University of Wales Trinity Saint David & Hong Kong Management Association

+ Session Two

Qualitative Research Methods

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Qualitative Research Strategies

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Qualitative Research: Key points

Qualitative Research Design and Processes

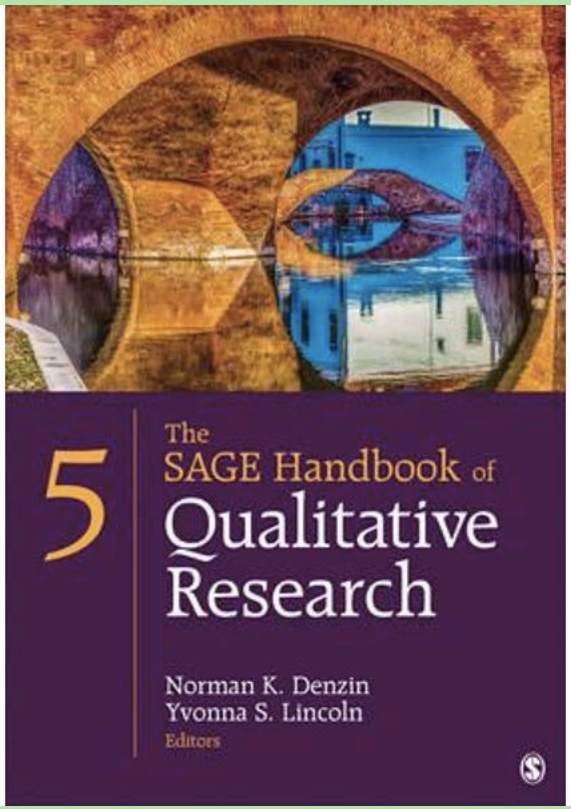
Inductive and Deductive approaches to research

Approaches to design a qualitative study

- 1. Narrative approach
- 2. Phenomenological approach
- 3. Ethnographic approach
- 4. Grounded theory
- 5. Case Study approach
- 6. Ethnomethodology
- 7. Conversation Analysis

Differentiating & Selecting your Approaches

Qualitative research method



> Qualitative research, as a set of interpretive practices, privileges no single methodology over any other. As a site of discussion, or discourse, qualitative research is difficult to define clearly. It has no theory, or paradigm, that is distinctly its own

Denzin & Linkoln, p. 3

Denzin, N. & Linkoln, Y. (1994) . *Handbook of qualitative research* . London: Sage.

Philosophy of Science on Qualitative Research: Key points

1. Acceptance of human values as a part of science

2. Acceptance of the improbability of ever knowing an objective reality

3. Realization that non-lineality and complexity are the norm

4. Inevitability of multiple meanings, and testing & assemblance of multiple evidences for those different meanings, with multiple methods

TASK

1.Read descriptions of 'poverty':

A B C

2. Discuss your answer:

What does each of these descriptions tell you about poverty and how does it do so?

A

Hong Kong has recorded an increase poverty rate by 0.9 percentage point to 15.8% in 2019. At present, about 21.4% or 1.4M of Hongkongers are classified as poor. The economic recession, local social incidents, pandemic and a slackening in labour market worsened the poverty situation.*

B



C

- "Poverty is like living in jail, living under bondage, waiting to be free." — a saying from Jamaica
- "If you want to do something and have no power to do it, it is ***talauchi*** (poverty)." — a proverb from Nigeria
- "For a poor person everything is terrible - illness, humiliation, shame. We are cripples; we are afraid of everything; we depend on everyone. No one needs us. We are like garbage that everyone wants to get rid of."— a blind woman from Tiraspol, Moldova

Image courtesy of Google; * HK Poverty Situation Report 2019, Gov of HK SAR https://www.povertyrelief.gov.hk/eng/pdf/Hong_Kong_Poverty_Situation_Report_2019.pdf

Qualitative research design

- Preliminary considerations that we think through prior to beginning a study
- Steps we engage in during the conduct of the study
- Elements that flow through all phases of the process of research



Image courtesy of Pixabay

Qualitative research design

Preliminary considerations:

methodological congruence

Richards & Morse (2012)

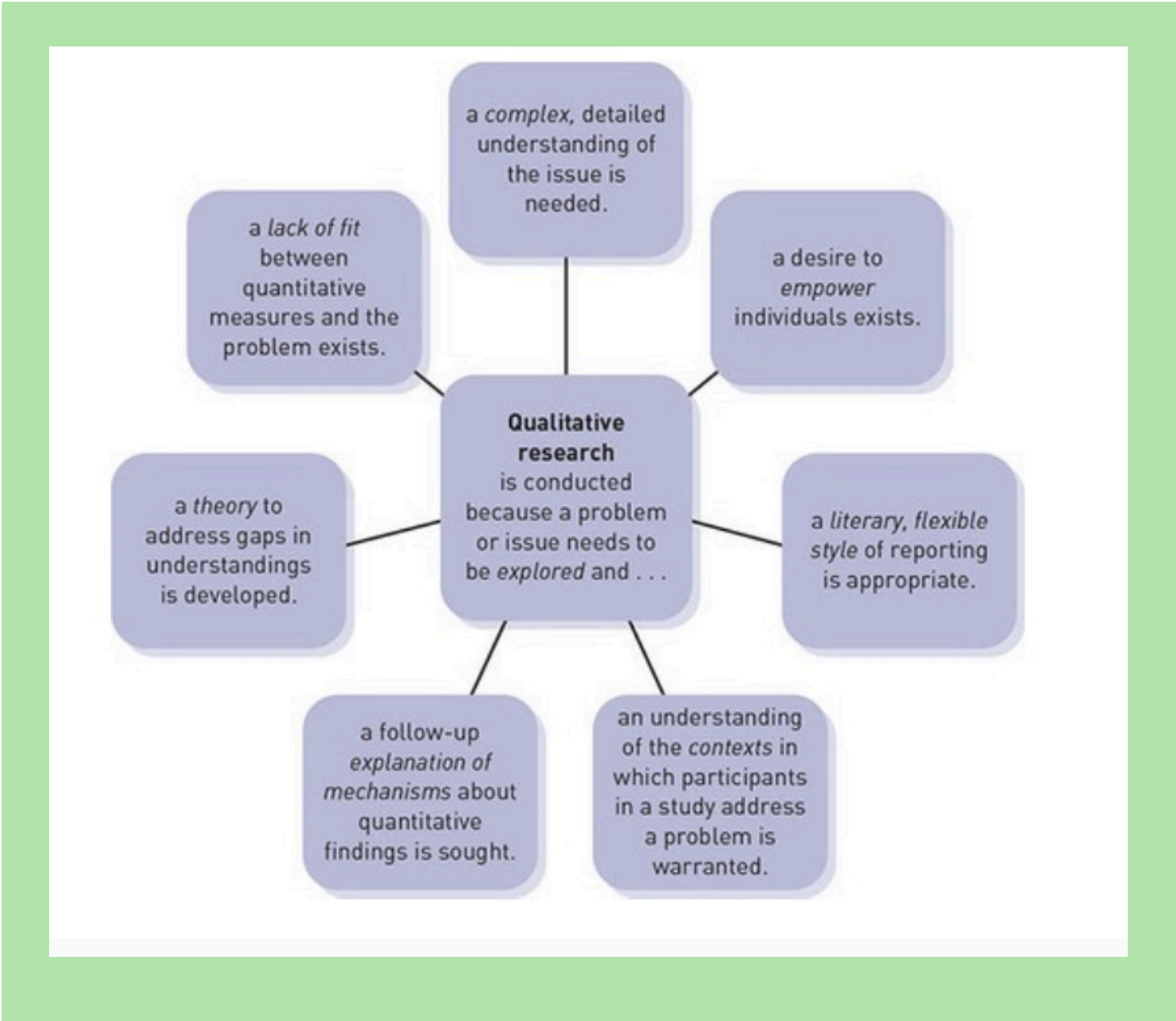
interactiveness

Maxwell (2013)

researchers as "multicultural subjects"

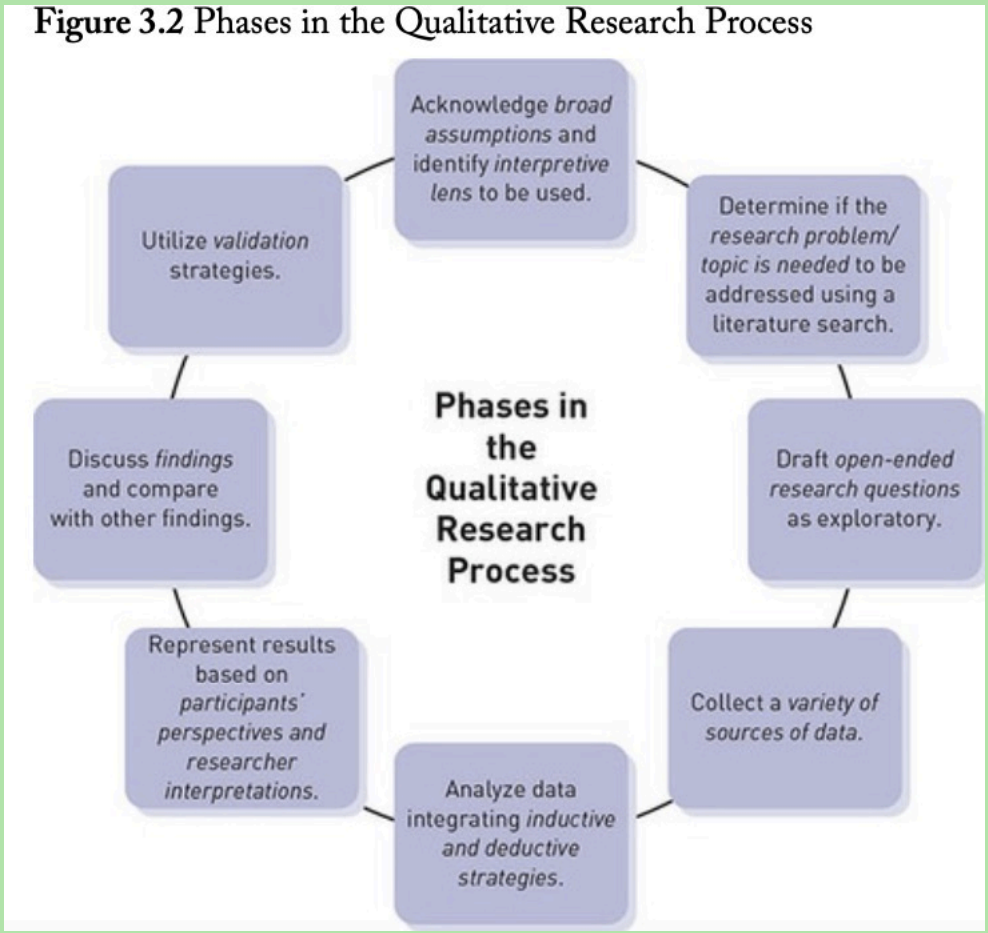
Denzin & Lincoln, 2018, p. 12

Why do we conduct Qualitative Research?



Creswell & Poth (2018)

Qualitative Research Process

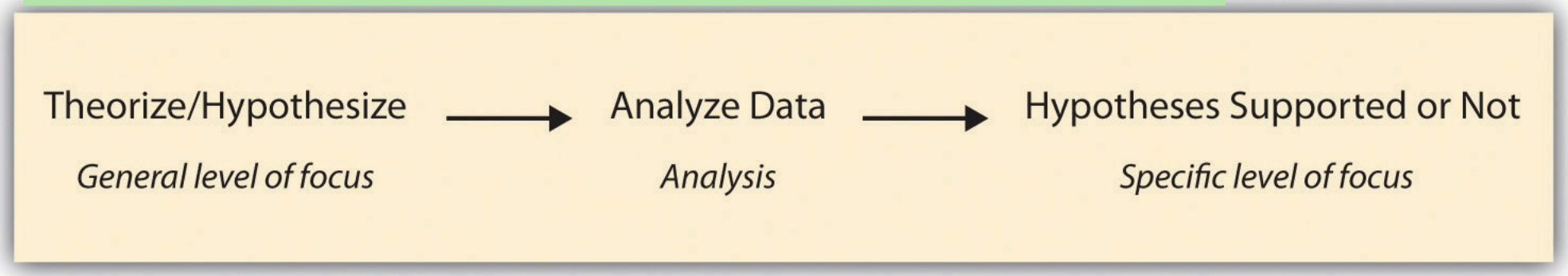


Creswell & Poth (2018), p.92

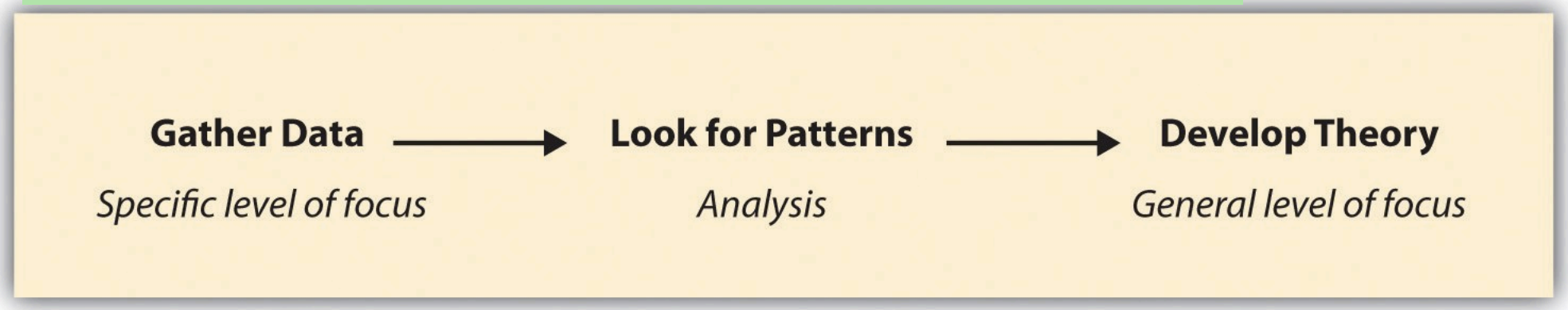
1. Inductive and Deductive approaches to research

Deductive and Inductive research approaches

1 Deductive: move from the general to the specific



2 Inductive: move from the specific to the general



DeCarlo , M. (2018). Scientific Inquiry in Social Work. Open Library. Available at https://scientificinquiryinsocialwork.pressbooks.com/

Inductive vs Deductive reasoning

Let's look at some publicly available data on

why people do not wear masks?

https://www.advisory.com/daily-briefing/2020/06/19/mask-wearing

How might we approach this text deductively? Inductively?

To get a man-on-the-street perspective of these decisions, Steve Lopez, a columnist for the *Los Angeles Times*, walked through downtown Glendora, California, at lunchtime on Tuesday to ask people about their thoughts on wearing masks in public. Lopez estimated that he saw "one-third with [masks], two-thirds without."

One of the people Lopez spoke with—a 77-year-old man who was not wearing a mask—said people wearing masks were "probably driven by political scare tactics," adding that he didn't know anyone who had contracted the new coronavirus. The man said he believed that if case counts of the virus are increasing, it's likely due to more diagnostic testing rather than a surge in the novel coronavirus' spread.

Lopez also came across a woman named Robin who, alongside her daughter Natasha, were not wearing masks. Robin said she prefers to breathe in fresh air on a nice day, and she and Natasha wear masks when they're in stores.

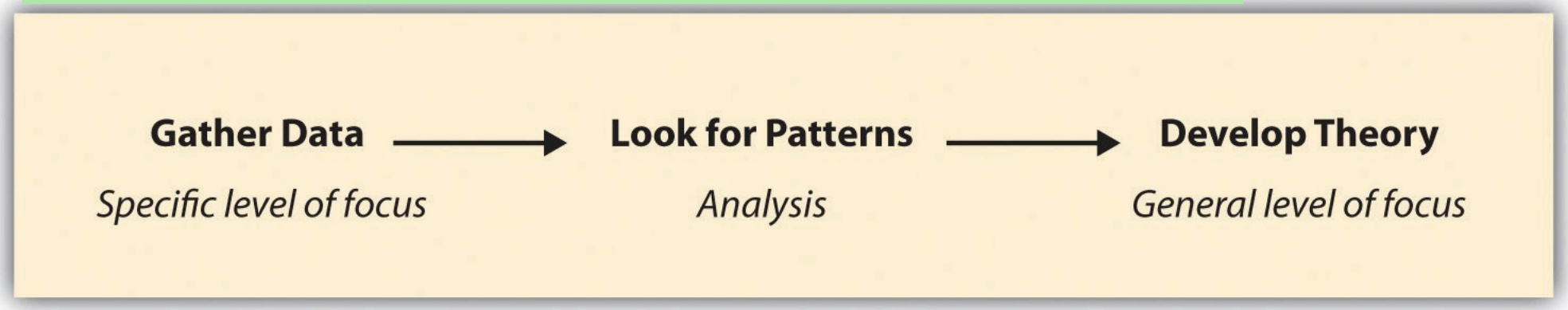
However, neither Natasha nor her daughter were fully convinced on the efficacy of wearing masks, Lopez reported, with Natasha saying CDC had contradicted itself on the practice.

Separately, a man named Jon who spoke with Lopez said he goes to a bar every night and no one in the bar wears a mask. Jon, who told Lopez that he lost his job because of America's coronavirus epidemic, said he doesn't have a problem with people at the bar going without masks. While Jon acknowledged that the virus can be deadly, he wondered why Los Angeles County was more focused on newly confirmed cases of the virus, as opposed to how many people had recovered from infection

The Daily Briefing June 19, 2020 , Why some Americans won't wear face masks, in their own words https://www.advisory.com/daily-briefing/2020/06/19/mask-wearing.

How we approach this text inductively?

Inductive Research Activity:



Why do people choose not to wear masks?

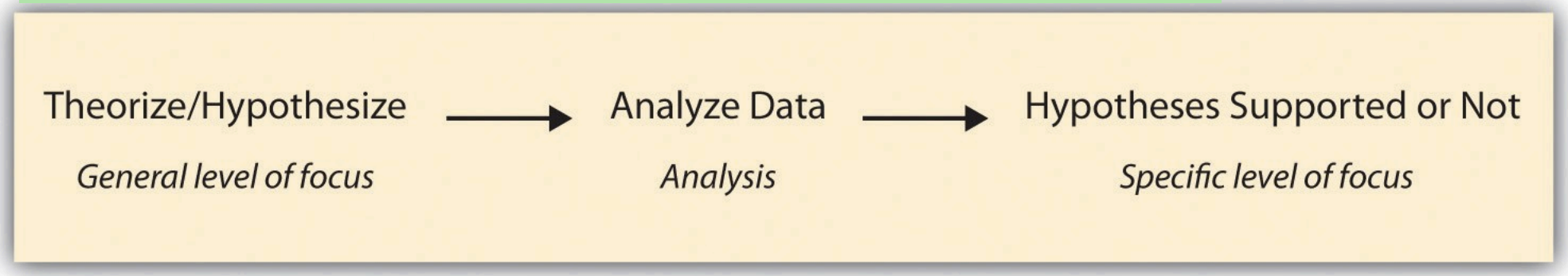
What should we do first?

What should we do next?

Where do we end up?

How we approach this text deductively?

Deductive Research Activity:



Why do people choose not to wear masks?

What should we do first? (Hypothesis?)

What should we do next? (Survey?)

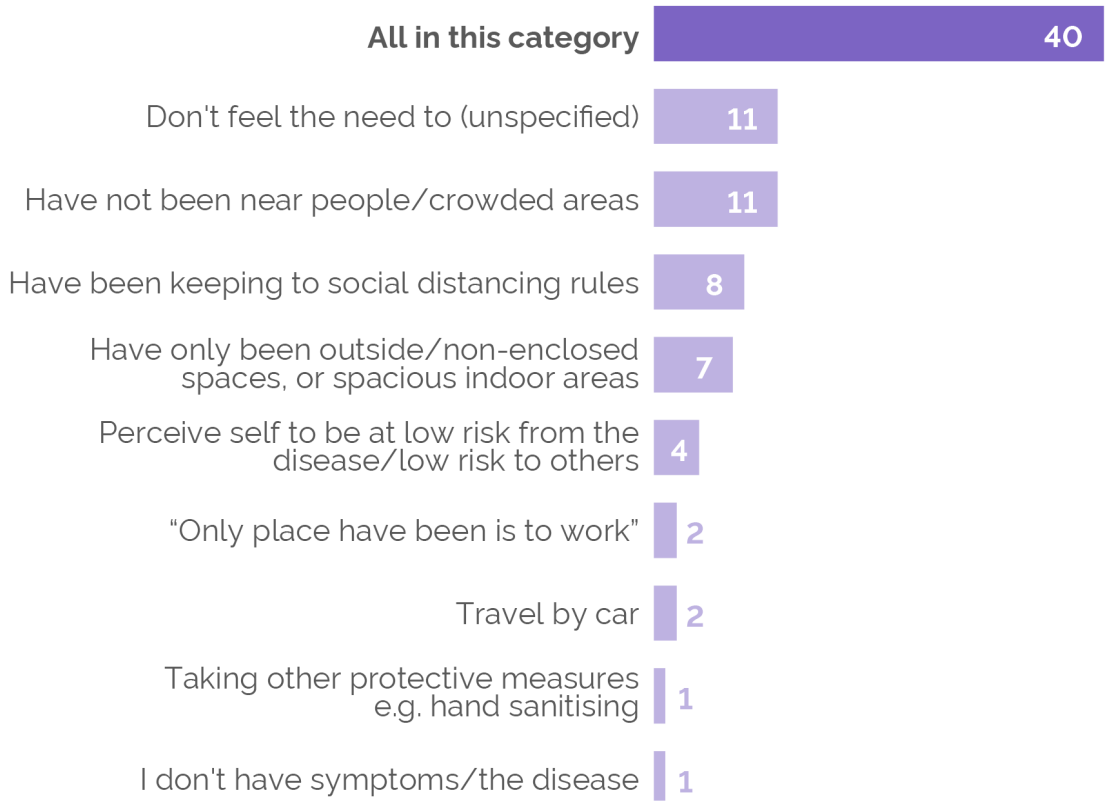
Where do we end up?

Why won't Britons wear face masks?

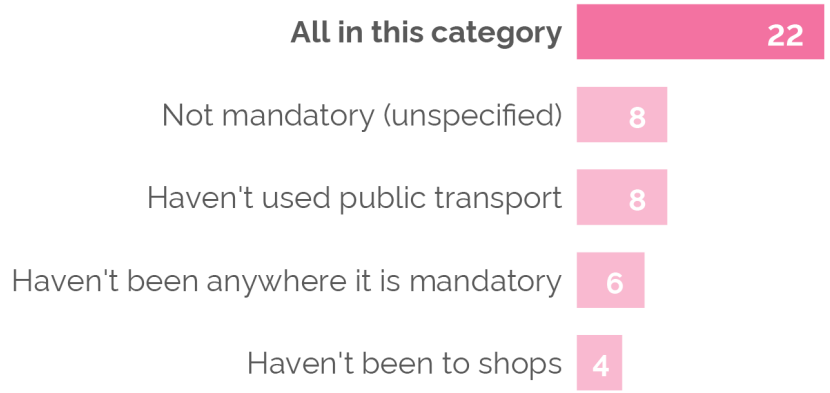
Never wear a mask: what reasons do Britons give for doing so?

You have said that you haven't worn a face mask outside your home in the last 7 days. For what reason or reasons have you not worn a mask? % of 576 mask non-wearers. Responden answered in their own words, which we have categorised below. Select categories shown. Figures do not sum to 100% as many respondents gave multiple reasons

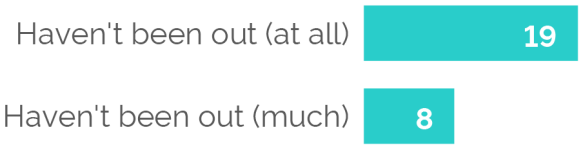
Haven't felt they had to wear masks



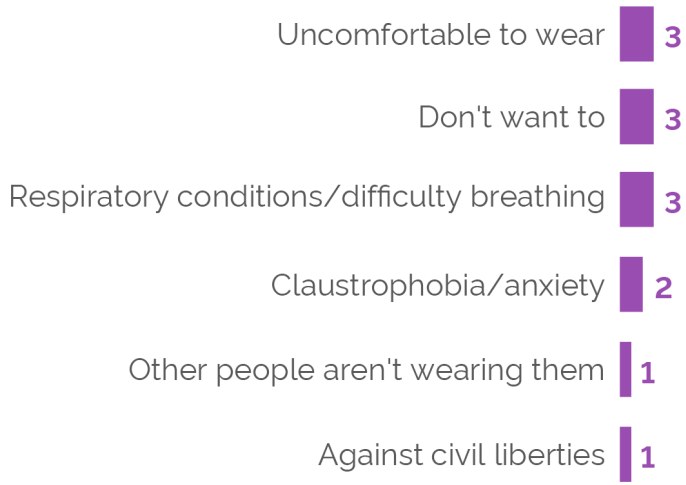
Not mandatory to wear masks



Haven't left the home



Select other reasons



Not mandatory to wear masks

Deductive and Inductive

Research objectives

Deductive	Inductive
test	explore
determine	discover
identify	uncover, unfold
measure	understand
variables	aspects

Adapted from (2012) *Case study research for business*. London, Sage. p.40

Complementary approaches to research

Example

IJSHE
18,2

218

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Revised 14 July 2016
Accepted 19 July 2016

Global consciousness and pillars of sustainable development

A study on self-perceptions of the first-year university students

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The Education University of Hong Kong, Tai Po, Hong Kong

Abstract

Purpose – This paper aims to provide data on the self-perceived state of sustainability consciousness of first-year Hong Kong students.

Design/methodology/approach – Within a mixed-method research design framework, the authors conducted 787 questionnaires and collected 989 reflective narratives of first-year students of a university in Hong Kong, who were enrolled in the General Education course.

Findings – Attributed to students' immersion in compulsory sustainability education modules within liberal studies programs in secondary through higher education (HE), the quantitative results revealed an increase in the self-perceived knowledge and behavioral aspects of sustainability consciousness of Hong Kong students and their low engagement in sustainability-related civic, campus or action groups. However, qualitative results revealed three aspects of the students' sustainability consciousness: intentionality to make a difference; engagement with complex questions about identity, society and nature; and eschatological perspectives, which included imaginative, future-oriented and action-oriented approaches to critical reflection, supported by the rhetoric of hope, promises and commitment for better future.

Originality/value – The study provides insights into the challenge of implementation of the United Nations-based sustainable development model in the Hong Kong educational system through the formal liberal studies curriculum. It advances the field by constructing a momentum for conceptual changes in sustainability education research toward design of the non-linear and culturally sensitive frameworks for sustainability implementation in HE. This allows to utilize universities' unique capacities for fostering students' sustainability consciousness in a continuous and systemic way.

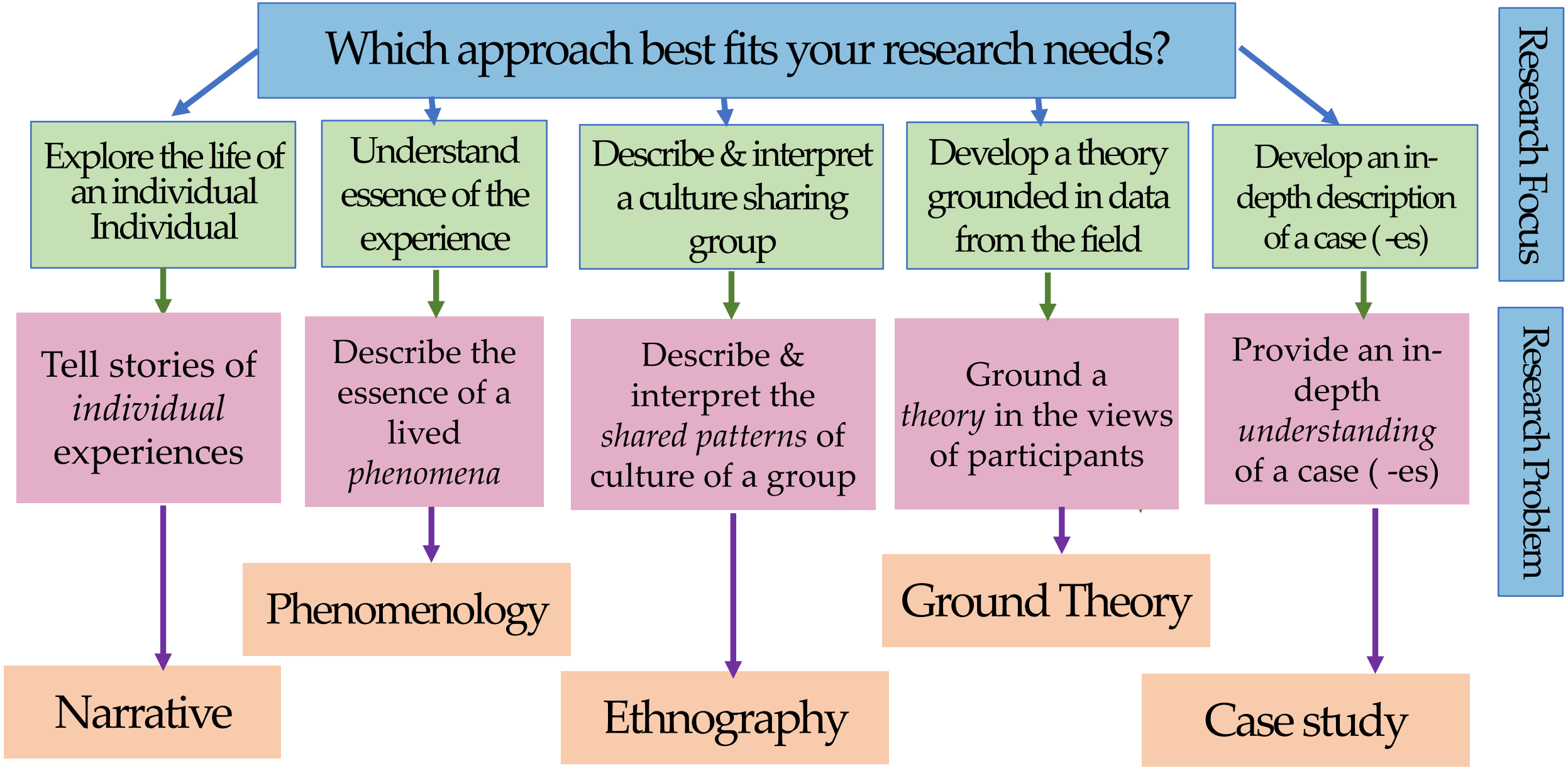
Keywords Asia-Pacific, Sustainability curriculum, Eschatological perspective, Global higher education, Sustainability consciousness, Sustainable development model

Paper type Research paper

Approaches to design a qualitative study

1. Narrative
2. Phenomenology
3. Ground Theory
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6. Case study
7. Conversation analysis

Selecting the right approach



1. Narrative approach

Narrative approach to research design

Telling a story / 'field text'

1

Biographical study
writing and recording the experiences of another person's life

2

Life history
study of an individual's personal experience found in single or multiple episodes, private situations, or communal folklore

3

Oral history
personal reflections of events and their causes and effects from one individual or several individuals

4

Autoethnography
a personal story of the author

Within a specific focus/context
(e.i 'classroom stories' or 'about organisation)

Guided by interpretive framework
(e.i ' social justice')

Adapted from Brown, B. (2009) *Qualitative methodologies: ethnography, phenomenology, grounded theory and more. De Montfort University, UK* *http://www.brown.uk.com/teaching/qualitativepostgrad/quallist.htm*

Narrative approach: Challenges

Uncover a "figure under the carpet" & explain a multi-layered context of one's life

Active collaboration is the key

Exploration with a those who experienced the phenomenon

Issues of power relations

Who owns the story? Who can tell it? Who can change it?

What happens when narratives compete?

Whose version is convincing? As a community, what do stories do among us?

2. Phenomenological approach

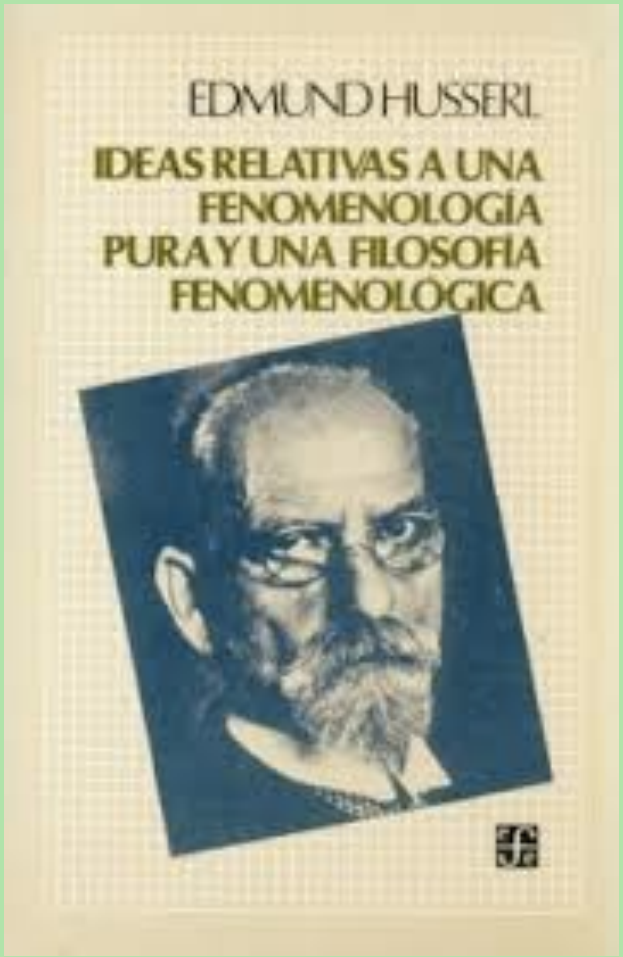
Approaches to design a qualitative study

Phenomenological approach

> The world of nature, as explored by the natural scientist, does not 'mean' anything to the molecules, atoms and electrons. But the observational field of the social scientist – social reality – has a specific meaning and reference structure for the human beings living, acting and thinking within it.
>
> Schutz, 1953/2004, p. 215

Schuts, A. (1953/2004) Concept and theory formulation in social sciences. In C. Seal (Ed.) *Social Research Methods Readerr,*(p. 211-216). London: Routledge.

Phenomenological approach



Edmund Husserl , 1859-1938

- Return to the traditional tasks of philosophy- search for wisdom
- Philosophy without all presuppositions: suspend all judgement
- Intentionality of consciousness: subject + object in ones consciousness
- No subject- object dichotomy: reality perceived within the meaning of the experience → lies between quantitative and qualitative research

Husserl, E. (1970) Ideas: General Introduction to Pure Phenomenology. London. Routledge Classics.

Phenomenological approach

aims to develop a complete, accurate, clear and articulate description and understanding of a particular human experience or experiential moment

achieves its aim through:

- use of a special investigator stance and approach
- specialised methods of participant selection, solicitation of information, systematic data treatment, and assembling of interview components into a final report

Phenomenological approach: Defining Features

Emphasis on phenomenon, phrased in terms of a single concept or idea

"professional growth," "caring relationships," "happiness" etc.

Exploration with a those who experienced the phenomenon

Heterogeneous group of 3-4 to 10-15 participants

Philosophical discussion about how participants have both subjective experiences of the phenomenon and objective experiences of something in common with other people



Adapted from Brown, B. (2009) *Qualitative methodologies: ethnography, phenomenology, grounded theory and more. De Montfort University, UK* *http://www.brown.uk.com/teaching/qualitativepostgrad/quallist.htm*

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Data analysis involves systematic procedures

→ from narrow units of analysis (significant statements)
→ to broader units (meaning units)
→ to detailed descriptions of "whats" and "hows" of the experiences

Phenomenological approach: Defining Features

[Bracketing]
out of the research

=

[Phenomenological reflection]

Giorgi (2009); E. Hasserl's "epoche"

van Manen (1990, 2014)

Researcher identifies &discusses personal experiences with the phenomenon

Researcher focuses solely on the experiences of the participants

Allows readers to decide for themselves the level of Researcher's involvement

Phenomenological approach: Defining Features

Essence

culmination of the study

ending with a descriptive passage that discusses the essence of the experience for individuals incorporating "what" they have experienced and "how" they experienced it

Creswell and Poth, 20018 , p.124

Phenomenological approach: Types

Psychological (=transcendental= empirical)

[transcendental] in which everything is perceived freshly, as if for the first time

Moustakas, 1994, p. 34

description
of the meaning of the lived experiences

Hermeneutic

interpreting the "texts" of life

van Manen, 1990, p.4

interpretation
of the meaning of the lived experiences

Phenomenological approach: Hermeneutics

Hermeneutic research process

turn to a phenomenon of interest *[abiding concern]*

--dancing, running etc.

reflect on essential themes

what constitutes the nature of this lived experience

write a description & interpretation

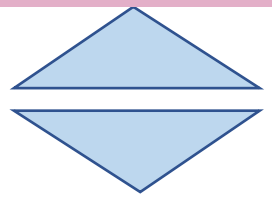
maintaining a strong relation to the topic of inquiry

balancing the parts of the writing to the whole

Phenomenological approach: Hermeneutics

Interpretive Phenomenological Analysis (IPA)

Aims to understand lived experience & how participants themselves make sense of their experiences



Explores an individual's personal perception, account/state of an event. does not produce an objective record of the event or state itself

Depends on the researcher's own conceptions in order to make sense of the participants' personal world

Concerned with the meanings of the experiences for the participants.

Strongly idiographic
provides detailed analysis of the case either as and end in itself or before moving to similarly detailed analyses of other cases

Reid, K., Flowers, P. & Larkin, M. (2005). Exploring the lived experience. *The Psychologist*, 18, 20–23

Phenomenological approach: Psychological/Transcendental

Psychological approach research process

Identifying phenomenon of interest
--dancing, running etc.

Bracketing out
one's experiences

Data collection
from several persons who have experienced the phenomenon

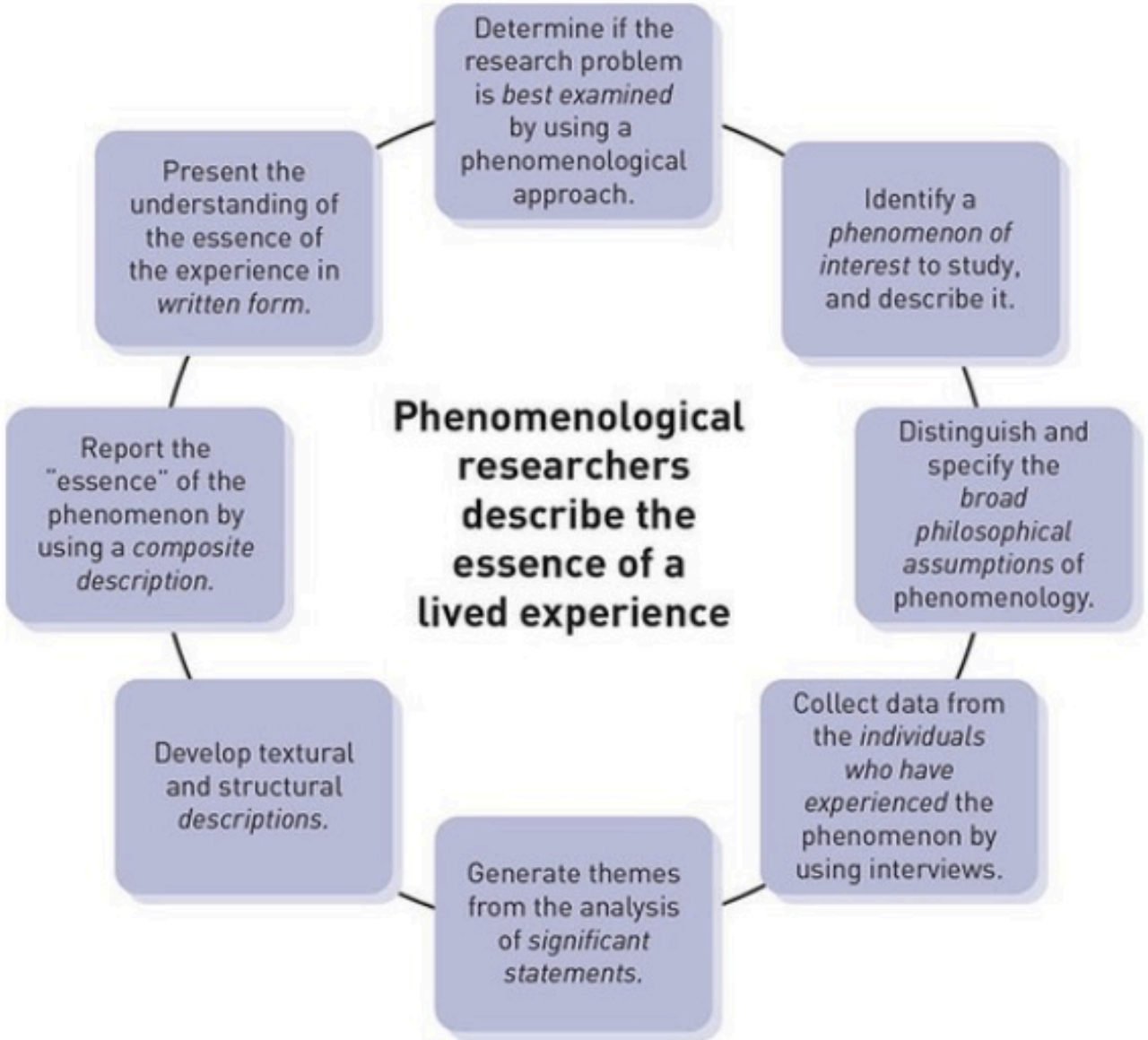
Structural analysis
reducing to significant statements/ quotes and combining the statements into theme

Creating descriptions
textual (what they experienced) & *structural* (how: conditions, context, situations etc.)

Report essence
=combined *textual* & *structural* descriptions

Phenomenological approach: Psychological/Transcendental

Figure 4.3 Procedures for Conducting Phenomenological Research



Creswell & Poth (2018) p. 130

Phenomenological approach



Phenomenology projects and their methods often have transformative effect on the researcher himself or herself. Indeed, phenomenological research is often itself a form of deep learning, leading to a transformation of consciousness, heightened perceptiveness, increased thoughtfulness

van Manen, 1990, p. 163



Phenomenological approach: Strengths

Provides a rich & thick complete description of human experiences and meanings

Findings are allowed to emerge, rather than being imposed by an investigator

Careful techniques are used to keep descriptions as faithful as possible to the experiential raw data

This is accomplished by extreme care in moving step by step and in being ever mindful not to delete from, add to, change, or distort anything originally present in the initial "meaning units" of the participant transcripts

The investigator attempts to "bracket" presuppositions and biases to hold them in consciousness through all phases of the research and minimise their influence on the findings.



Adapted from Brown, B. (2009) *Qualitative methodologies: ethnography, phenomenology, grounded theory and more. De Montfort University, UK* *http://www.brown.uk.com/teaching/qualitativepostgrad/quallist.htm*

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Phenomenological approach: Weaknesses

depends on the articulate skills of the participants who provide the information

focused on a rich & thick description of an experience

logistical and generalisation issues

may miss information about what led up to that experience, its outcomes or consequences, concomitants & other factors associated with the experience

conclusions depend on the particular participants chosen for the study

employs difficult language and terms (philosophy & phenomenological inquiry)

Phenomenological approach: Weaknesses

orientated toward a particular time frame or moment

may miss information about broader periods or about the development (time course) of an experience

conclusions depend on the particular participants chosen for the study

may miss information about what led up to that experience, its outcomes or consequences, concomitants & other factors associated with the experience

the language and terms employed are usually obtuse or difficult (existential philosophy & phenomenological inquiry)

there is little interest in conceptualising the experience or 'explaining' it



Adapted from Brown, B. (2009) *Qualitative methodologies: ethnography, phenomenology, grounded theory and more. De Montfort University, UK* *http://www.brown.uk.com/teaching/qualitativepostgrad/quallist.htm*

3. Ethnographic approach

Ethnographic approach = "folk description"

A qualitative design in which the researcher describes and interprets the shared and learned patterns of values, behaviors, beliefs, and language of a culture-sharing group

Harris, 1968
(as cited in Creswell and Poth, 2018, p.143)

Ethnographers set out to show how social action in one world makes sense from the point of view of another

Agar 1986, p.12

Ethnographic approach: How did it start?



Vladimir Gylyarovsky, 1855-1935

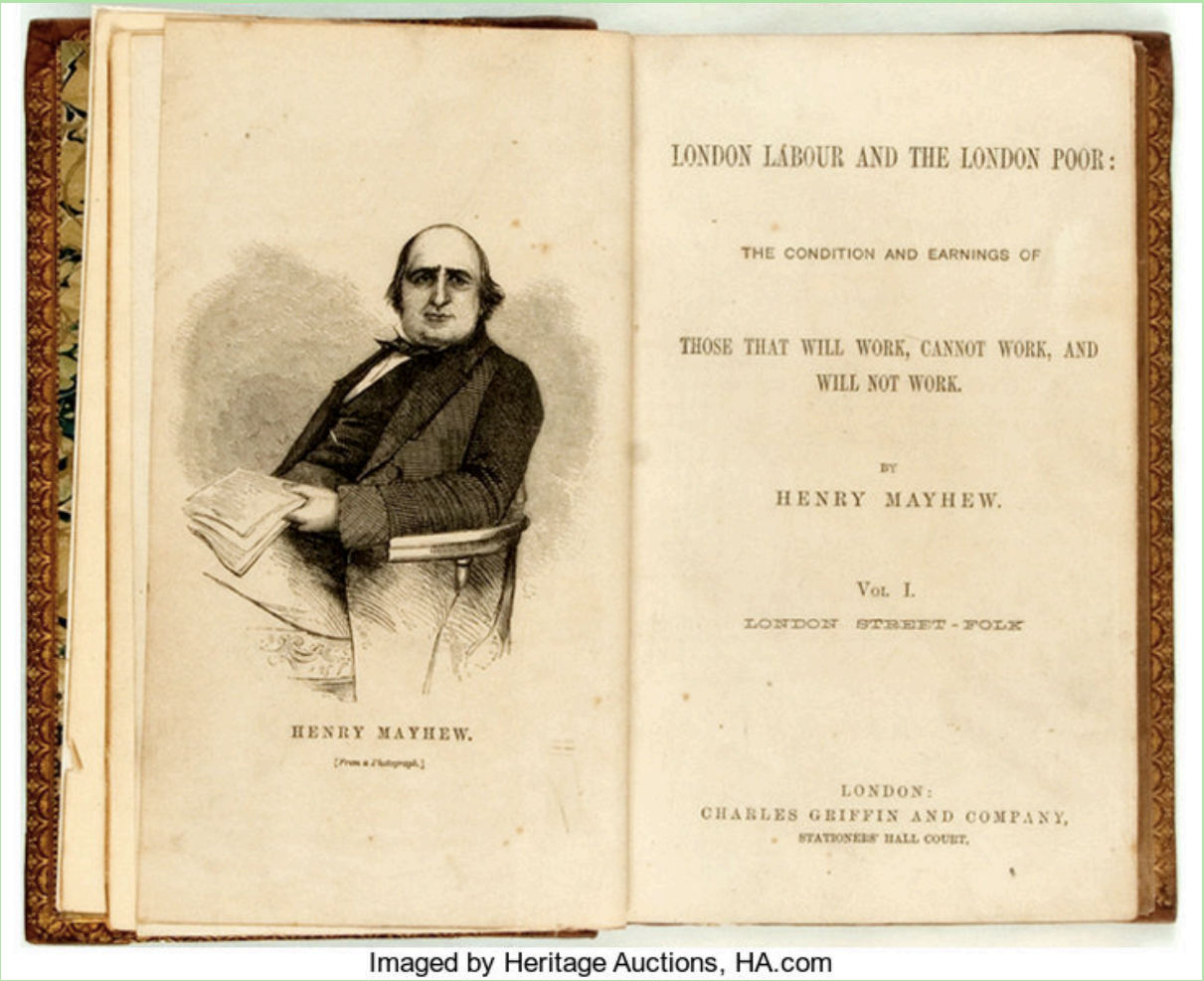
Moscow and Moscovites, 1880/1912/1926
by
Vladimir Gilyarosky (Russia)

an ethnographic study of Tsarist Moscow

"cyclopaedia" of Russian life

Image curtesy of Wiki

Ethnographic approach: How did it start?



Imaged by Heritage Auctions, HA.com

London Labour and the London Poor, 1861
by
Henry Mayhew

massive ethnographic study of low paid, unemployed, homeless etc. in Victorian London

"cyclopaedia" of London Life

Ethnographic approach: How did it start?

Mass Observation Movement in the 1930s

Dissatisfaction with positivism in 1940s and 1950s social science in the US

Dissatisfaction with mainstream psychology in 1970s

Dissatisfactions with quantitative enquiry in health and medicine

Ethnographic approach

Aims to understand the culture (patterns, behaviours, language, interactions, beliefs etc) of a culture-sharing group or its subset

Believes that all extensions of knowledge are extensions of existing common-sense

Paradigm: common-sense knowledge refined through systematic enquiry & reflexive examination of our worldviews

Knowledge: is always tentative, partial, & socio-culturally generated in relation to circumstance, but is not merely relative



If culture, sometimes defined simply as shared knowledge, is mostly caught rather than taught, how do those being inducted into the group find their 'way in' so that an adequate level of sharing is achieved?

Wolcott, 2010, p. 74



Ethnographic approach

Methodology (Extensive fieldwork!)

- Participant observation
- Participant interviews
- Symbols, artefacts etc.

- Observe the phenomena in any way available
- Recognise the limitations of our observations
- Remain immersed in the day-to-day lives of the participants
- Focus on the discernible working patterns within the group, not a culture

Ethnographic approach: Methodology

Working Patterns

Ideational system

- Worldviews, ideas and beliefs expressed through language, or material activities
- How these ideas and beliefs behave within the group as expressed through their actions observed by the researcher?

Social organisation

- Social networks
- Communication networks
- Status system
- Rituals
- Customary social behaviours
- Family life, work life
- Regularities of the group's mental activities

Ethnographic approach : Features

Starts with a theory

Provides broad explanation of what researcher hopes to find

Cognitive science theories → to **understand** ideas and beliefs

Materialist theories → to observe / **describe** how participants behave and talk

techno-environmentalism
Marxism
acculturation
innovation
etc.

Leads to **Cultural Interpretation:**

description of the group and themes related to the theoretical concepts being explored in the study

Ethnographic approach : Typology

confessional ethnography

ethnographic novels

life history

realist ethnography

autoethnography

critical ethnography

visual ethnography

feminist ethnography

Ethnographic approach : Types

Realist ethnography

- Traditional cultural anthropology
- Accounts written in third- person point of view
- Data reproduced objectively as recorded facts
- Uses standard categories of cultural description

Critical ethnography

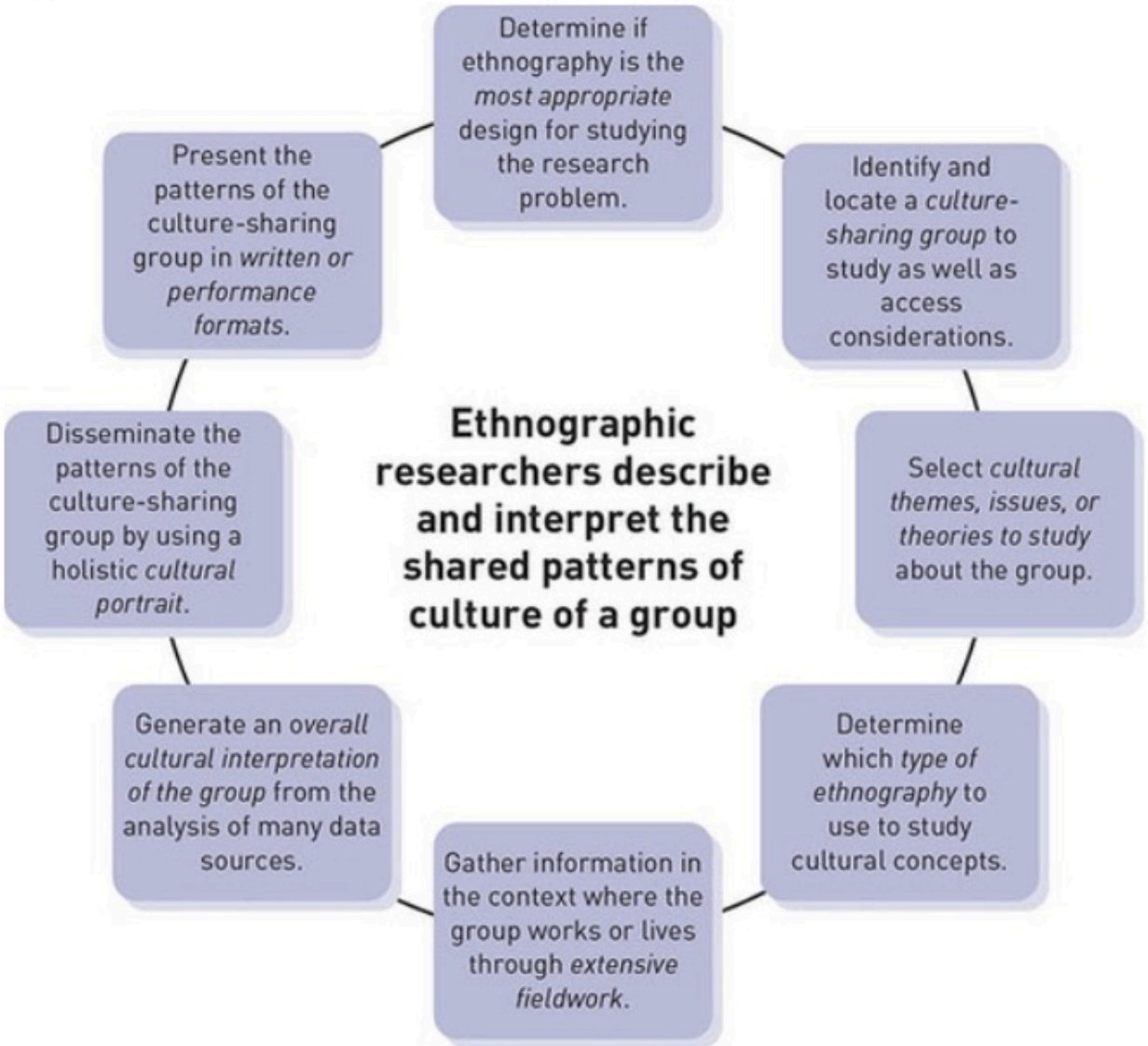
- Advocacy perspective to empower marginalised groups of different classes, races, and gender
- Concerned with systems of power, prestige, privilege, authority, empowerment, inequality, inequity, dominance, repression, hegemony, and victimization
- Speak out against inequality and domination

Ethnographic approach : Challenges

understanding of cultural anthropology & its theories	What is culture?
narratives are written in a literary, almost storytelling approach	fieldwork issues due to unfamiliar cultural system
researcher might ‘go native’ and be unable to complete or be compromised in the study	Sensitivity to the needs of participants→ reports researchers’ impact on the group

Ethnographic approach

Figure 4.5 Procedures for Conducting Ethnographic Research



Creswell & Poth (2018) p. 149

4. Grounded Theory approach

Grounded theory: Features

Aims to describe the topic in study and develop adequate theoretical conceptualisations of findings

Focuses on process/ action/'movement' (process of "developing a DBA program" or "supporting students to become good researchers")

Inductive data analysis:

Structured:
pattern->categories-> choose 1 category to focus-> detailing additional categories/axial coding-> theory

Less structured:
developing a theory by piecing together implicit meanings about a category

Memoing: researchers write down ideas to sketch out the process in study

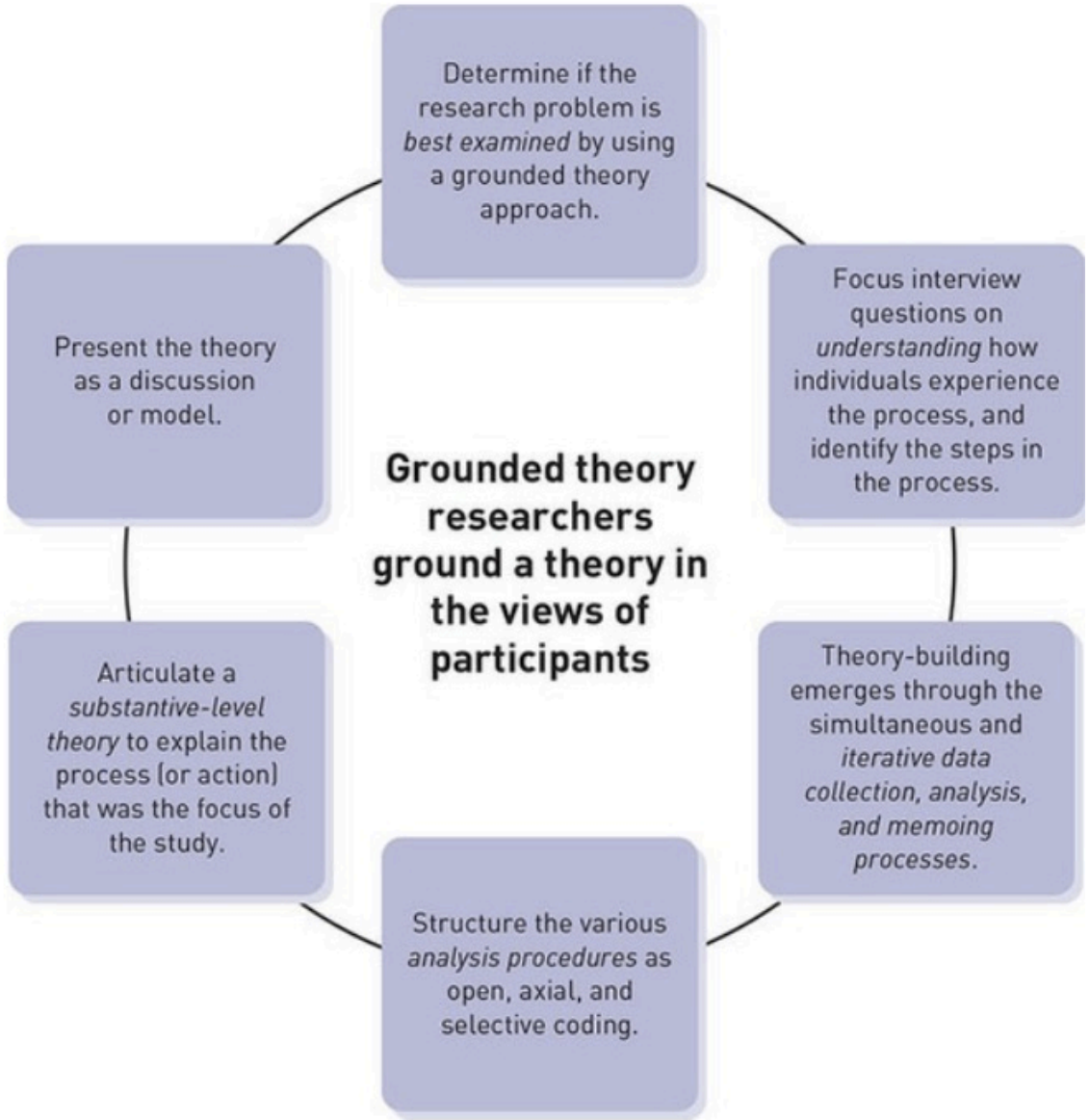
Theoretical sampling: helps the researcher best form the theory

Saturation of categories: collect information that continues to add to category until no more ideas can emerge

Constant comparative method of data analysis (open coding, axial coding, selective coding}

Grounded theory

Figure 4.4 Procedures for Conducting Grounded Theory Research



Creswell & Poth (2018) p. 140

Grounded theory: Challenges

set aside, as much as possible, theoretical ideas or notions

→ resulted in a theory with specific components (central phenomenon, causal conditions, strategies, conditions and context, and consequences

inductive in nature, but systemic in its procedures

when categories are saturated? when the theory is sufficiently detailed?

→ discriminant sampling (gather additional data from people who are different from the initial group)

5. Case Study approach

Case study

Teaching case study

Goal: train students for career in business

- Presents a real-life example of a company/organization & specific example of some activity
- Questions in the end
- Apply theories to situation for interpretation/ discussion/ recommendations

Research case study



A case study is an empirical inquiry that investigates a contemporary phenomenon in depth and within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident.

Yin, 2009, p. 18.



Case study approach

Aims to in-depth understanding of a current, real-life bounded systems (cases)

Believes that all extensions of knowledge are extensions of existing common-sense

Generates description through identifying case theme

Knowledge: is always tentative, partial, & socio-culturally generated in relation to circumstance, but is not merely relative



Your case study is defined not so much by the methods that you are using to do the study, but the edges you put around the case

Thomas, 2015, p. 21



Case study: General typology

Concrete	Less concrete
individual	community
small group	relationship
partnership	decision process
	specific project

Case
=
methodology
and
bounded
system
(by time and
space)

Case study: Features

Bounded system
(defined or described within certain parameters)

contemporary bounded system (case)
-> *within-site* study

multiple bounded system (cases)
->*multisite* study

Intentionality

Intrinsic
to illustrate unique case

Instrumental
to understand specific issue, problem, or concern

Generates description through identifying themes (or issues, or specific situations)

Findings

- Description of a case +
- Description of themes/ issues revealed in the study ->

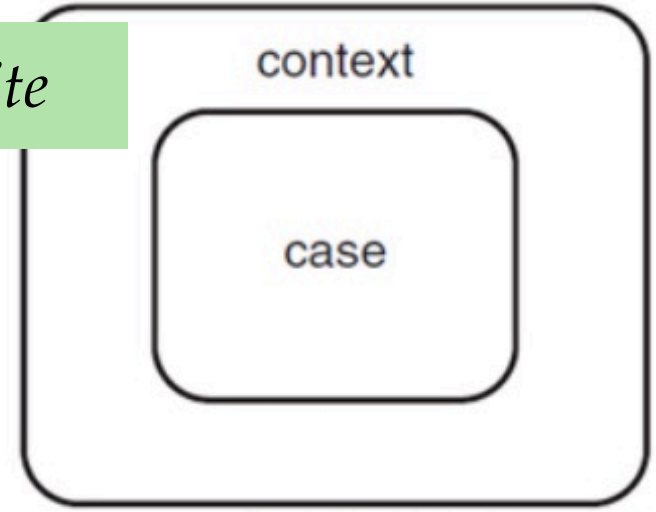
presented as chronology; similarity/differences among cases; or a theoretical model

Conclusions

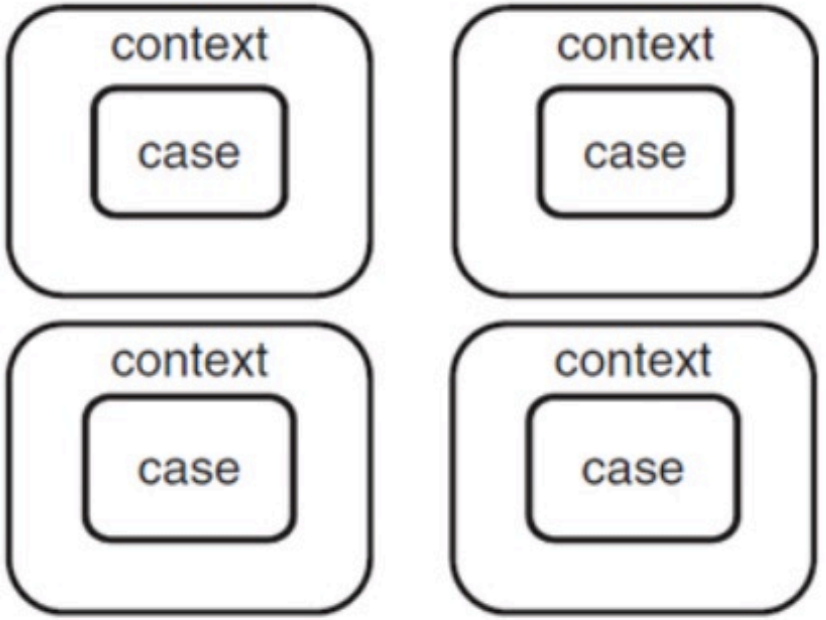
Assertions/ building patterns/ explanations: overall meaning delivered by the case ('lessons learned')

Research design: Preparing a rationale

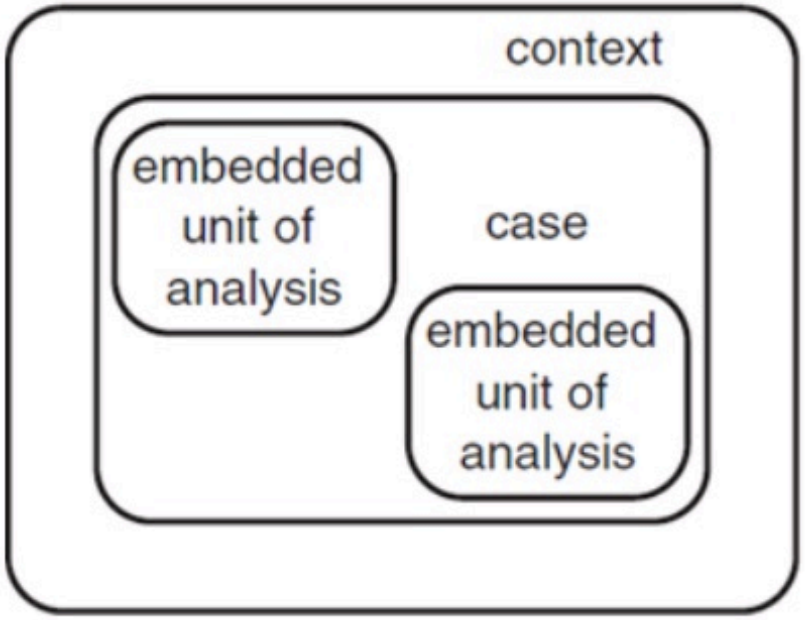
Within-site



Multi-site <-compare –n-contrast



Embedded <-more than one unit of analysis within one organization



Adapted from Farquhar, J. (2013). *Case study research for businesses*. London: Sage.

Embedded case study research design

A large retail organization, for example, may be interested in finding out about how staff perceive the nature of customer service in their particular store. An embedded design would allow an in-depth investigation into this question across a number of units within a single organization

Adapted from Farquhar, J. (2013). *Case study research for businesses,* (p.50). London: Sage.

Multi- case study research design

Beverland's (2005) study into brand authenticity sought to build theory through tracing the development of the brand history of luxury wine. His sampling criteria for the selection of his cases were derived from luxury brand characteristics drawn from the literature and included high price, excellent quality, specialized distribution channels and a prestige image. Following these criteria, the number of cases for his investigation was 26, which is an exceptionally high number in case study research. However, he clearly articulates the argument for this high number according to the above criteria and the study's epistemological approach. He collected data from interviews with respondents at their place of business, observations at the wineries and secondary data from the wine press, news media and the companies themselves. Further primary data were generated from 11 focus groups with luxury wine consumers and eight interviews with wine distributors.

Adapted from Farquhar, J. (2013). *Case study research for businesses,* (p.50). London: Sage.

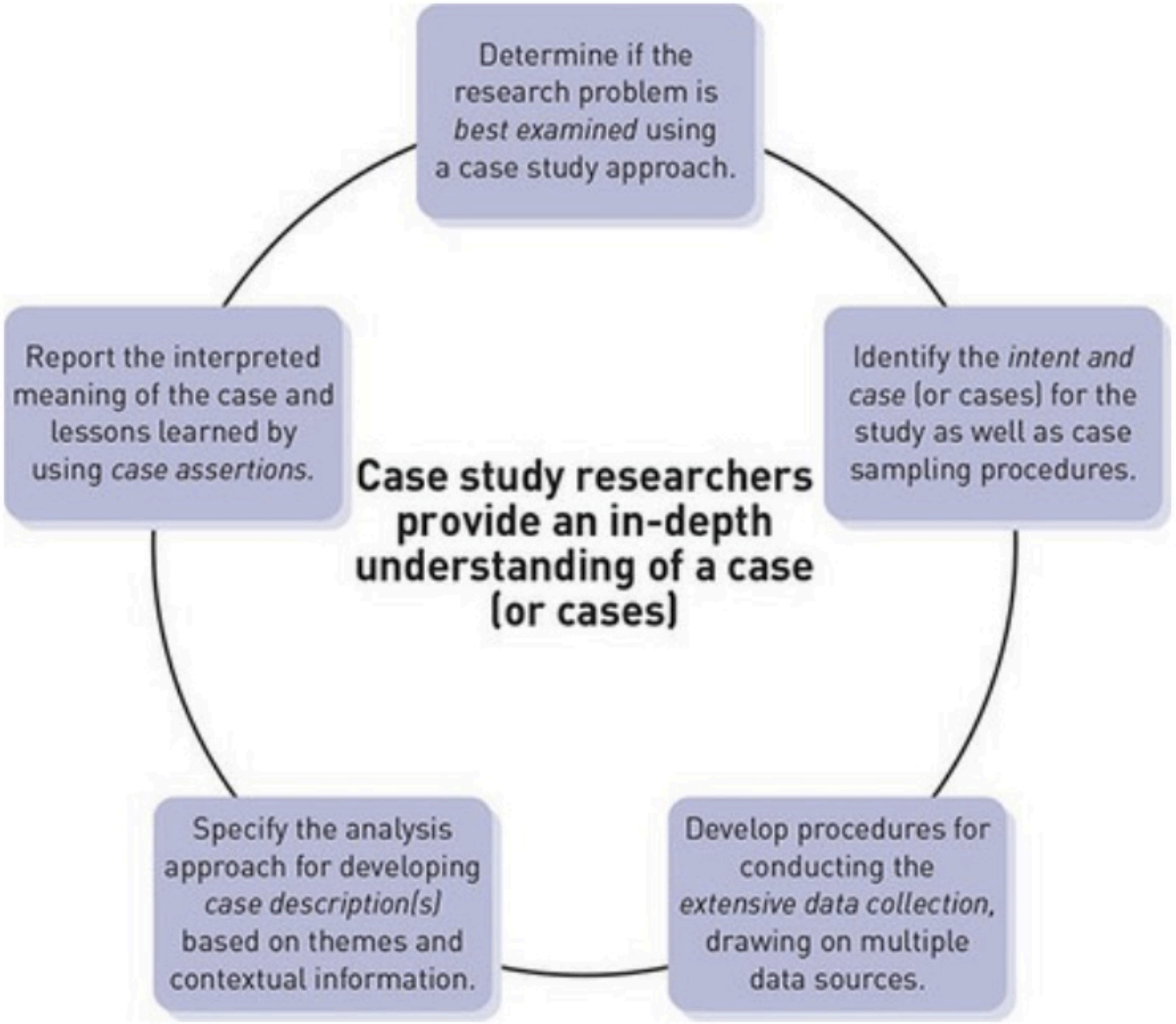
Choice & Number of cases

Choice	Advantage	Disadvantage
Single case	Depth, insight, revelatory, unique	Evolving boundaries of case, arguments for the credibility and contribution of findings
Multiple case	Stronger arguments for 'validity' of study, evidence often considered more compelling Theory better grounded, more accurate	Less depth, possible need for additional resource, robust rationale need for choice of cases e.g. compare or contrast
Longitudinal case(s)	Ideal for tracking changing conditions	Resource heavy, requires significant commitment

Compiled from Eisenhardt and Graebner (2007) and Voss et al. (2002)

Case study procedures

Figure 4.6 Procedures for Conducting Case Study Research



Creswell & Poth (2018) p. 160

Case study: Types

Maximum variation case

Longitudinal case

Representative case

Extreme/ deviant case

Revelatory case

Types of Cases

1 Extreme/ deviant case	Obtains information on unusual cases, providing insight into the particularly problematic or the especially good.
2 Maximum variation case	Obtains information about the significance of various circumstances for case process and outcome, such as three to four cases that are very different on one dimension, e.g. location.
3 Critical case	Where theory has specifed a clear set of propositions which the case can then test to support, challenge or extend the theory. Clearly, the theory has to be very strongly developed for this type of investigation. To achieve information about that permits logical deductions of the type 'If this is (not) valid for this case, then it applies to all (no) cases'.
4 Representative case	Can capture circumstances and conditions in an everyday situation. Well suited to student investigation in their workplace. Researcher has to be clear throughout about what the case(s) represents.
5 Revelatory case	Offers the researcher the opportunity to investigate a phenomenon which has previously been inaccessible.
6 Longitudinal case	Where the same case is studied over a period of time and data are captured at specific intervals. Shows how conditions have changed over the period of time.

In this table, where six types are depicted, the researcher can then develop the research strategy by matching the choice of type of case to the research problem/question. The following research insight is an example o an extreme case.

Adapted from Farquhar, J. (2013). *Case study research for businesses,* (p.50). London: Sage.

Research insight: The Dutch Film Industry

A study into organizational memory took the form of case study research into latent organizations in the Dutch film industry. The authors described latent organizations as groups of individuals who regularly collaborate in short-term projects in the industry. These organizations have come about owing to the highly flexible working practices in the industry where access to work is uncertain. The authors, Ebbers and Wijnberg (2009), argued that by studying an extreme case, it would strengthen their argument that the phenomenon of the study also played a role in more regular organizations.

Adapted from Farquhar, J. (2013). *Case study research for businesses,* (p.50). London: Sage.

Case study: Challenges

<u>Case identification</u> (broad/narrow in scope: WWF org. /decision making process in HKMA)	Is it worthy to study?
<u>Case selection</u> Resource limitation, cross-case analysis	• How many cases? Why? • Establish a rationale for the purposeful sampling
<u>Boundary selection</u> Constrains of time, events processes	Some case studies may not have clean beginning and ending points

6. Ethnomethodology

Ethnomethodology

Concerned with the methods people use to carry out everyday activities

Belief: social activities not only represent the everyday social world but also create it

Notion of *reflexivity*

> Ethnomethodology extends the phenomenological perspective to the study of everyday social interaction. It is concerned with the methods which people use to accomplish a reasonable account of what is happening in social interaction and to provide a structure for the interaction itself. Unlike symbolic interactionists, ethnomethodologists do not assume that people actually share common symbolic meanings. What they do share is a ceaseless body of interpretive work which enables them to convince themselves and others that they share common meanings
>
> Pfohl, 1985, p. 292-293

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Pfohl, 1985, p. 292-293

Ethnomethodology: 5 types

1. The organization of practical actions and practical reasoning

2. The organization of talk-in-interaction

   conversation analysis outside the context

3. Talk-in-interaction within institutional or organizational settings

   conversation analysis/interaction structure specific to a setting

4. The study of work (social activity)

   How it is accomplished within the setting it is performed?

5. The haecceity of work

   What makes an activity what it is? E.g what makes a test a test?



7. Conversation analysis

Conversation analysis (CA)

Assumption: conversations are orderly for participating members, not only for observing researcher

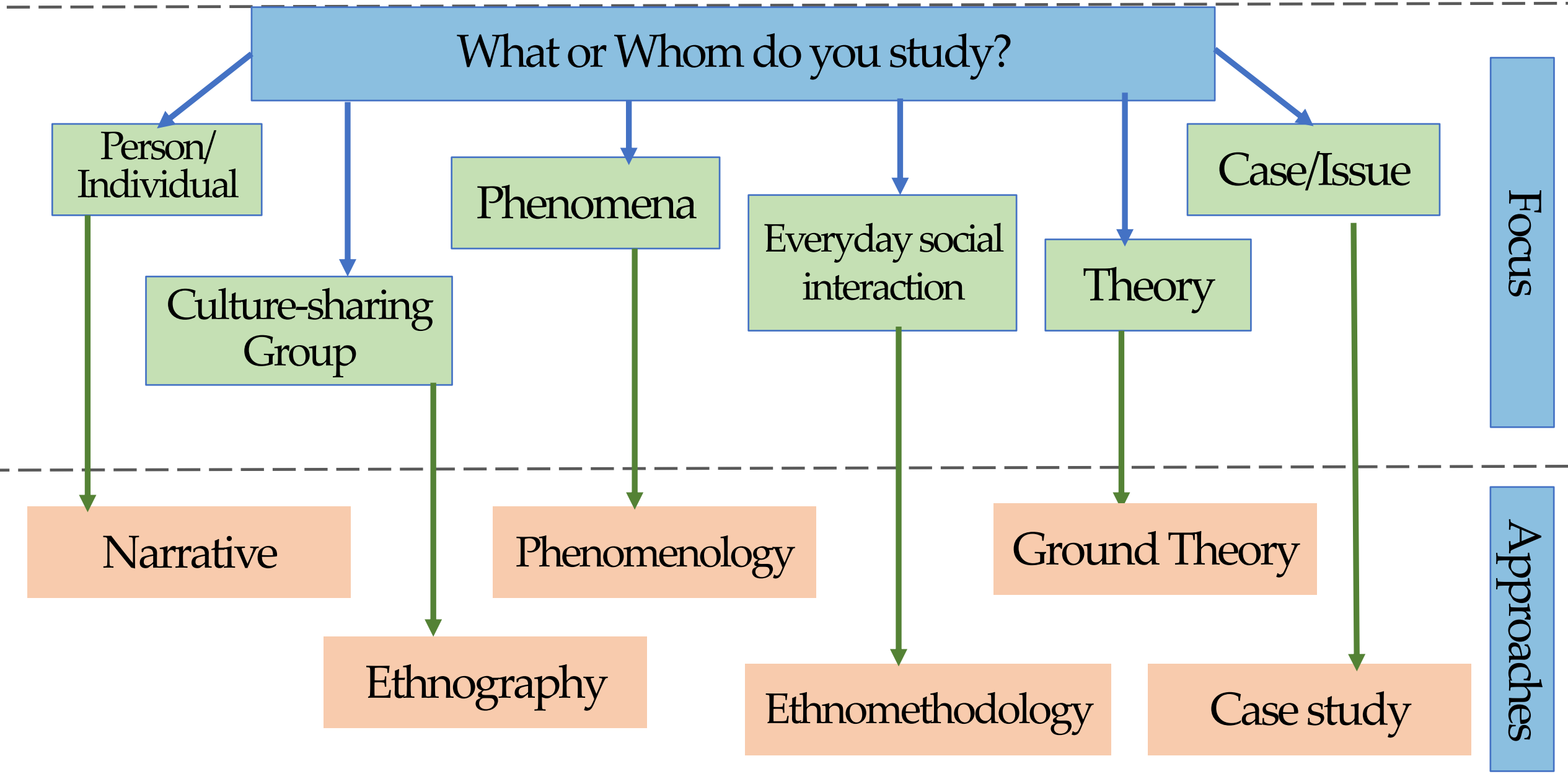
orderliness is the product of the systematic interactional methods ('devices', 'systems', an 'apparatus') that participants use for solving organizational problems in social interaction.

Studies the social organization of 'conversation', or 'talk-in- interaction'

detailed inspection of recordings & transcriptions made from them

Differentiating & Selecting your Approaches

Differentiating Approaches



Selecting your approach (1)

What each approach helps to accomplish?	
Narrative	the study on an individual
Phenomenology	the examination of the meaning of experiences toward a phenomenon
Ethnography	the description and interpretation of a culture-sharing group
Ground Theory	the generation of a theory
Case study	the in-depth study of a single case

Selecting your approach (2)

- **The audience question:** What approach is frequently used by gate-keepers in your field (e.g., committee members, advisors, editorial boards of journals)?

- **The background question:** What training do you have in the inquiry approach?

- **The scholarly literature question:** What is needed most as contributing to the scholarly literature in your field (e.g., a study of an individual, an exploration of the meaning of a concept, a theory, a portrait of a culture-sharing group, an in-depth case study)?

- **The personal approach question:** Are you more comfortable with
(a) a more structured approach to research or with a storytelling approach (e.g., narrative research, ethnography)?
(b) a firmer, more well-defined approach to research or a flexible approach (e.g., grounded theory, case study, phenomenology)?

Sketching a study using one of the approaches (3)

Answer the questions about your approach

For a narrative study: What individual do you plan to study? And do you have access to information about this individual's life experiences?

For a phenomenology: What is the phenomenon of interest that you plan to study? And do you have access to people who have experienced it?

For a grounded theory: What social science concept, action, or process do you plan to explore as the basis for your theory? Can you interview individuals who have experienced the process?

For an ethnography: What cultural group of people do you plan to study? Has the culture-sharing group been together long enough for patterns of behaviour, language, and beliefs to form?

For a case study: What is the case you plan to examine? Will the case be described because it is a unique case, or will the case be used to illustrate (and illuminate) an issue or a problem?



Qualitative research is a mindset,
and here we are making it grow

Tamara Savelyeva

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Tamara Savelyeva
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