DETAILED CONTENTS

Preface	xxi
Acknowledgments	xxv
About the Authors	xxvi
PART I • UNDERSTANDING THE LANDSCAPE OF	
QUALITATIVE RESEARCH	1
Chapter 1 • Thinking Like a Qualitative Researcher	2
Why the Skill Is Important	3
The Research Process	3
Different Approaches to This Research Process	3
How Qualitative Researchers Think	4
The Boat Picture	5
Reaction From a Quantitative Researcher	5
Reaction From a Qualitative Researcher	5
The Nature of Qualitative Research	6
Some Misconceptions About Qualitative Research	8
Summary	9
Activity	9
Further Resources	10
Chapter 2 • Building on Quantitative Research Knowledge to Implement	nt
Qualitative Research	11
Why the Skill Is Important	12
Characteristics of Quantitative Research in a Quantitative Journal Article	12
Characteristics of Qualitative Research in a Qualitative Journal Article	13
Comparing Qualitative and Quantitative Characteristics on a Continuum	15
Easy- and Hard-to-See Components	15
Summary	17
Activity	18
Further Resources	18

Cha	apter 3 • Making Your Qualitative Project Rigorous and	
	Conceptually Interesting	19
	Why the Skill Is Important	20
	Decide on Your Research Topic	20
	Be Cautious About Studying Your Own Backyard	21
	Make Your Topic Conceptually Interesting	21
	Include an Interesting Element in Your Title	22
	Example 1	23
	Example 2	24
	Example 3	24
	Summary	24
	Activity	24
	Further Resources	25
Cha	apter 4 • Managing Difficult Emotions That Come Up During Research	26
	Why the Skill Is Important	27
	The Emotional Journey of Qualitative Research	27
	Possible Steps in the Emotional Journey	27
	The Upside of Qualitative Research	29
	The Downside of Qualitative Research	29
	Feelings of Isolation	29
	Labor-Intensive Transcription	30
	Frustrations With the IRB	30
	Insecurity With Personal Interpretation	30
	Fear of Being an Inadequate Writer Challenges in Recruitment	31 31
	Working With the Unfamiliar Language of Qualitative Research	31
	Fear of the Up-Close Nature of Qualitative Research	31
	Fear of the Graduate Committee's Rejecting a Qualitative Study	32
	Summary	32
	Activity	32
	Further Resources	32
Ch	apter 5 • Working With Research Advisers and Committees	33
	Why the Skill Is Important	34
	Educating Your Committee	34
	Putting Forward Your Best Material	34
	On Taking Feedback	35
	Research Committee Meetings	35
	Before the Committee Meeting	35
	During the Committee Meeting	35
	After the Committee Meeting	37

Summary	37
Activity	37
Further Resources	37
PART II • CONSIDERING PRELIMINARY ELEMENTS	39
Chapter 6 • Using Philosophy and Theory in Qualitative Research	40
Why the Skills Are Important	41
The Philosophy Behind Qualitative Research	41
How Philosophy Has Been Shaped by Qualitative Writers	41
What Are These Philosophical Beliefs, What Are They Called, and	10
How Do They Originate? How Do These Paradigms or Worldviews Shape Our Research?	42 42
What Philosophical Schools Exist?	42
What Are the Basic Beliefs of Paradigms (or Worldviews)?	43
How Do These Basic Beliefs Differ Among the Four Paradigms?	43
Writing About Philosophy in Your Qualitative Study	45
Use of Theory in Qualitative Research	45
A Social Science Theory	46
An Advocacy Theory	46
Summary	48
Activities	48
Further Resources	49
Chapter 7 • Anticipating Ethical Issues	50
Why the Skill Is Important	51
Human Research Protections in Your Qualitative Research	51
Ethical Issues at Different Phases in the Research	52
Ethical Issues We Have Faced as Qualitative Researchers	55
Permissions for Borrowed Material Used in Qualitative Research	57
A Checklist for Ethics	57
Summary	58
Activity	58
Further Resources	59
Chapter 8 • Organizing the Literature	60
Why the Skill Is Important	61
Challenges in Reviewing the Literature	61
Options for Placing the Literature in a Qualitative Study	61

	Steps in Conducting a Literature Review	63
	Priority for Reviewing the Literature	64
	How to Design a Literature Map	64
	Nature of a Literature Map	64
	Procedure for Designing a Literature Map	64
	Start With Your Topic (Central Phenomenon)	66
	Additional Ideas About Designing a Literature Map	66
	A Sample Description of a Literature Map	66
	Summary	67
	Activity	68
	Further Resources	68
Ch	apter 9 • Viewing the Structure of a Thesis or Dissertation for	
	a Qualitative Study	69
	Why the Skill Is Important	70
	Topics Typically Included in a Qualitative Proposal or Plan	70
	Structure of a Dissertation or Thesis Qualitative Proposal	71
	A Concept Map of the Structure of a Qualitative Journal Article	73
	Summary	74
	Activity	75
	Further Resources	75
		75
PA	RT III · INTRODUCING A QUALITATIVE STUDY	77
Ch	apter 10 • Writing a Good Qualitative Title and Abstract	78
	Why the Skill Is Important	79
	Good Qualitative Titles	79
	Improving Titles	81
	Example	81
	Definition of an Abstract	82
	A Word About Word Count	82
	Topics of a Good Abstract	82
	Examples of Abstracts	83
	Example 1: Needing Additional Components	83
	Example 2: Adding One More Component	83
	Example 3: Adding a Clear Problem Statement	84
	Summary	84
	Activity	85
	Further Resources	85

Chapter 11 • Writing a Good Introduction and Opening Sentence for a Study	86
Why the Skill Is Important	87
Positioning an Introduction Within a Qualitative Study	87
	88
Five Key Elements of a Good Introduction The Topic	90
The Research Problem	90
Evidence About the Problem	91
Deficiencies in the Literature	91
The Audience	92
The First Sentence of an Introduction	92
Example 1	93
Example 2	93
Example 3	93
Example 4	93
Example 5	93
Summary	93
Activity	94
Further Resources	94
Chapter 12 • Scripting a Qualitative Purpose Statement and Research	
Questions	95
Why the Skills Are Important	96
Interrelating the Purpose, the Research Questions, and the Methods	96
Purpose Statements	97
Elements to Include in a Good Purpose Statement	97
A Suggested Script for Writing a Qualitative Purpose Statement	98
Research Questions	99
The Central Question	99
An Ideal Order of the Central Question Elements	100
Examples of Improving the Central Question	100
Example 1: Revising a Central Question—Making It Interesting	100
Example 2: Revising a Central Question—Clarifying the Central	
Phenomenon	100
Example 3: Revising a Central Question—Adding the	101
Central Phenomenon	101
Sub-questions	101
The Central Phenomenon	102
Example of a Changing Central Phenomenon Other Ideas About the Central Phenomenon	103 103
	103
Summary	
Activity	104
Further Resources	104

PA	RT IV • COLLECTING QUALITATIVE DATA	105	
Chapter 13 • Understanding the Process of Qualitative			
	Data Collection	106	
	Why the Skill Is Important	107	
	The Parts of Qualitative Data Collection	107	
	Rationale	108	
	Research Site	108	
	Permissions Obtained	108	
	Recruitment Strategies Purposeful Sampling	111 111	
	Demographics of Participants	113	
	Reciprocity for Participants	114	
	Types of Data Collected	115	
	Extent of Data Collection	115	
	Use of Protocols	115	
	A Checklist for Qualitative Data Collection	118	
	Summary	119	
	Activities	120	
	Further Resources	120	
Cha	apter 14 • Conducting a Good Observation	121	
	Why the Skill Is Important	122	
	Observation as a Developed Skill	122	
	The Nature of Observing	122	
	Steps in the Process of Observing	123	
	Step 1: Select the Research Site	123	
	Step 2: Develop the Observational Protocol	123	
	Step 3: Focus the Observation Step 4: Determine Your Role	123 125	
	Step 5: Record Field Notes	125	
	Step 6: Slowly Withdraw	126	
	Additional Helpful Guidelines for Observing	126	
	Challenges in Observing	127	
	Observation Checklist	127	
	Summary	128	
	Activity	129	
	Further Resources	129	
		127	
Ch	apter 15 • Designing and Administering an Interview	100	
	Protocol	130	
	Why the Skill Is Important	131	
	Types of Interviews	131	

Steps in Conducting a Qualitative Interview	133
Step 1: Decide Whether Interviews Are Appropriate	133
Step 2: Choose the Type of Interview	133
Step 3: Invite Participants	133
Step 4: Develop an Interview Protocol	133
Step 5: Arrange the Audio Equipment	133
Step 6: Arrange for a Quiet Setting for the Interview	134
Step 7: Conduct the Interview	134
Step 8: Follow-up After the Interview	134
Parts of an Interview Protocol	134
Basic Information About the Interview	135
Introduction	135
Opening Question	135
Content Questions	135
Using Probes	135
Example of a Content Question With Probes	136
Follow-Up Questions	136
Closing Instructions	136
A Sample Interview Protocol	136
Additional Interviewing Ideas	138
Dress for the Occasion	138
Use Lapel Microphones or a High-Definition Handheld Recorder	138
Consider Your Role as Interviewer	138
An Interview Checklist	138
Challenges in Conducting Interviews	139
Summary	140
Activity	140
Further Resources	141
Chapter 16 • Collecting Data With Marginalized Populations	142
Why the Skills Are Important	143
Marginalized Groups	143
Concerns in Collecting Data From Marginalized Groups	144
Sampling and Access	144
Mistrust	144
Culture and Language	145
General Ethical Concerns	146
Addressing Potential Concerns	146
Reflexivity	146
Community Involvement	146
Protocols	147
Informed Consent and Ethics	147

	Summary	148
	Activities	148
	Further Resources	148
Ch	apter 17 • Being Culturally Aware in Global Qualitative Research	149
	Why the Skills Are Important	150
	Key Concepts in Conducting Global Qualitative Research	150
	Cultural Competency	151
	Building Country-Level Expertise	151
	Global Research Policies	152
	Methodological Orientation and Data Collection Methods	152
	Qualitative Study Designs and Procedures	153
	Recommendations for the Global Qualitative Researcher	153
	Summary	154
	Activities	154
	Further Resources	154
		155
192		
	RT V • ANALYZING AND VALIDATING DATA	
PA	ANALIZING AND VALIDATING DATA	157
	apter 18 • Coding Text Data	158
	apter 18 • Coding Text Data	158
	apter 18 • Coding Text Data Why the Skill Is Important	158 159
	apter 18 • Coding Text Data	158 159 159
	apter 18 • Coding Text Data Why the Skill Is Important The Overall Process of Qualitative Data Analysis From the Raw Data to Codes	158 159 159 160
	apter 18 • Coding Text Data Why the Skill Is Important The Overall Process of Qualitative Data Analysis From the Raw Data to Codes From the Raw Data to Themes	158 159 159 160 161
	Apter 18 • Coding Text Data Why the Skill Is Important The Overall Process of Qualitative Data Analysis From the Raw Data to Codes From the Raw Data to Themes The Nature of Coding	158 159 159 160 161 162
	apter 18 • Coding Text Data Why the Skill Is Important The Overall Process of Qualitative Data Analysis From the Raw Data to Codes From the Raw Data to Themes The Nature of Coding Working Backward From a Theme Passage to Understand Coding	158 159 159 160 161 162 162
	Apter 18 • Coding Text Data Why the Skill Is Important The Overall Process of Qualitative Data Analysis From the Raw Data to Codes From the Raw Data to Themes The Nature of Coding	158 159 160 161 162 162 162
	Apter 18 • Coding Text Data Why the Skill Is Important The Overall Process of Qualitative Data Analysis From the Raw Data to Codes From the Raw Data to Themes The Nature of Coding Working Backward From a Theme Passage to Understand Coding The Process of Coding	158 159 160 161 162 162 164 164
	Apter 18 • Coding Text Data Why the Skill Is Important The Overall Process of Qualitative Data Analysis From the Raw Data to Codes From the Raw Data to Themes The Nature of Coding Working Backward From a Theme Passage to Understand Coding The Process of Coding Step 1: The Setup	158 159 160 161 162 162 164 164 164
	Apter 18 • Coding Text Data Why the Skill Is Important The Overall Process of Qualitative Data Analysis From the Raw Data to Codes From the Raw Data to Themes The Nature of Coding Working Backward From a Theme Passage to Understand Coding The Process of Coding Step 1: The Setup Step 2: Read Through Each Text	158 159 159 160 161 162 162 164 164 165 165
	Apter 18 • Coding Text Data Why the Skill Is Important The Overall Process of Qualitative Data Analysis From the Raw Data to Codes From the Raw Data to Themes The Nature of Coding Working Backward From a Theme Passage to Understand Coding The Process of Coding Step 1: The Setup Step 2: Read Through Each Text Step 3: Code Each Text Step 4: List All of the Codes Step 5: Group the Codes	158 159 159 160 161 162 162 164 164 165 165 168 168
	apter 18 • Coding Text Data Why the Skill Is Important The Overall Process of Qualitative Data Analysis From the Raw Data to Codes From the Raw Data to Themes The Nature of Coding Working Backward From a Theme Passage to Understand Coding The Process of Coding Step 1: The Setup Step 2: Read Through Each Text Step 3: Code Each Text Step 4: List All of the Codes Step 5: Group the Codes Step 6: Write a Theme Passage	158 159 159 160 161 162 162 164 164 165 165 168 168 168
	Apter 18 • Coding Text Data Why the Skill Is Important The Overall Process of Qualitative Data Analysis From the Raw Data to Codes From the Raw Data to Themes The Nature of Coding Working Backward From a Theme Passage to Understand Coding The Process of Coding Step 1: The Setup Step 2: Read Through Each Text Step 3: Code Each Text Step 4: List All of the Codes Step 5: Group the Codes Step 6: Write a Theme Passage Step 7: Create a Conceptual Map of the Themes	158 159 159 160 161 162 162 164 164 165 165 168 168 168 168
	Apter 18 • Coding Text Data Why the Skill Is Important The Overall Process of Qualitative Data Analysis From the Raw Data to Codes From the Raw Data to Themes The Nature of Coding Working Backward From a Theme Passage to Understand Coding The Process of Coding Step 1: The Setup Step 2: Read Through Each Text Step 3: Code Each Text Step 4: List All of the Codes Step 5: Group the Codes Step 6: Write a Theme Passage Step 7: Create a Conceptual Map of the Themes Step 8: Develop a Narrative Story	158 159 159 160 161 162 162 164 164 165 165 168 168 168 168 168
	Apter 18 • Coding Text Data Why the Skill Is Important The Overall Process of Qualitative Data Analysis From the Raw Data to Codes From the Raw Data to Themes The Nature of Coding Working Backward From a Theme Passage to Understand Coding The Process of Coding Step 1: The Setup Step 2: Read Through Each Text Step 3: Code Each Text Step 4: List All of the Codes Step 5: Group the Codes Step 6: Write a Theme Passage Step 7: Create a Conceptual Map of the Themes	158 159 160 161 162 162 164 164 165 165 168 168

171

Further Resources

State

Chapter 19 • Coding Images and Pictures	172
Why the Skill Is Important	173
Types of Qualitative Image Data	173
Potential Concerns When Using Images	174
Analyzing Images	175
Coding Images as Observations	175
A Semiotic Approach to Image Analysis	176
Analysis of Video and Film	176
Visual Elicitation Data Analysis	177
Summary	178
Activities	178
Further Resources	178
Chapter 20 • Developing Theme Passages	180
Why the Skill Is Important	181
Four Levels of Evidence in Qualitative Data Analysis	181
Elements to Write Into Themes	182
Theme Labels	182
Different Codes	184
Different Quotations	185
Different Individuals	185
A Table That Organizes Themes, Codes, and Quotations	185
Summary	187
Activity	187
Further Resources	187
Chapter 21 • Using a Computer Software Program for Data Analysis	188
Why the Skill Is Important	189
Using QDA Software in the Data Analysis and Report Writing Phases	189
Should You Use QDA Software?	190
Major Software Programs Available	190
How Do You Choose a QDA Program?	193
What Are the Steps in Using QDA Software?	194
Step 1: Consider the Output of the Program to Place in My Qualitative Report	194
Step 2: Identify What Is a Document	194
Step 3: Name Your Project, and Enter the Documents	194
Step 4: Provide Characteristics for Each Document	194
Step 5: Coding the Documents	194
Step 6: Retrieve Information About Each Code	195
Step 7: Pull Out Quotations for Your Research Narrative	195
Step 8: Comparisons of Personal Characteristics and Codes	195
Step 9: Map the Relationships Among Codes or Themes	195

	Summary	196
	Activity	196
	Further Resources	196
Cha	pter 22 • Implementing Validity Checks	198
	Why the Skill Is Important	199
	What Is Validity in Qualitative Research?	199
	Types of Validity in Qualitative Research	199
	The Researcher's Lens	200
	The Participants' Lens	201
	The Readers' or Reviewers' Lens	201
	What Validity Strategies Should You Use?	202
	Summary	205
	Activity	206
	Further Resources	206
Cha	pter 23 • Conducting Intercoder Agreement	207
	Why the Skill Is Important	208
	What Is Intercoder Agreement?	208
	Procedures for Conducting Intercoder Agreement	208
	Step 1	208
	Step 2	209
	Step 3	209
	Step 4	210
	Step 5	210
	Examples of Intercoder Agreement From Informal to More Systematic	010
	Procedures	210
	Summary	213
	Activity	213
	Further Resources	214
PAI	RT VI • WRITING AND PUBLISHING	
QU	ALITATIVE RESEARCH	215
Cha	pter 24 • Writing in a Scholarly Way	216
	Why the Skill Is Important	217
	Developing as Writers	217
	Writing to Think About Your Topic	218
	Developing the Habit of Writing	219
	Staging Your Thoughts	220
	Using Principles of Good Writing	220

Other Strategies for Good Writing	221
Summary	222
Activity	222
Further Resources	223
Chapter 25 • Writing in a Qualitative Way	224
Why the Skill Is Important	225
Writing Using Thick Description	225
Where to Place Detailed Thick Description	225
Examples of Thick Description	226
Writing Coherently	227
An Example of Good Coherence	228
An Example of a Narrative Needing Better Congruence Writing Using Similes	229
5 5	229
Writing Using Quotations	230
Summary	231
Activity	231
Further Resources	231
Chapter 26 • Writing Reflexively	232
Why the Skill Is Important	233
What Is Reflexivity?	233
Reflexivity for the Researcher	234
Reflexivity for the Participants	234
Reflexivity for the Readers	235
How to Facilitate Reflexive Writing	235
Where Do You Place Your Personal Reflexive Statements in a Study?	236
Opening (or Closing) Passage	236
Thread Personal Comments Throughout the Study	236
Write Yourself in the "Methods" Section Place Reflexivity Outside the Box	237
Summary	238 239
Activity	
Further Resources	239
	237
Chapter 27 • Writing a Good "Conclusion" Section	240
Why the Skill Is Important	241
How Do You Conclude a Qualitative Study?	241
Perspectives on Elements of a "Conclusion" Section	242
A Summary of the Findings	243
Implications of the Study Call for Further Research	243
Cattor i urtier Neseartin	243

	Commentary on Personal Views	243
	Limitations	244
	Conclusions Within a Specific Design	244
	Type of Research Tale	244
	End With the Unique Contribution of the Study	245
	Two Approaches to Concluding a Qualitative Study	245
	A Scientific Approach	245
	A Literary Approach	246
	Summary	248
	Activity	248
	Further Resources	249
Cha	apter 28 • Publishing a Qualitative Journal Article	250
	Why the Skill Is Important	251
	Publishing During an Academic Career	251
	Stage 1: Publishing in Journals Based on a	
	Dissertation or Thesis	251
	Stage 2: Publishing Conference Papers or Posters	251
	Stage 3: Publishing Journal Articles	252
	Stage 4: Publishing Book Chapters and Books	252
	Stage 5: Writing Proposals for Funding	253
	Studying a Journal Before Submission	253
	Step 1: Identify Two or Three Journals	253
	Step 2: Study the Editorial Board	254
	Step 3: Examine Guidelines for Submission	254
	Step 4: Dealing With Feedback From the Review	254
	Step 5: Study the Structure of Articles Published in the Journal	255
	Step 6: Consider the Length, Details Included, and Impact Factor	256
	Step 7: Look at the Qualitative Designs Used	256
	Summary	257
	Activity	257
	Further Resources	257
DA	RT VII • EVALUATING A STUDY AND USING	
	JALITATIVE DESIGNS	250
GU	ALITATIVE DESIGNS	259
Cha	apter 29 • Selecting Quality Criteria for a Qualitative Study	260
	Why the Skill Is Important	261
	Are Standards Important in Qualitative Research?	261
	Some Perspectives on the Standards Question	262
	Common Concerns About Standards	262
	Standards Based on Guidelines From the American Psychological Association	263
	Standards Based on Validity	263

Standards Based on the Research Community		263
Standards Based on Impact		264
Standards Based on Research Methods		264
Standards Based on Rigor		264
Our Own Systematic Methods		265
What Standards Should You Use?		266
Summary		266
Activity		266
Further Resources		267
Chapter 30 • Selecting a Qualitative Design		268
Why the Skill Is Important		269
Moving From Generic to Types of Qualitative Designs		270
The Choice of Five Designs to Emphasize		271
Narrative Research		272
Phenomenological Research		273
Grounded Theory		274
Ethnographic Research		275
Case Study Research		275
How Do You Choose What Design Is Appropriate for Your Project	?	276
An Example, "Turning the Story"		277
Summary		279
Activity		279
Further Resources		280
Glossary		281
References		285
Name Index		293
Subject Index		296

•