Unit of Study Outline

Unit Code: BUSS7903
Unit Title: Qualitative Research Methods

Semester 2, 2015

Pre-requisite Units: BUSS 7901 OR ECOF 7901 Research Design
Co-requisite Units: NA
Prohibited Units:

Assumed Knowledge and/or Skills: Basic understanding of the philosophy and History of Science - eg have read Chalmers, Kuhn etc.

Unit Coordinator: Teresa Davis
Address: Room 539, The Business School Building (H69), Darlington NSW 2008
Email: teresa.davis@sydney.edu.au    Phone: 93518781
Consultation Hours: Mondays 3-4pm Consultation outside of these hours should be by appointment only.
Class Day(s): Mondays 10am-1pm on 7th and 14th of September, 12th, 19th, 26th of October and 2nd and 9th of November in room 214/215 in H69

Required Text / Resources:

Creswell, John W., 1998, Qualitative Inquiry and Research Design: Choosing Among Five Traditions, Thousand Oaks: Sage (any of the 3 editions will work). Just make sure the chapters are synchronised with the weekly readings-

This unit of study outline MUST be read in conjunction with
The Business School Unit of Study Common Policy and implementation information that applies to every unit of study offered by the Business School (http://sydney.edu.au/business/currentstudents/policy). All assessment rules, such as standards used, penalties etc, are covered.

The Business School Student Administration Manual - for information about all processes such as illness, appeals etc (http://sydney.edu.au/business/currentstudents/student_information/student_administration_manual) When deciding applications and appeals relating to these matters it will be assumed that every student has taken the time to familiarise themselves with these key policies and procedures.

The Business School seeks feedback from students and staff in order to continually improve all units offered. For information on previously collected feedback and innovations made in response to this feedback, please see http://sydney.edu.au/business/learning/planning_and_quality/feedback/student

1. Unit of Study Information

The unit is intended to introduce PhD students in the University of Sydney Business School to a broad range of philosophical approaches to research. Students also discover the practical implications for the research design accompanying each of the approaches. The unit is intended to introduce PhD students in the University of Sydney Business School to a broad range of Interpretive approaches to research, students will learn to choose a methodological approach that is appropriate for particular interpretive research enquiry, keeping in mind the epistemological ‘fit’ with the research question. The unit also helps students understand the practical implications of adopting a particular methodological approach.

For MPhil and PhD students only.
2. Program Learning Outcomes and Unit Learning Outcomes

The Program Learning Outcomes for this Program are located at

Unit Learning Outcomes

On the successful completion of the Unit you should be able to:

- Justify and explain the link between philosophical perspectives on research and methodology.
- Make appropriate methodological choices for particular research problems.
- Articulate and justify their choice of research methodology.
- Detail a research data collection technique which is consistent with their chosen method and have a basic knowledge of the tools of qualitative analysis and interpretation.

2. Research Contribution

- Make appropriate methodological choices for particular research problems.
- Articulate and justify their choice of research methodology.

3. Communication

- Detail a research data collection technique which is consistent with their chosen method and have a basic knowledge of the tools of qualitative analysis and interpretation.

Assessment

<table>
<thead>
<tr>
<th>Assessment Name</th>
<th>Individual/ Group</th>
<th>Assessment Conditions</th>
<th>Program Learning Outcomes Assessed</th>
<th>Length</th>
<th>Weight</th>
<th>Due Time</th>
<th>Due Date</th>
<th>Closing Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Idea (WEEKS 6-WEEK 12)</td>
<td>Individual</td>
<td>Compulsory</td>
<td>1, 2, 3</td>
<td>10 minutes and 3 powerpoint slides or 1 A4 size handout</td>
<td>20%</td>
<td>Week 6</td>
<td>Week 12</td>
<td></td>
</tr>
<tr>
<td>Discussion Leadership session AND individual participation in each session(WEEK6-WEEK12)</td>
<td>Individual</td>
<td>Compulsory</td>
<td>1, 2, 3</td>
<td>minimum of 2 readings or equivalent video/audio material</td>
<td>30%</td>
<td>Week 6</td>
<td>Week 12</td>
<td></td>
</tr>
<tr>
<td>Final methodology proposal</td>
<td>Individual</td>
<td>Mandatory</td>
<td>1, 2, 3</td>
<td>2500 words</td>
<td>50%</td>
<td>Week 13</td>
<td>Week 13</td>
<td></td>
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<tr>
<td>Academic Honesty</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Week 4</td>
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For the meaning and operation of this table, see policy information in the box on the front page or click here.

Assessment details

Research Idea (WEEKS 6-WEEK 12)

- Task Description
  Presentation (10 minutes) in class of research methodology idea – 20 marks. Short and preliminary presentation of your half formed/fully formed/germ of a research idea 1 slide, 2 slides on what type of methodology you think you could use for the PhD or other research.

  10 minute presentation using 3 slides (or equivalent). Assessment will be based on how appropriate the research methodology is to the research question and its epistemological 'fit' with the overall interpretive research approach. Identify possible or potential method/methods. Response from the rest of the class (your peers) will be part of the assessment.(5 minutes of questions from the class will be part of the assessment)

- Assessment Criteria
  This is a preliminary presentation of how you plan to go about applying a particular methodological approach to your research. It is not expected that you will have all the detail, but I need to see a demonstration of
will be in your final methodology proposal):

1. Well Defined research question.
2. An understanding of general paradigmatic appropriateness of proposed methodology to the task
3. An understanding of what methods have been used in related research in the past.
4. If possible details of sample population, access, data collection approaches (broad)

This will be assessed on the following:

a. Clarity of your communication
b. Understanding of the general domains of knowledge used.
c. Appropriateness of the methodological approach to the proposed research question.
d. How clearly your peer group understood your ideas.

- Feedback - What, when and how feedback will be provided for this assessment
  Individual email feedback with suggestions and further readings to help shape the initial research idea before
  the final methodology proposal is due.

Discussion Leadership session AND individual participation in each session (WEEK6-WEEK12)

- Task Description

  Participation and engagement in class — 20+10 marks (as evaluated by your peers as well as the course
  coordinator) Each student (in the 1st session) will be assigned a set of 2-5 papers (from the set of readings
  provided by co-ordinator) to read and prepare for the 3rd hour of the class in one of the subsequent sessions.
  They will be the ‘discussion leaders’ for the session and will be marked on their preparation, engagement and
  ability to stimulate meaningful and fruitful discussion/debate. Come prepared with slides or handouts (copy to
  be provided to Coordinator)

  In the seminar format, each participant helps make the learning meaningful for the others. Participation will be
  marked on the criteria of meaningfulness, appropriateness, and how much it helped others in the class
  develop their understanding. Just being in class or just ‘asking’ a question alone does not count for
  participation.

  Note: this does not mean that you need to participate only when you are ‘discussion leader’. It is expected that
  you will attend every session and participate even in the sessions where you are not the designated
  ‘discussion leader’.

  The marks are as follows: 20 marks for the session you serve as Discussion leader + 10 marks for your
  meaningful participation in the other sessions.

- Assessment Criteria

  This will be assessed on the following:
  1. Effective Communication of the papers that have been assigned as readings
  2. Supplemental material and additional readings the leader brings into the discussion
  3. Engagement of the rest of the class as evinced by the discussion and responsiveness to the material.
  4. Making meaningful contributions during all sessions of the course.

- Feedback - What, when and how feedback will be provided for this assessment
  Immediate verbal feedback based on the criteria as detailed for this assessment.

Final methodology proposal

- Task Description

  Final methodology proposal (2500 words) of research idea using at least one qualitative method — 50
  marks. For those students who are not engaging in qualitative methods for their PhDs, the proposal will be
  an ‘alternate qualitative methodology’ i.e. their original research idea approached from a qualitative
  perspective. The use of a mixed methods approach is acceptable.
This is should be worked on as if it is your PhD ‘methodology’ chapter being read by a group of academics- is your methodology robust, rigorous and appropriate? Is it consistent epistemologically and methodologically? will it serve as a initial step toward writing a ‘methodology’ section in an academic research paper/ Phd proposal document

- Assessment Criteria
  This task will be assessed on
  1. Appropriateness and robustness of the methodology chosen for the research question in hand.
  2. Clear Rationale based in the literature and past research for choosing the methodology.
  3. Completeness of detail regarding the data collection tools, the coding, analysis and interpretation approaches being proposed (and their appropriateness for the purpose and question)
  3. Clarity of the written report (succinctness, language, presentation, grammar, flow, structure)

- Feedback - What, when and how feedback will be provided for this assessment
  Individualised email feedback on the proposal and suggestions on refining the methodology before the end of semester

4. Other Resources for Students

All lectures and seminars are recorded and will be available within Blackboard for student use. Please note the Business School does not own the system and cannot guarantee that the system will operate or that every class will be recorded. Students should ensure they attend and participate in all classes.

Additional Optional Text


Michael A. Huberman and Matthew B. Miles 2002 Qualitative Researcher’s companion Sage Publications: London

Also Other Useful reading


McCranken, Grant, 1988, The Long Interview, Qualitative Research Methods Series 13, Newbury Park, CA: Sage

Rose, Gillian, 2001, Visual Methodologies, Sage


Nelson and Cynthia Hardy, 2002, Discourse Analysis, Sage


**ALSO Electronic reading list via library:**


Please note that a more detailed 'readings list will be on blackboard. The class schedule in this outline is only representative of the readings set.

**Readings**

From 2015 the reading list should be made available on your Blackboard site
### 5. Unit Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>List of Topics</th>
<th>Assessments Due</th>
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| 1          | **7 September**  
Session 1: Introduction to Interpretive Research & the Link between Theory and Methodology |                                                      |
| 2          | **14 Sep 2015**  
Session 2: Quality of Interpretive Research                                   | Research idea presentations + Discussion Leadership assessment |
| 3          | **12 Oct 2015**  
Session 3: Ethnography & Observation                                            | Research idea presentations + Discussion Leadership assessment |
| 4          | **19 Oct 2015**  
Session 4: Interviewing & Focus Groups                                          | Research idea presentations + Discussion Leadership assessment |
| 5          | **26 Oct 2015**  
Session 5: Narrative Analyses, Historical Techniques, Other Sources of Data. | Research idea presentations + Discussion Leadership assessment |
| 6          | **2 Nov 2015**   
Session 6: Analysis and Interpretation                                           | Research idea presentations + Discussion Leadership assessment |
| 7          | **9 Nov 2015**   
Session 7: Final Session on Ethics for Phd                                        | Research idea presentations + Discussion Leadership assessment |
| 8          | **16 Nov 2015**  |                                                      | FINAL METHODOLOGY PROPOSAL DUE                         |