

School of Information Management

## INFO514: QUALITATIVE RESEARCH METHODS

Trimester 1, 2016

### COURSE OUTLINE

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#### Prescription

An examination of qualitative research methods appropriate to advanced research

#### Course Learning Objectives

1. Critically assess the appropriateness of specific qualitative approaches for dealing with different types of research questions.
2. Demonstrate understanding of the steps required to: select cases or sites for analysis; prepare a data collection plan; collect data; code data; validate codes; analyse qualitative data; report results.
3. Design a research project that uses a qualitative methodology (case study, grounded theory, ethnography, action research or archival data analysis).

#### Course Content

Week	Date	Topic	Lecturer
1	29/02/2016	Qualitative research approaches & reviewing	CS
2	07/03/2016	Case study research	CS
3	14/03/2016	Interviews	CS
4	21/03/2016	Coding interviews	AG
<b>EASTER BREAK</b>			
5	04/04/2016	Grounded theory	MT
6	13/04/2016	Action research*	PY
7	18/05/2016	Specialised approaches to data collection	DJ
<b>MID-TRIMESTER BREAK</b>			
8	02/05/2016	Focus groups	DJ
9	09/05/2016	Historical research and documentary analysis	JT
10	16/05/2016	Observation methods	AG
11	25/05/2016	Content analysis*	DM
12	30/05/2016	Writing up qualitative research	DD

\* Please note the classes for these weeks will be held on the **\*Wednesday\***, not the Monday as usual.

#### Trimester Dates

From Monday 29<sup>th</sup> February to March to 12<sup>th</sup> June 2016.

## **Withdrawal from Course**

1. Your fees will be refunded if you withdraw from this course on or before Friday 11<sup>th</sup> March 2016.
2. The standard last date for withdrawal from this course is Friday 13<sup>th</sup> May. After this date, students forced to withdraw by circumstances beyond their control must apply for permission on an 'Application for Associate Dean's Permission to Withdraw Late' including supporting documentation. The application form is available from either of the Faculty's Student Customer Service Desks or [online](#).

## **Names and Contact Details**

	<b>Staff</b>	<b>Contact Details</b>	<b>Room</b>	<b>Office Hours</b>
Course Coordinator & Lecturer	Prof. Anne Goulding	<a href="mailto:anne.goulding@vuw.ac.nz">anne.goulding@vuw.ac.nz</a> (04) 463 5887	RH410	By appointment
Lecturer	Prof. Carol Stoak Saunders	(04) 463 7436	RH419	By appointment
Lecturer	Dr Mary Tate	<a href="mailto:mary.tate@vuw.ac.nz">mary.tate@vuw.ac.nz</a> (04) 463 5265	RH504	By appointment
Lecturer	Prof Pak Yoong	<a href="mailto:pak.yoong@vuw.ac.nz">pak.yoong@vuw.ac.nz</a> (04) 463 5878	RH510	By appointment
Lecturer	Dr David Johnstone	<a href="mailto:david.johnstone@vuw.ac.nz">david.johnstone@vuw.ac.nz</a> (04) 463 5877	RH531	By appointment
Lecturer	Dr Janet Toland	<a href="mailto:janet.toland@vuw.ac.nz">janet.toland@vuw.ac.nz</a> (04) 463 6861	RH523	By appointment
Lecturer	Dr David Mason	<a href="mailto:david.mason@vuw.ac.nz">david.mason@vuw.ac.nz</a> (04) 463 7435	RH429	By appointment
Lecturer	Dr Dan Dorner	<a href="mailto:dan.dorner@vuw.ac.nz">dan.dorner@vuw.ac.nz</a> (04) 463 5781	RH524	By appointment

## **Class Times and Room Numbers**

Mondays from 4:00 – 7:00pm in RH 421 (Level 4 Rutherford House) (except modules 6 & 11 which will be held 4:00 – 7.00pm on Wednesday 13<sup>th</sup> April and Wednesday 25<sup>th</sup> May).

## **Course Delivery**

### **Weekly seminars**

See "Class times and room numbers", above.

## **Readings**

### **Module One – Approaches to Qualitative Research**

1. Guba, E.G. and Lincoln, Y.S. "Competing paradigms in qualitative research," in *Handbook of Qualitative Research*, N.K. Denzin and Y.S. Lincoln (eds.), Sage, Thousand Oaks. NB: This classic text is now in its fourth edition. You may find it difficult to get hold of the fourth edition so it will be OK to read the chapter in edition 3 (or 2 at a push) instead.
2. Myers, M. D. (2009) Chapter 4: Philosophical perspectives in *Qualitative Research in Business & Management*, Michael D. Myers, Sage, Thousand Oaks, 2009.

3. Lee, A. S. (1991). Integrating Positivist and Interpretive Approaches to Organizational Research, *Organization Science*, 2(4), pp. 342-365.
4. Orlikowski, W.J. & Baroudi, J.J. (1991). Studying Information Technology in Organizations: Research Approaches and Assumptions, *Information Systems Research*, 2(1), pp. 1-28.
5. <http://www.qual.auckland.ac.nz/> Qualitative research in Information Systems

#### *Reviewing research papers*

1. Lee, A. S. (1995). Reviewing a manuscript for publication. *Journal of Operations Management*, 13(1), 87-92.
2. Harrison, D. (2002). From the Editors Obligations And Obfuscations In The Review Process. *Academy of Management Journal*, 45(6), 1079-1084.

#### **Module Two – Case Study**

1. Yin, Robert K. (2014). Case study research, design and methods, 5<sup>th</sup> ed. Los Angeles: Sage. Chapter 1 Getting started
2. Walsham, G. (1995). Interpretive case studies in IS research: nature and method. *European Journal of information systems*, 4(2), 74-81.
3. Darke, P., Shanks, G., & Broadbent, M. (1998). Successfully completing case study research: combining rigour, relevance and pragmatism. *Information systems journal*, 8(4), 273-289.
4. Oliver, G. (2004). Investigating Information Culture: Comparative Case Study Research Design and Methods. *Archival Science* 4 (3-4), 287-314.
5. Walsham, G., & Sahay, S. (1999). GIS for district-level administration in India: problems and opportunities. *MIS quarterly*, 39-65.
6. Barley, S. R. (1986). Technology as an occasion for structuring: Evidence from observations of CT scanners and the social order of radiology departments. *Administrative science quarterly*, 78-108.

#### **Module 3: Interviewing**

1. Myers, M. D., & Newman, M. (2007). The qualitative interview in IS research: Examining the craft. *Information and organization*, 17(1), 2-26.
2. Schultze, U., & Avital, M. (2011). Designing interviews to generate rich data for information systems research. *Information and Organization*, 21(1), 1-16.
3. Rubin, H. J., & Rubin, I. S. (2011). *Qualitative interviewing: The art of hearing data*. Sage. (A chapter)
4. Weinberg, G. (1982) *Rethinking Systems Analysis and Design*, Chapter IV Interviewing, Little, Brown Company, Boston.
5. <http://www.qual.auckland.ac.nz/Summary%20Advice%20on%20Taping%20research%20Interviews.txt> Should you tape interview responses

#### **Module 4: Coding Interviews**

1. Hsieh, H. F., & Shannon, S. E. (2005). Three approaches to qualitative content analysis. *Qualitative Health Research*, 15(9), 1277-1288.
2. Mauthner, N. S., & Doucet, A. (2003). Reflexive accounts and accounts of reflexivity in qualitative data analysis. *Sociology*, 37(3), 413-431.
3. Welsh, E. (2002, May). Dealing with data: Using NVivo in the qualitative data analysis process. In *Forum Qualitative Sozialforschung/Forum: Qualitative Social Research* (Vol. 3, No. 2).
4. Zhang, Y., & Wildemuth, B. M. (2009). Qualitative analysis of content. *Applications of social research methods to questions in information and library science*, 308-319.  
<http://old-classes.design4complexity.com/7702-F12/qualitative-research/content-analysis.pdf>
5. Bazeley, P. (2009). Analysing qualitative data: More than 'identifying themes'. *Malaysian Journal of Qualitative Research*, 2(2), 6-22.

#### **Module 5: Grounded Theory**

1. Bryant, A & Charmaz, C. "Grounded Theory Research: Methods and Practices"; in Bryant, A & Charmaz, C.(Eds.) *The SAGE Handbook of Grounded Theory*. SAGE Publications, 2007.  
(In the library, available for chapter download)
2. Mills, J., et al. (2006). "The Development of Constructivist Grounded Theory." *International Journal of Qualitative Methods* 5(1): 25-35.
3. Myers, M. (2013). *Qualitative Research in Business and Management, 2nd edition.* Thousand Oaks, CA, Sage. **Chapter 9, Grounded Theory, pp 104-115**
4. Urquhart, C., Lehmann, H., Myers, M. (2010). Putting the 'theory' back into grounded theory: guidelines for grounded theory studies in information systems; *Information Systems Journal* 20:357-381.

#### *Web resources*

- <http://www.analytictech.com/mb870/introtogt.htm>
- <http://www.groundedtheoryonline.com/what-is-grounded-theory>
- <http://www.groundedtheory.com/what-is-gt.aspx>
- <http://www.qualres.org/HomeGrou-3589.html>
- <http://srmo.sagepub.com/view/basics-of-qualitative-research/n13.xml>

#### **Module 6: Action Research and Action Learning**

1. Baskerville, R. (1999). Investigating Information Systems with Action Research. *Communications of the AIS*, 2(19), 2-31.
2. Street, C.T. and Meister, D.B. (2004). Small Business Growth and Internal Transparency: The Role of Information Systems. *MIS Quarterly*, 28(3), 473-506.

3. Marquardt, M. (1999). Emergence of Action Learning in a World of Change. In Marquardt, M. *Action Learning in Action: Transforming Problems and People for World-Class Organizational Learning* (pp. 3-22). California: American Society for Training and Development.
4. Yoong, P. and Pauleen, D. (2004). Generating and analysing data for research on emerging technologies: A grounded action learning approach. *Information Research Journal*, 9(4). Available online: <http://informationr.net/ir/9-4/paper195.html>

### **Module 7: Specialised approaches to data collection**

1. Gogan, J. L., McLaughlin, M., Thomas, D. (2014). Critical Incident Technique in the Basket. *Association for Information Systems , International Conference on Information Systems*.
2. Kozinets, Robert V. (1998), "On Netnography: Initial Reflections on Consumer Research Investigations of Cyberculture," in *Advances in Consumer Research*, Volume 25, ed., Joseph Alba and Wesley Hutchinson, Provo, UT: Association for Consumer Research, 366371.
3. Okoli, Chitu, and Suzanne D. Pawlowski. 2004. The Delphi method as a research tool: an example, design considerations and applications. *Information & Management* 42, no. 1 (December): 15-29.

### **Module 8: Focus Groups**

1. Nili, Alireza, Tate, Mary, Johnstone, David, & Gable, Guy G. (2014) A framework for qualitative analysis of focus group data in information systems. In *25th Australasian Conference on Information Systems*, 8-10 December 2014, Auckland, New Zealand.
2. Barbour, R. (2007). Introducing focus groups. In Barbour, R. (ed) *Doing Focus Groups*. London: Sage, pp. 2-15.
3. Onwuegbuzie, A. J., Dickinson, W. B., Leech, N. L., & Zoran, A. G. A qualitative framework for collecting and analyzing data in focus group research. *International Journal of Qualitative Methods*, 8(3), 1-21.

### **Module 9: Historical Research & Documentary Analysis**

1. Chapter 14, *Historical-Comparative Research* in Neuman, W.L., 2003, *Social Research Methods: Qualitative & Quantitative Approaches* 5<sup>th</sup> Ed, Allyn & Bacon, Boston
2. Mason, R.O., McKenney, J.L. & Copeland, D.G., 1997, An Historical Method for MIS Research: Steps and Assumptions, *MIS Quarterly*, September, 307-320
3. Swalwell, M., 2012, The Early Micro User: Games writing, hardware hacking, and the will to moderate, *Proceedings of DiGRA Nordic 2012 Conference: Local and Global-Games in Culture and Society*
4. Oinas-Kukkonen, H. & Oinas-Kukkonen, H., 2014, What every Information Systems Researcher should know about IS History Research, 35<sup>th</sup> *International Conference on Information Systems*, Auckland

## Module 10: Observation Methods

1. Iacono, J. Brown, A. and Holtham, C. (2009) "Research Methods – a Case Example of Participant Observation." *The Electronic Journal of Business Research Methods*, Volume 7 Issue 1: pp.39 - 46
2. Kawulich, Barbara B. (2005). Participant Observation as a Data Collection Method. *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research*, 6(2), Art. 43.
3. Soenen, Ruth. (2006) An Anthropological Account of Ephemeral Relationships on Public Transport. A Contribution to the Reflection on Diversity. Available at: <http://www.susdiv.org/uploadfiles/ED2006-029.pdf>

## Module 11: Content Analysis

1. Kabanoff, B., & Daly, J. P. (2002). Espoused values of organizations. *Australian Journal of Management*, 27, 89-104.

## Module 12: Writing up Qualitative Research

1. Murray, R. (2002). Starting to write. In, *How to write a thesis* (pp. 66-95). Maidenhead: Open University Press.
2. Oliver, P. (2004). The role of the supervisor. In, *Writing your thesis* (pp. 42-53). Los Angeles: Sage.
3. Pratt, M.G. (2009). From the editors: For the lack of a boilerplate: Tips on writing up (and reviewing) qualitative research. *Academy of Management Journal* 52(5), 856-862.
4. Biklen, S.K., and Casella, R. (2007). The chapters. In *A practical guide to the qualitative dissertation* (pp. 69-88). New York: Teachers College Press.

## Mandatory Course Requirements

To fulfil the mandatory course requirements for this course, you must complete all of the assignments in the required timeframe.

## Expected Workload

To achieve satisfactory grades, you will need to spend at least 12.5 hours per week on INFO514, including time spent in class. Some aspects of the course will require less time, whereas others will require slightly more, depending on your previous knowledge of the topic. Before each session, please read the material for the week's topic and be ready to discuss the readings and other set work prepared for the class.

## Assessment

The Assessment Handbook will apply to all VUW courses: see

<http://www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf>.

Assignment	Word count	Due	Value	CLOs addressed
Review of a qualitative paper	1500 max	20/03/2016	20%	1&2
Conduct a small project (trial) involving qualitative data collection and analysis and writing-up the results	1500 max	01/05/2016	30%	1-3
A draft research proposal, emphasising how a qualitative approach could be used to investigate the topic	2000 max	12/06/2016	50%	1-3

If you cannot complete an assignment or sit a test or examination, refer to [www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat](http://www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat)

### **Penalties**

**Late assignments** Assignments submitted after they are due will have a 10% penalty imposed unless an extension has been granted by the course coordinator. Assignments submitted more than one week after they are due will not be accepted unless there are exceptional circumstances and the late submission has the prior approval of the course coordinator.

### **Use of Turnitin**

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <http://www.turnitin.com>. Turnitin is an on-line plagiarism prevention tool which compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and submitted to Turnitin. A copy of submitted materials will be retained on behalf of the University for detection of future plagiarism, but access to the full text of submissions will not be made available to any other party.

### **Communication of Additional Information**

Further details about the course, and additional information, will be made available via email to all students.

### **Student feedback**

In response to last year's student feedback, a new module on Content Analysis has been introduced.

### **Link to general information**

For general information about course-related matters, go to <http://www.victoria.ac.nz/vbs/studenthelp/general-course-information>

### **Note to Students**

Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning objectives as required for accreditation and academic audit. The findings may be used to inform changes aimed at improving the quality of VBS programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.

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