Unit of Study Outline

Unit Code BUSS7903
Unit Title Qualitative Research Methods
Semester 2, 2016

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 4026, Abercrombie Precinct(H70), The University of Sydney NSW 2006
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): Please go to Blackboard for class times and locations

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 http://sydney.edu.au/business/about/accreditations-and-quality-assurance/AoL/outcomes

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.

3. 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>Final Methodology Proposal</td>
<td>Individual</td>
<td>Compulsory</td>
<td>1, 2, 3</td>
<td>3000</td>
<td>50%</td>
<td>5:00pm</td>
<td>14-Nov-2016</td>
<td>14-Nov-2016</td>
</tr>
<tr>
<td>Research Idea</td>
<td>Individual</td>
<td>Compulsory</td>
<td>1, 2, 3</td>
<td>5 slides/One A4 page</td>
<td>20%</td>
<td>5:00pm</td>
<td>12-Sep-2016</td>
<td>12-Sep-2016</td>
</tr>
<tr>
<td>Discussion Leadership Session</td>
<td>Individual</td>
<td>Compulsory</td>
<td>1, 2, 3</td>
<td>slides and presentation in class</td>
<td>30%</td>
<td>Weekly</td>
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<tr>
<td>Academic Honesty</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

Final Methodology Proposal

- **Task Description**

  This Methodology proposal will serve as a initial draft for the Methodology section of the Student's Doctoral thesis. It is meant to display an understanding of the philosophical rationale behind and alignment between the research question and chosen methodologies. Ontological and epistemological consistency between the Research question, proposed methodology, data collection, analysis and data interpretation should be demonstrated. An understanding of the processes of interpretation and of interpretive theory building is desirable.

- **Assessment Criteria**
  1. Conforming with instructions (e.g. word length, font, other instructions)
  2. Clarity of expression (incl. accuracy, spelling, grammar, punctuation)
  3. Referencing
  4. Methodology used is the most appropriate to the aims and objectives of the task
  5. Data/information gathering/processing
  6. Analysis
7. Rationale

- Feedback - What, when and how feedback will be provided for this assessment

  Individualised written feedback is provided via email to each student on their project.

Research Idea

- Task Description

  Initial research idea for their Doctoral research study as communicated succinctly and clearly in 5 slides or one page write up. The objective, research problem, broad knowledge domains it is built on, possible data sources and possible methods to be used.

- Assessment Criteria
  1. Presentation, communication & style (written)
  2. Clarity of expression (incl. accuracy, spelling, grammar, punctuation)
  3. Use of literature/ Knowledge of theory
  4. Rationale
  5. Conceptualisation
  6. Synthesis
  7. Presentation / communication (oral)

- Feedback - What, when and how feedback will be provided for this assessment

  Detailed individualised feedback is emailed to each student with customised suggested further methodological directions, readings and references.

Discussion Leadership Session

- Task Description

  Each session (starting with session 2) will have nominated discussion leaders who will prepare (using presentation material or exercises) the readings for the week. All students will read the material but the nominated discussion leaders will prepare and lead the class in these discussions. Their marks are based on how well they have understood the material, how the rest of the class is engaged in the discussion and their ability to take a critical perspective and additional material/knowledge to the class.

- Assessment Criteria
  1. Presentation, communication & style (written)
  2. Clarity of expression (incl. accuracy, spelling, grammar, punctuation)
  3. Attention to purpose
  4. Methodology used is the most appropriate to the aims and objectives of the task
  5. Synthesis
  6. Imagination / Creativity
  7. Time management/self management
  8. Interactive and group skills (include. Teamwork, Negotiation/micro-politics & empathy)
9. Presentation (visual)
10. Presentation / communication (oral)

- Feedback - What, when and how feedback will be provided for this assessment
  Oral feedback after each session and written comments by email to each of the session leaders.

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


McCracken, 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>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5 Sep 2016 Session 1: Introduction to Interpretive Research &amp; the Link between Theory and Methodology</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>12 Sep 2016 Session 2: Quality of Interpretive Research</td>
<td>Discussion Leadership assessment</td>
</tr>
<tr>
<td>3</td>
<td>10 Oct 2016 Session 3: Ethnography &amp; Observation</td>
<td>Research idea presentations + Discussion Leadership assessment</td>
</tr>
<tr>
<td>4</td>
<td>17 Oct 2016 Session 4: Interviewing &amp; Focus Groups</td>
<td>Discussion Leadership assessment</td>
</tr>
<tr>
<td>5</td>
<td>24 Oct 2016 Session 5: Narrative Analyses, Historical Techniques, Other Sources of Data</td>
<td>Discussion Leadership assessment</td>
</tr>
<tr>
<td>6</td>
<td>31 Oct 2016 Session 6: Analysis and Interpretation</td>
<td>Discussion Leadership assessment</td>
</tr>
<tr>
<td>7</td>
<td>7 Nov 2016 Session 7: Final Session on Ethics for Phd</td>
<td>Discussion Leadership assessment</td>
</tr>
<tr>
<td>8</td>
<td>14 Nov 2016</td>
<td>FINAL METHODOLOGY PROPOSAL DUE</td>
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</tbody>
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