



# Teaching Qualitative Research Well

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# Abstract

How can you take a class of first year masters students and second year PhD students from across the health and social sciences,

- who have been taught quantitative methodology,
- and expose them to the numerous theoretical positions and qualitative methods,
- and the various ways to collect data,
- and the various ways to analyze data,
- and all the strategies for ensuring rigour
- and ethical concerns
- and ...
- do it in 39 hours over a semester?

This webinar will cover the main strategies Maria has used in the past to successfully teach qualitative inquiry to a variety of students.

# QHR 2013

- **Navigating the Diversity of Qualitative Research**

# Qualitative Research that “Knocks your socks off”

**Examples from Students:**



**Examples from the Literature:**

Tourigny, S. C. (1998). Some new dying trick: African American youths “choosing” HIV/AIDS. *Qualitative Health Research*, 8(2), 149–167

# Foundations

- What is Science?
- Epistemology, Ontology, Methodology
  - Denzin and Lincoln, 1998
- Inductive Processes



# Methodological Cohesion

Theoretical Perspective	Research Question	Method	Who are your participants?	Number of participants	Data Collection Strategies	Data Analysis Technique	What do your results look like?
		Ethnography					
		PAR					
		Phenomenology					
		Discourse Analysis					
		Grounded Theory					
		Photo voice					
		Mixed Methods					

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# Theoretical Positions/ Thinking with Theory

- Postmodernism
- Foucault
- Feminist
- Critical Race





# Reflexivity

- **Acknowledging how aspects of our identities (such as race, class, and gender), histories etc. and how they affect data, analyses, and conclusions.**
- McCorkel, J.A. & Myers, K. (2003). What difference does difference make: Position and privilege in the field. *Qualitative Sociology*. 26(2): 199-231.



Hey girl.

Derrida thinks language is fluid enough to break the gender divide, but nothing will split us apart.



Hey girl.

When I think of Mohanty's description of home as an imaginative, politically charged space in which familiarity, sense of affection and commitment lay in a shared collective analysis of social injustice as well as a vision of radical transformation, I'm glad I made my home with you.



Hey girl.

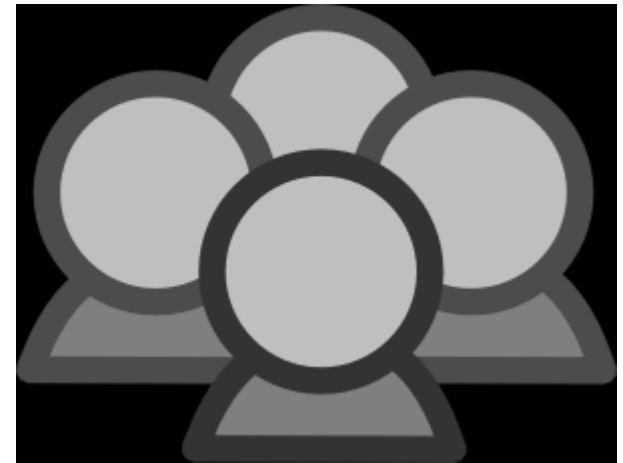
The post-feminist fetishization of motherhood is deeply rooted in classism but I still think we'd make cute babies.

# Methods through Film/utube

- **Grounded Theory**
- **Ethnography**
- **Phenomenology**
  - Context of methodological cohesion
  
- **Autoethnography**
- **PAR**
- **Discourse Analysis**
- **Narrative**
- **ETC**

# Data Collection Strategies

- Interviews
  - Focus Groups
  - Image
  - Diaries
  - Participant Observation
  - Photos
- 
- No role playing; just brief introduction



# Analysis

- Open ended Survey
- Interview Transcript
- Documentary



# Rigour

- Review of articles
- What do you think?



- Tracy, S.J. (2010). Qualitative Quality: The Eight “Big Tent” Criteria For Excellent Qualitative Research, *Qualitative Inquiry*, 16 (10), 837-851

# Other Topics

- **Sampling and Saturation**
- **Politics**
- **Representation**
- **Reviewing an Article**
- **Ethics**
  - Relational
- **Knowledge Translation/Mobilization**
- **Proposal Writing**

# Assignments

- **Paper on a Topic, Theoretical Position, or Method in Qualitative Inquiry (10%)**
  - The purpose of this assignment is to understand a current critical issue, theoretical perspective, or method in qualitative inquiry(10%) (e.g. mixed methods, focus groups, sensitive topics, First Nations, dyad interviews, Foucault, narrative etc.)
- **Proposal (35%)**



# Assignments:

## Abstraction/Conceptualization

### Film (Little Miss Sunshine, Beautiful Mind, WIT)

- **Choose** a scene.
- **Transcribe** enough text to give you approximately two pages. Demonstrate proper transcription conventions. *What effect does your transcription have on your analysis?*
- As a fieldworker, write **descriptive field notes** describing the scene.
- Write **interpretive field notes** related to the above scene.

- What are the predominant **categories** emerging in these scenes?
- Write a categorical description and provide excerpts from the transcript/dialogue for support.
- What is your **main theme(s)**? Explain how your categories relate to each other in understanding the main theme(s) in the scene(s).
- **Concepts and theories** that may be used to analyze your categories/theme(s).
- How do the categories/theme(s) provide information that is **generalizable**?



# Go Do It: Mini Research Project/Portfolio

- **Exercise A: Research Question**
- **Exercise B: Visual Data (10%)**
  - The objective of this exercise is for you to seek images that may help you understand your phenomenon in greater depth.



- **Exercise C: Participant Observation and Field Notes (10%)**

- The objective of this exercise is to demonstrate the complexity behind the data collection strategy of participant observation and the composition of field notes. Go to a setting that can inform your research and spend approximately ten minutes taking notes on what is going on in that space.



- **Exercise D: Interviews (10%)**

- The objective of this exercise is for you to experience interviewing and transcribing. You will conduct 2 interviews and transcribe them. Keep them short – 10 to 15 minutes. An interview can take up to 3 or 4 times the length of the interview to transcribe.



- **Exercise F: Reflections (10%)**

- Write one to two single spaced pages on the entire mini research project. Some things you may want to touch on are: how each step in the process informed the next, what you found surprising, boring or frustrating, what you learned about your topic that you hadn't expected, how your research was informed by your theoretical position or your assumptions etc.



- **Exercise E: Analysis and Findings (10%)**

- Code your data and determine 2 “findings”. List and describe your findings. Write up your findings, determining how you would like to structure them (e.g., story, categories, drawing etc.). It is important that you provide “evidence” of your findings (e.g. quotes).



- **Exercise G: Presentation (5%)**

- Give a 10 minute class presentation outlining each step of



# To wrap up

- Common experiences
- Media
- Exercises/Hands on/Gathering “stuff” as you go (e.g. Sex Roles)
- “Things to think about” in syllabus or end of class (e.g. Role of Self in Method)
- Give past students a chance to present
- Share your struggles
- Share the arguments/debates in the field
- Trade-offs
- Criticism and critique
- The everyday as amazing
- Love it

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"I bet you hear this kind of thing all the time."



## Essentials of Qualitative Inquiry

MARIA J. MAYAN

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book, *Essentials of  
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This brief, inexpensive guide introduces students and novices to the key elements of qualitative research methods. Written in a friendly, conversational style, replete with good examples from multiple disciplines, student exercises, and key points to remember, the volume works ideally with other qualitative textbooks to provide a comprehensive overview to qualitative methods for students. Chapters cover the essentials of theory building, research design, methods, data collection and analysis, writing, ethics, rigor and proposal writing.