

Course: Qualitative research methods

Teaching hours: 30h

Prerequisites: The course is primarily open to all PhD students at Gdansk University of Technology.

This course is compulsory for PhD students assigned to Economics&Finance and Management&Quality tracks at Doctoral School of GUT

Course outline

Content

This module is all about getting the student to be prepared to support planning and designing qualitative research as part of PhD work. The sessions provide essential information that you require to conduct qualitative research and analyse your findings. The course is designed to deliver to students knowledge on general characteristics and logics behind qualitative research, demonstrate them the understanding of the research process and the interrelationship between philosophy, design and methods. Throughout the course the students should skills to analyse and use qualitative research data from secondary sources (scientific journal papers) and assess their reliability, validity and usefulness; but also – know, understand and critically evaluate main qualitative methods to the extent that makes them able to select those methods properly and use them correctly in their own research.

General topics coverage:

1. Qualitative research process: Ontology and epistemology; major assumptions in qualitative research: subjectivism, interpretivism, social constructionism, Saunder's research onion; the role of theory in the research process – inductive vs. deductive research.
2. Major qualitative methodologies: case study, ethnography, grounded theory.
3. Interview as a research method: Single and dyadic interviews; structured, semi-structured, unstructured interviews; face-to-face interviews and remote interviews.
4. Focus groups methods, visual methods – benefits and challenges; the role of the researcher.
5. Documents analysis.
6. Ethical considerations in qualitative research including anonymity, access, consent forms.
7. Key issues in qualitative data analysis in qualitative research; data analysis skills; drawing findings from qualitative data; coding methods.
8. Thematic analysis; introduction to NVivo.

Teaching mode

There will be 30 hours of laboratories, to be completed during the first and/or second semesters of PhD programme. The teaching method is basically exercises combined with active discussion and students participation, and specific tasks to be completed using dedicated software. During the course students will be asked to think critically, analyse and interpret the results of their work. The course is entirely delivered in English.

Examination

A wide range of formative feedback from your tutor, questions and practical individual and group exercises will be used by tutors to aid learning as will exercises to encourage the researchers' abilities in critical and reflective learning. The exact nature of these assessment devices will be at the discretion of the tutor. Those participants who plan to use qualitative methods for their PhD dissertation will be required present a 'Methodological proposal' for their dissertation. Those who do not plan to use those methods will be required to demonstrate their skills, knowledge and understanding of qualitative methods during an oral examination.

Fundamental readings:

1. Bryman, A. & Bell, E. (2007). *Business research methods*. Oxford, OU Press. (good on all methods)
2. Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five approaches*. London: Sage. (good on ethnography)
3. Denzin, N., & Lincoln, Y. (2005) *Handbook of Qualitative Research*, Thousand Oaks: Sage (covers all methods – quite complex but worth it)
4. Cassell, C., and Symon G., (2004) *Essential Guide to Qualitative Methods in Organisational Research*, London: Sage. (good on all methods)
5. Saunders, M., Lewis, Thornhill (2015) *Research Methods for Business School Students*. London: Pearson.
6. Symon, G and Cassell, C (2012) *Qualitative organizational research: core methods and current challenges*, London Sage (chapters on focus groups, visual methods, ethnography, documents and case studies)
7. Stake, R.E. 1995. *The Art of Case Study Research*. Thousand Oaks, CA: Sage.
8. Stake, R.E. 2000. The case study method in social inquiry. In: Gomm, R., et al. eds. *Case study method: Key issues, key texts*. London: Sage, pp.20-26.
9. Yin, R. K. (2009). *Case study research: design and methods*. LA, Calif. Sage.
10. Morgan, D.L. 2015. *Essentials of Dyadic Interviewing*. London: Routledge
11. Morgan, D.L., Ataie, J., Carder, P. and Hoffman, K. 2013. Introducing Dyadic Interviews as a Method for Collecting Qualitative Data. *Qualitative Health Research*. 23(9), pp.1276-1284.
12. Morgan, D.L., Eliot, S., Lowe, R.A. and Gorman, P. 2016. Dyadic Interviews as a Tool for Qualitative Evaluation. *American Journal of Evaluation*. 37(1), pp.109-117.
13. Berry, D. (2004). Internet Research: Privacy, Ethics and Alienation: An Open Source Approach, *Internet Research*, Vol. 14 No. 4, pp.323-32

14. Cunliffe, A. (2003). Reflexive Inquiry In Organizational Research: Questions And Possibilities Human Relations 56(8) 983-1003.
15. Wallace, M. and Sheldon, N. (2015). Business Research Ethics: Participant Observer Perspectives Journal of Business Ethics, Vol.128
16. Stening, B.W. and Skubik, W.B. (2007) Do International Management Researches Need A Code Of Ethics? Management International Review Vol. 47(1), pp.103-125