UNIVERSITY *of* RWANDA

African Centre of Excellence in Data Science
College of Business and Economics
University of Rwanda
KK 737, Kicukiro, Kigali

ACE-DS

**Seminar in Qualitative Research Methods**
African Centre of Excellence in Data Science
University of Rwanda
24-28 January 2022 (9:00-16:00 daily)
Instructor: Nicolas Parent

## Contact details

Nicolas Parent
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## Seminar description

Qualitative inquiry is regarded by social scientists as a central approach to disentangle the complexity and nuance of social settings, lived environments, and relationships. In this week-long, time-intensive seminar, participants will learn key knowledge and skills at all phases of qualitative inquiry, from research design and data collection to analysis and reporting. Focusing on secondary, interview, focus group, and observational data, research methods related to their collection will be positioned within popular qualitative research designs that draw from the interpretivist tradition. This seminar will also include a comprehensive survey of ethical considerations related to qualitative research, where participants will also explore key issues of voice and representation and their relation to major developments in postcolonial, feminist, and critical research. Morning sessions will be devoted to lectures on key knowledge and skills related to qualitative research, enhanced by engaging group discussions and breakout activities. Practical activities will take place in the afternoon, guided by an inquiry-based approach that will encourage participants to apply new knowledge and skills to research topics relevant to their interests. This will lead to the completion of a Capstone Project. The target audience for this seminar is advanced undergraduate students, graduate students (masters and doctoral), and early-career academics with introductory knowledge of qualitative methods. While all seminar-specific learning materials will be provided, participants must bring their own personal computer to effectively participate in the practical components of this seminar.

## Learning objectives

- Understand terminology related to qualitative research
- Orient specific methodological approaches within key qualitative research designs.
- Apply strategies to conduct interviews and focus groups
- Use coding and web-based software to transcribe and analyse textual data
- Describe key data trends following narrative analysis
- Identify features of results reporting in qualitative research
- Discuss the different roles qualitative researchers can take when on the field
- Understand the logics and practices of ethical qualitative research

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**Assessment**

| | |
|---|---|
| In-class participation (discussion and practicals) | 25% |
| Comprehension quizzes (end of each day) | 25% (5% x 5 days) |
| Capstone Project (report) | 30% |
| Capstone Project (presentation) | 20% |

**Schedule**

The seminar will begin daily at 9:00. Lectures will be given during the morning session from 8:00 to noon with a 30-minute break at 10:00. Practical and application-centred activities will take place in the afternoon from 13:30 to 17:00 with a 30-minute break at 15:30.

| | Content and activities | Required reading |
|---|---|---|
| Day 1 | -Welcome and pre-assessment<br>-Functions of qualitative inquiry<br>-Qualitative research design<br>-Overview of qualitative research methods<br>-Dissection of qualitative outputs<br>-Introducing the Capstone Project<br>-Defining a conceptual framework | -O'Shaughnessy and Krogman (2012)<br>-Taylor, Bogdan, and DeVault (2016) |
| Day 2 | -Content analysis using coding<br>-The interplay of primary and secondary coding<br>-Producing displays and descriptive summaries<br>-Using secondary qualitative data<br>-Content analysis using *Taguette* | -Phillips (2016)<br>-Vargas-Cetina (2013) |
| Day 3 | -Ethical considerations of qualitative research<br>-Sampling for interviews and focus groups<br>-The interview method<br>-Tools for transcription<br>-Interviewing (Capstone Project)<br>-Interview data analysis (Capstone Project) | -Lamont and Swidler (2014)<br>-Reich (2021) |
| Day 4 | -Voice and representation<br>-Observation as method<br>-On the field: Notes, roles, and relationships<br>-The focus group method<br>-Focus groups to probe interview data (Capstone Project)<br>-Focus group data analysis (Capstone Project)<br>-Displaying of qualitative results (Capstone Project) | -Buzzanell (2017)<br>-Howitt and Stevens (2016) |
| Day 5 | -Methods for participatory research<br>-Other research designs<br>-Presentation of Capstone Project<br>-Submission of Capstone Project report<br>-Farewell | -Boonzaier and Shose (2018)<br>-Small (2009) |

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**Required reading:**

Boonzaier, Floretta and Kessi, Shose. 2018. Challenging representations: Participatory research engagements with young people in postcolonial contexts. In. T. Shefer, J. Hearn, K. Ratele, and F. Boonzaier (Eds.), *Engaging Youth in Activism, Research, and Pedagogical praxis: Transnational and Intersectional Perspectives on Gender, Sex, and Race* (125-146). New York: Routledge.

Buzzanell, Patrice M. 2017. Voice/multivocality. In *The International Encyclopaedia of Communication Research Methods*. New York: John Wiley & Sons, Inc.

Howitt, Richie and Stevens, Stan. 2016. Cross-cultural research: Ethics, methods, and relationships. In: I. Hay (Ed.), *Qualitative Research Methods in Human Geography* (4th ed.) (45–75). Oxford: Oxford University Press.

Lamont, Michèle and Swidler, Ann. 2014. Methodological pluralism and the possibilities and limits of interviewing. *Qualitative Sociology* 37: 153–171.

O'Shaughnessy, Sara and Krogman, Naomi T. 2012. A revolution reconsidered? Examining the practice of qualitative research in feminist scholarship. *Signs* 37, no. 2: 493-520.

Phillips, David P. 2016. Interpreting and presenting marginalized voices through intersubjective accounts. *Qualitative Research Journal* 16, no. 1: 26-38.

Reich, Jennifer A. 2021. Power, positionality, and the ethic of care in qualitative research. *Qualitative Sociology* 44: 575–581.

Small, Mario Luis. 2009. 'How many cases do I need?' On science and the logic of case selection in field-based research. *Ethnography* 10, no. 1: 5-38.

Taylor, Steven J., Bogdan, Robert, and DeVault, Marjorie. 2016. Research design and pre-fieldwork. In: S. J. Taylor, R. Bogdan, and M. DeVault (Eds.), *Introduction to Qualitative Research Methods: A Guidebook and Resource* (4th ed.)(29-53). New York: John Wiley & Sons, Inc.

Vargas-Cetina, Gabriela. 2013. Introduction: Anthropology and the politics of representation. In: G. Vargas-Cetina (Ed.), *Anthropology and the politics of representation* (1-18). Tuscaloosa: The University of Alabama Press.

**Additional technical and literary resources:**

DiCicco-Bloom, Barbara and Crabtree, Benjamin F. 2006. "The qualitative research interview." *Medical Education* 40, no. 4: 314-321.

Emerson, Robert M., Fretz, Rachel I., and Shaw, Linda L. 2011. *Writing Ethnographic Fieldnotes* (2nd ed.). Chicago: Chicago University Press.

Guillemin, Marilys and Gillam, Lynn. 2004. "Ethics, reflexivity, and 'ethically important moments' in research." *Qualitative Inquiry* 10, no. 2: 261-280.

Lincoln, Yvonna S., & González y González, Elsa M. (2008). The search for emerging decolonizing methodologies in qualitative research. *Qualitative Inquiry* 14, no. 5: 784–805.

Miles, Matthew B., Huberman, A. Michael, and Saldaña, Johnny. 2020. *Qualitative Data Analysis: A Methods Sourcebook* (4th ed.). London: SAGE Publications, Ltd.

Pelto, Pertti J. 2016. *Applied Ethnography: Guidelines for Field Research* (2nd ed.). Adingdon: Routledge.

Saldaña, Johnny. 2016. *The Coding Manual for Qualitative Researchers* (3rd ed.). London: SAGE Publications Ltd.

Silverman, David. 2016. *Qualitative Research* (4th ed.). London: SAGE Publications Ltd.

University of Victoria. 2021. "Taguette: Qualitative Coding & Analysis Workshop." Available online: https://uviclibraries.github.io/taguette/.