, epistemology, methodology and method), collection of qualitative data (e.g., interviewing, ethnography, focus groups, case studies), analysis of data, and combining qualitative and quantitative data.

LEARNING OBJECTIVES

JSGS has developed a set of three competencies that all graduates will be able to demonstrate. The specific readings, assignments and activities in JSGS 851 will help you both acquire and demonstrate the ability to:

- Understand and evaluate policy information gathered through qualitative research methods. And use qualitative methods in policy analysis, program evaluation and other. Policy related research;
- Understand the epistemological bases of various qualitative and quantitative methods, key concepts associated with research inquiry and the limitations and challenges associated with. Research methodologies;

- Understand how research contributes to policy design, implementation, and program evaluation.

COURSE CONTENT AND APPROACH

This course provides a solid foundation to students on the benefits and limitations of qualitative research, the major research paradigms, the methodologies and the methods. Students will engage with theoretical materials, and also engage in the methodologies and methods employed by qualitative researchers. Reading materials prior to class is essential so students can discuss issues, differences of opinion contained in the readings, and apply their knowledge in the classroom. Student's will apply their knowledge by drafting a research proposal as a final project.

REQUIRED READINGS

Required readings are those listed under the Modules below (and do not include 'Other readings that may be helpful').

COURSE OUTLINE

PART ONE: KEY CONCEPTS and FRAMEWORKS

There is no single textbook for this course. All materials are freely accessible online or through University libraries.

Module 1 --- Introduction to Course and Ways of Knowing

Creswell, John W. (2003) Research Design. Qualitative, Quantitative, and Mixed Methods Approaches (2nd Ed) Sage Publications: London. Chapter 1, pp. 3-26. [online] http://fe.unj.ac.id/wp-content/uploads/2019/08/Research-Design_Qualitative-Quantitative-and-Mixed-Methods-Approaches.pdf

PART TWO: COLLECTING DATA

Module 2 --- Focus Groups, Interviewing, & Participant Observation

During this class (and at any time previous to the class) you will undertake surveys, creating surveys, interviewing and creating interview questions. At the class we will cover participant observation and hold a focus group. The readings below are not mandatory. They are suggestive only.

- a) Focus groups
Gill, P. K., Treasure, S.E., & Chadwick, B. (2008). Methods of data collection in qualitative research: Interviews and focus groups. *British Dental Journal*. 204(6), 291-295.

Folch-Lyon, E., & Trost, J.F. (1981). Conducting focus group sessions. *Studies in Family Planning*. 12(12), 443-449.

Morgan, D. (1996). Focus groups. *Annual Review of Sociology*. 22(1), 129-152.

b) Interviews

Gill, P. K., Treasure, S.E., & Chadwick, B. (2008). Methods of data collection in qualitative research: Interviews and focus groups. *British Dental Journal*. 204(6), 291-295.

Ezzy, D. (2010). Qualitative interviewing as an embodied emotional performance. *Qualitative Inquiry*, 16, 163

Opdenakker, R. (2006). Advantages and disadvantages of four interview techniques in qualitative research. *Forum: Qualitative Social Research*. 7(4).

Dilley, P. (2000). Conducting successful interviews: Tips for intrepid research. *Theory Into Practice*. 39(3), 131-137.

c) Participant observations

Atkinson, P., & Hammersley, M. (1994). Ethnography and participant observation. In Norman K. Denzin and Yvonna S. Lincoln (Eds). *Handbook of Qualitative Research* (pp. 246-260). New York: Sage Publications.

Bogdan, R. (1973). Participant observation. *Peabody Journal of Education*. 50(4), 302-308.

Fry, L. J. (1973). Participant observation and program evaluation. *Journal of Health and Social Behavior*. 14(3), 274-278.

Schwartz, M. S., & Schwartz, C.G. (1955). Problems in participant observation. *American Journal of Sociology*. 60(4), 343-353.

Module 3 -- Reliability, Validity, Generalization

For this class we will have group presentations. Your group will present and lead a class discussion. This is not a graded assignment, but it is for participation marks! The readings follow and you can base your group work on these and other applicable readings.

a) Articles

Leung, L. 2019. Validity, reliability, and generalizability in qualitative research. *Research and Audit*. 16: 142.3.108.232 Available at: <http://www.jfmpc.com/article.asp?issn=2249-4863;year=2015;volume=4;issue=3;spage=324;epage=327;aulast=Leung>

Morse, J.M., Barrett, M., Mayan, M. et al. 2002. Verification Strategies for Establishing Reliability

and Validity in Qualitative Research. *International Journal of Qualitative Methods*. 1(2) Available at: <https://journals.sagepub.com/doi/10.1177/160940690200100202>

Cypress, B.S. 2017. Rigor or Reliability and Validity in Qualitative Research: Perspectives, Strategies, Reconceptualization, and Recommendations. *Research Dimension*. Available at: <https://pubmed.ncbi.nlm.nih.gov/28570380/>

PART THREE: APPROACHES TO QUALITATIVE POLICY RESEARCH

Module 4 – Ethnography Research, Discourse Analysis & Narrative Research

a) Ethnography

Pacheco-Vega, R. 'Ethnography as a Method for Comparative Public Policy Analysis: Premises, Promises, and Perils.' Ch in Peters, B.G., Fontaine, G., *Handbook of Methods for Comparative Policy Analysis*. Edward Elgar Publishing Ltd. Available at: <https://www.ippapublicpolicy.org/file/paper/5b324be5bafa0.pdf>

Other readings that may be helpful:

Becker, H. S., Gans, H.J., Newman, K.S., & Vaughan, D. (2004). On the value of ethnography: Sociology and public policy. *Annals of the American Academy of Political and Social Science*, 595(1): 264---276.

Devault, M. L. (2006). Introduction: What is institutional ethnography? *Social problems*. 53(3): 294-298.

Wedel, J. R., Shore, C., Feldman, G., & Lathrop, S. (2005). Toward an anthropology of public policy. *The ANNALS of the American Academy of Political and Social Science*. 600(1):30-51.

b) Discourse Analysis

Alvesson, M., & Kärreman, D. (2000). Varieties of discourse: On the study of organizations through discourse analysis. *Human Relations*. 53(9): 1135-1149. (Available on university library site: <https://search-proquest-com.libproxy.uregina.ca/docview/231508862/fulltextPDF/AA70B14CFB874C81PQ/1?accountid=13480>)

Other readings that may be helpful:

Cheek, J. (2004). At the margins? Discourse analysis and qualitative research. *Qualitative Health Research*. 14(8), 1140-1150.

LeGreco, M., & Tracy, S.J. (2009). Discourse tracing as qualitative practice. *Qualitative Inquiry*. 15(9), 1516-1543.

van Dijk, T. (1983). Discourse analysis: Its development and application to the structure of news. *Journal of Communication*. 33(2): 20---43.

Clandinin, D. J., & Connelly, F. M. (1994). Personal experience methods. In N. K. Denzin & Y.

S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 413-427). Thousand Oaks: Sage Publications.

b) Narrative Research

Clandinin, D. J., & Huber J. , F. M. in press. *Narrative inquiry*. In McGaw, B., Baker, E., Peterson P.P. (Eds) *International encyclopedia of education (3rd ed)* New York NY Elsevier. Available at:

https://www.academia.edu/4559830/Clandinin_D._J._and_Huber_J._in_press_.Narrative_inquiry_In_B._McGaw_E._Baker_and_P.Biographies.

Other readings that may be helpful:

Connelly, F. M., & Clandinin, D. J. (2006). Narrative inquiry. In J. Green, G. Camilli, & P. Elmore (Eds.). *Handbook of Complementary Methods in Education Research* (pp. 375-385). Mahwah: N.J.: Lawrence Erlbaum.

Koro-Ljungberg, M. (2001). Metaphors as a way to explore qualitative data. *International Journal of Qualitative Studies in Education (QSE)*, 14(3), 367-379.

McCalman, C. & Connelly, S. (2016). Destabilizing Environmentalism. Epiphanal Change and the Emergence of Pro-Nuclear Environmentalism. *Journal of Environmental Policy and Planning*. <http://www.tandfonline.com/action/showCitFormats?doi=10.1080/1523908X.2015.1119675>

Polkinghorne, Donald F. (1988). *Narrative knowing and the human sciences*. New York: State University of New York Press.

Richardson, L. (2000). Writing: A method of inquiry. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 923-948). Thousand Oaks: Sage Publications.

Module 5 – Indigenous Research Methodologies and Action Research

a) Indigenous Research Methodologies

Peltier, C. (2018). An Application of Two-Eyed Seeing: Indigenous Research Methods With Participatory Action Research. *Intl J. Qualitative Methods* 17: 1-12. Available at: <https://journals.sagepub.com/doi/full/10.1177/1609406918812346>

Other readings that may be helpful:

Ermine, W. (1995). Aboriginal epistemology. In M. Battiste & J. Barman (Eds.), *First Nations education in Canada: The circle unfolds* (pp. 101---112). Vancouver, BC: UBC Press.

Kovach, M. (2009). *Indigenous Methodologies: Characteristics, Conversations, and Contexts*. Toronto: University of Toronto Press.

Steinhauer, E. (2002). Thoughts on an Indigenous research methodology. *Canadian Journal of Native Education*. 26(2), 69-81.

Wilson, S. (2003). Progressing toward an Indigenous research paradigm in Canada and Australia. *Canadian Journal of Native Education*. 27(2), 161-178.

Wilson, S. (2001). What is indigenous research methodology? *Canadian Journal of Native Education*, 25(2), 175-179.

Ndimande, B.S. (2012). Decolonizing research in post-apartheid South Africa: The politics of methodology. *Qualitative Inquiry*, 18: 215.

b) Action Research

Bargal, D. (2008). Action research: A paradigm for achieving social change. *Small Group Research*. 39(1), 17-27.

Other readings that may be helpful:

Horowitz, C. R., Robinson, M., & Seifer, S. (2009). Community---based participatory research from the margin to the mainstream: Are researchers prepared? *Circulation*. 119(19), 2633---2642.

Israel, B. A., Schulz, A.J., Parker, E.A., & Becker, A.B. 2001. Community---based Participatory Research: Policy Recommendations for Promoting a Partnership Approach in Health Research. *Education for Health*. 14(2):182-197.

Kemmis S., & McTaggart, R. (2000). Participatory action research: Communicative action in the public sphere, In N. Denzin & Y. Lincoln (Eds.) *Handbook of Qualitative Research* (pp. 559-603). Thousand Oaks, Calif: Sage Publications.

McNiff, J. (2001). *Action research and the professional learning of teachers*. Paper presented at the Qattan Foundation. Retrieved September 6, 2007, from <http://www.jeanmcniff.com/vvTitings.html>

Robertson, J. (2000). The three rs of action research methodology: Reciprocity, reflexivity and reflection-on-reality. *Educational Action Research*. 8(2), 307-326.

Module 6 – Mixed Methods

Chapter 1, and 10, Creswell, John. W. Creswell, J. David. (2018). *Research Design, Qualitative, quantitative, and Mixed Methods Approaches*. Fifth Edition. Sage Publications Inc. Los Angeles.

Available at: <https://www.slideshare.net/xiwerih/educational-research-5th-edition-creswell-test-bank>

Other readings that may be helpful:

Bryman, A. (1984). The Debate about Quantitative and Qualitative Research: A Question of Method or Epistemology? *The British Journal of Sociology*. 35(1): 75-92.

Pluye, P., Nha Hong, Q. (2014) Combining the Power of Stories and the Power of Numbers: mixed Methods Research and Mixed Studies Reviews.35:29-45.

Coast, J., Al-Janabi, H., Sutton, E., Horrocks, S.A., Vosper, A. Jane, Swancutt, D.R., Flynn, T.N. (2012). Using Qualitative Methods for Attribute Development for Discrete Choice Experiments: Issues and Recommendations. *Health Econ* 21: 730-741.

French, S. (2015) Cynefin: Uncertainty, small worlds and scenarios. *J. Oper. Res. Soc.*, 66, 1635–1645, doi:10.1057/jors.2015.21.

Maxwell, J. (2010). Using numbers in qualitative research. *Qualitative Inquiry*. 16: 475

Morgan, G., & Smircich, L. (1980). The case for qualitative research. *The Academy of Management Review*. 5(4): 491---500.

Torrance, H. (2008). Building confidence in qualitative research: Engaging the demands of policy. *qualitative inquiry*. 14(4), 507-527.

Governance Methods

Kivimaa, P., Hilden, M., et al. (2017) Experiments in climate governance – A systematic review of research on energy and built environment transitions. *Journal of Cleaner Production*. 169: 17-29.

O’Neill, K., et al. 2013. Methods and Global Environmental Governance. *The Annual Review of Environment and Resources*. 38:441-471.

Saez, L. 2013. Methods in Governance Research: A Review of Research Approaches. ESID Working Paper No. 17

Module 7 – Critical Realism

Vincent, S., O’Mahoney, J. (2016) Critical Realism and Qualitative Research: *an introductory overview*. In: Grandy, G, Cassell, C. and Cunliffe, A. eds. *SAGE Handbook of Qualitative Research Methods*, London: Sage. Available at: https://www.researchgate.net/publication/312069991_Critical_Realism_and_Qualitative_Research_An_introductory_Overview

Other readings that may be helpful:

Olsson, L., Jerneck, A. (2018) Social fields and natural systems: integrating knowledge about society and nature. *Ecology and Society* 23(3): 26.

Maxwell, J. (2010). Using numbers in qualitative research. *Qualitative Inquiry*. 16: 475

Morgan, G., & Smircich, L. (1980). The case for qualitative research. *The Academy of Management Review*. 5(4): 491---500.

Torrance, H. (2008). Building confidence in qualitative research: Engaging the demands of policy. *qualitative inquiry*. 14(4), 507-527.

Yanow, Dvora. (2013) Neither Rigorous nor Objective? Interrogating Criteria for Knowledge Claims in Interpretive Science. In D. Yanow and P. Schwarz-Shea (Eds.). *Interpretation and Method: Empirical Research Methods and the Interpretive Turn*. London: M.E. Sharpe

Module 8 – Case Studies & Advocacy Coalition Analysis

a) Exploratory questions, hypothesis and variables

Chapters 3 and 7, Creswell, John. W. Creswell, J. David. (2018). *Research Design, Qualitative, quantitative, and Mixed Methods Approaches*. Fifth Edition. Sage Publications Inc. Los Angeles. Available at: <https://www.slideshare.net/xiwerih/educational-research-5th-edition-creswell-test-bank>

b) Case Study Research

Garson G. D. (2002). Case study research in public administration and public policy: Standards and strategies. *Journal of Public Affairs Education* 8(3), 209-216. Available at: <https://www.tandfonline.com/doi/abs/10.1080/15236803.2002.12023551>

Other readings that may be helpful:

Jensen, J. L., & Rodgers, R. (2001). Cumulating the intellectual gold of case study research. *Public Administration Review*. 61(2), 235-246.

Flyvbjerg, B. (2006). Five misunderstandings about case study research. *Qualitative Inquiry*. 12(2), 219-245.

Geddes, B. (1990). How the cases you choose affect the answers you get: Selection bias in comparative politics. *Political Analysis*. 2(1), 131-150.

Thomas, G. (2011). A typology for the case study in social science following a review of definition, discourse, and structure. *Qualitative Inquiry*. 17: 511.

Van Ingen, C., & Halas, J. (2006). Claiming space: Aboriginal students within school landscapes. *Children's Geographies*, 4(3), 379-399.

c) Advocacy Coalition Analysis

Schmid, N., Sewerin, S., Schmidt, T.S. 2019. Explaining Advocacy Coalition Change with Policy Feedback. *Policy Studies Journal*. Available at: <https://onlinelibrary.wiley.com/doi/full/10.1111/psj.12365>

PART FIVE: RECONCILING DIFFERENCES

Module 9 – Epistemology and Ontology

Denzin, N., & Lincoln, Y.S. (2018). Introduction: The discipline and practice of qualitative research. In N. Denzin & Y.S. Lincoln (Eds.), *the Sage Handbook of Qualitative Research* (pp. 1-35). Thousand Oaks, CA: Sage Publications.

PART FOUR: APPROACHES TO ANALYSIS OF QUALITATIVE POLICY RESEARCH

Module 10 –Coding, Analysis, and Grounded Theory

Strauss, A., & Corbin, J. (1994). Grounded theory methodology: An overview. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of Qualitative Research* (pp. 273-285). Thousand Oaks, CA: Sage.

Other readings that may be helpful:

Taber, K. S. (2000). Case studies and generalizability: Grounded theory and research in science education. *International Journal of Science Education*. 22(5), 469-487.

Keddy, B., Sims, S., & Stern, P.N. (1996). Grounded theory as feminist research methodology. *Journal of Advanced Nursing*. 23(3), 448–453.

Sebastian, K. (2019). Distinguishing Between the Types of Grounded Theory: Classical, Interpretive and Constructivist. 3(1)

Suddaby, R. (2006). From the editors: What grounded theory is not. *The Academy of Management Journal*. 49(4): 633-642.

Module 11 –Ethics, Proposal Defence, Referencing

a) Ethics

Check out the Ethics Office at the University of Saskatchewan or the University of Regina. Download the ethics application and consent forms (drafts)

b) Proposal Defence

Obtain the thesis proposal form from the JSGS website.

Prepare a ‘five minute elevator’ speech about your thesis/ research topic.

c) Referencing

See the JSGS referencing guide on UR Courses.

ASSIGNMENTS AND EVALUATION

Assignment expectations, assessment rubrics and specific details will be provided orally and in written form. The JSGS grade descriptors always acts as a basis of marking and the initial rubric

against which the student is graded.

Each of the following assignments (except the ethics application) requires a written self-assessment and an overall self-assessment by student of their work (using the grading rubric that is part of the common syllabus) is due when handing in assignments. Be specific with identifying why your assignment meets the grading assessment you are arguing for.

ASSIGNMENTS	WEIGHT	DESCRIPTION	DUE DATE
Essay 1	10	Up to 1500 words	September 27
Proposal Argument	10	Up to 1500 words	October 18
Essay 2	10	Up to 1500 words	November 15
Briefing Note	10	Follow Briefing Note instructions below	November 29
Participation	10		Participation in group projects, class discussions, class online activities (interviews, surveys, group presentation on reliability, coding etc.)
Thesis Proposal - see Thesis proposal form.	40	Up to 7500 words	December 13
Ethics Application	10	See UofR or UofS Ethics	December 17

ESSAY #1: Application of Particular Methodology and Method to Public Policy and Public Administration: Explore the policy problem

This essay is focused on demonstrating how a particular public policy or public administration issue problem or challenge might be the subject of research. Describe the policy problem and discuss various possible methodologies or methods that might be used to provide insight, to explore, to describe, to analyze or otherwise move the topic forward. Use and cite at least two or three refereed articles. Provide an overview of how certain issues, problems and challenges have been resolved or addressed using various methodologies. Please be sure to include some critique as well as description. You are welcome to use first person writing style.

Thesis Proposal Argument

Students will prepare a thesis argument that will consist of a research question and a literature review surrounding the research question. The literature review should consist of the background surrounding the research topic, previous studies that have considered the research topic, and any theoretical

background or framework that will inform the thesis research topic. This thesis proposal argument could also inform the Thesis Proposal outlined below.

ESSAY #2: Ways of Knowing: My Epistemological Stance (Methodological Focus)

This essay provides you with an opportunity to describe your epistemological preferences and convictions. What is your epistemological stance? Why do you favour one way of knowing over others and what implications does this (will this) have on your choice of methodological focus in the execution of your research? This essay may be exploratory, persuasive, or descriptive, but it must be logical, well researched (using and citing at least five refereed articles). You are welcome to use first person writing style.

Briefing Note

Choose a policy problem (preferably the pressing policy problem that underpins your thesis). You will need to hone in on the jurisdiction and time frame. Write a briefing note that describes the problem and outlines what we know about the issue (the current status of the research). The options that will be provided in your briefing note will include research questions (what we don't know as policy workers/scholars) that address or answer the complex policy problem, or parts of it, and what type of research (qualitative, interviews, quantitative, surveys etc.) would answer the research questions. Consider what 'evidence' a policy maker would need, find useful, in the policy administration process. Also consider the pressure, trade-offs, in a democratic society that policymakers face in making a selection between your research questions and options.

Thesis Proposal

Students will prepare a thesis proposal using the JSGS thesis proposal form. This will include the student's research question, a brief literature review applicable to the issue, and a special focus on the methodology and method that the student would employ to answer the research questions. Thesis proposals at this stage are generally ten to twenty pages in length. This is because the full literature review will not be complete. Most focus will be on 1. explanation of the student's epistemology and ontology that informs the research; 2. the methodology and methods that will be used to answer the research questions. These should be explained in great detail and substantiated through the literature. This proposal will be based on the course materials, and outside research and exploration of the student that is appropriate to the research question. This assignment will be graded in accordance with the principles below, but also in relation to coherence, consistency and innovation.

Ethics application

Students will prepare an application to the Research Ethics Board in relation to their thesis proposal. The form is found on the university (U of S or U of R) web site. The thesis proposal will form the basis of this application. Any necessary consent forms, communication to participants, and supporting materials will be included in this assignment.

LATE ASSIGNMENTS

***Late penalties will be in operation for all assignments except for documented medical reasons.
There are no exceptions.***

Penalties:	1 day	5 per cent
	2---4 days	15 per cent
	5---7 days	25 per cent

Assignments are not accepted after 7 days except for documented medical reasons.

To support your success with Briefing Notes assigned in this course, please refer to the following JSGS Guide to Writing Briefing Notes:

<https://rise.articulate.com/share/coTHcUVvOZB68gCzEJQ2FYfWmxsrPTCd#/>