

## Resource List

### Qualitative Research Methods

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#### General Qualitative Research books

- Alvesson, N., & Sköldböck, K. (2000). *Reflexive methodology: New vistas for qualitative research*. Thousand Oaks, CA: Sage.
- Berg, B. L. (2007). *Qualitative research methods for the social sciences* (6<sup>th</sup> ed.). Toronto: Pearson Education.
- Coffey, A., & Atkinson, P. (1996). *Making sense of qualitative data: Complementary research strategies*. Thousand Oaks, CA: Sage.
- Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five approaches*. Thousand Oaks, CA: Sage.
- Denzin, N. K., & Lincoln, Y. S. (1994). *Handbook of qualitative research*. Thousand Oaks, CA: Sage.
- Denzin, N. K., & Lincoln, Y. S. (Eds.). (2005). *The Sage handbook of qualitative research* (3<sup>rd</sup> ed.). Thousand Oaks, CA: Sage.
- Dey, I. (1993). *Qualitative data analysis: A user-friendly guide for social scientists*. New York: Routledge. (HA 32 D488 1993)
- Janesick, V. J. (2004). *"Stretching" exercises for qualitative researchers* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Sage.
- Mayan, M. (2009). *Essentials of qualitative inquiry*. Walnut Creek, CA: Left Coast Press.
- Merriam, S. B., and associates. (2002). *Qualitative research in practice: Examples for discussion and analysis*. San Francisco: Jossey-Bass. **RECOMMENDED**
- Morse, J. M. (Ed.). (1989). *Qualitative nursing research: A contemporary dialogue*. Rockville, Maryland: Aspen Publishers. (WY 20 q 14 1989)
- Morse, J. (Ed.). (1994). *Critical issues in qualitative research methods*. Thousand Oaks, CA: Sage. (RT 81.5 C75 1994)
- Morse, J. M., Swanson, J. M., & Kuzel, A. J. (2001) *The nature of qualitative evidence*. Thousand Oaks, CA: Sage. (R852 N38 2000)
- Richards, L., & Morse, J. M. (2012). *Readme first for a user's guide to qualitative methods* (3<sup>rd</sup> ed.). Thousand Oaks, CA: Sage. **RECOMMENDED**
- Sandelowski, M., & Barroso, J. (2007). *Handbook for synthesizing qualitative research*. New York: Springer. (W 20.5 S214H 2007)
- van den Hoonaard, D. (2015). *Qualitative research in action: A Canadian primer* (2<sup>nd</sup> ed.). Oxford University Press.

specific to education...

- Bogdan, R. C., & Bilken, S. K. (2007). *Qualitative research for education: An introduction to theories and methods*. Boston, MA: Pearson. (LB 1028 B56 2007).
- LeCompte, M. D., Millroy, W. L., & Preissle, J. (1992). *The handbook of qualitative research in education*. New York: Academic Press. (H 62 H2456 1992)
- Riehl, C. (2001). Bridges to the future: The contributions of qualitative research to the sociology of education. *Sociology of Education, Extra Issue*, 115-134.

specific to family studies and gerontology...

- Gilgun, J., Daly, K., & Handel, G. (Eds.). (1992). *Qualitative methods in family research*. Newbury Park, CA: Sage.

### **Analysis/Coding**

- Charmaz, K. (2006). *Constructing grounded theory: A practical guide through qualitative analysis*. Thousand Oaks, CA: Sage. **RECOMMENDED**
- Humble, A. M. (2009). Technique triangulation for validation in directed content analysis. *International Journal of Qualitative Methods*, 8(3), 34-51. Retrieved June 3, 2013, from <http://ejournals.library.ualberta.ca/index.php/IJQM/article/view/1480/5586>
- Khaw, L. (2012). Mapping the process: An exemplar of using situational analysis in a grounded theory study. *Journal of Family Theory and Review*, 4, 138-147.
- Taylor, C., & Gibbs, G. R. (2010). Gibbs, How and what to code. *Online QDA Website*. Retrieved June 3, 2013 from [http://onlineqda.hud.ac.uk/Intro\\_QDA/how\\_what\\_to\\_code.php](http://onlineqda.hud.ac.uk/Intro_QDA/how_what_to_code.php)  
**RECOMMENDED**
- Marshall, H. (2002). What do we do when we code data? *Qualitative Research Journal*, 2(1), 56-70.
- Richards, L. (2014). *Handling qualitative data: A practical guide* (3<sup>rd</sup> ed.). Thousand Oaks, CA: Sage. **(This edition includes on-line resources documenting 10 individual researchers' data analysis journeys available at: <http://www.uk.sagepub.com/richards/>)**  
**RECOMMENDED**
- Saldaña, J. (2009). *The coding manual for qualitative researchers*. Thousand Oaks, CA: Sage.  
**RECOMMENDED**

### **Audit Trails**

- Rodgers, B. L., & Cowles, K. V. (1993). The qualitative research audit trail: A complex collection of documentation. *Research in Nursing and Health*, 16, 219-226.

### **Epistemology**

- Daly, K. J. (2007). *Qualitative methods for family studies and human development*. Thousand Oaks, CA: Sage. (chapter 2: Epistemological considerations in qualitative research)

- Denzin, N. K., & Lincoln, Y. S. (1998). Introduction: Entering the field of qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Strategies of qualitative inquiry* (pp. 1-34). Thousand Oaks, CA: Sage.
- Gilgun, J. F. (2005). Qualitative research and family psychology. *Journal of Family Psychology*, *19*, 40-50.
- Guba, Y. (1990). The alternative paradigm dialogue. In E. Guba & Y. Lincoln (Eds.), *The paradigm dialog* (pp.17-30). Thousand Oaks, CA: Sage.
- Guba, E. G., & Lincoln, Y. S. (1994). Competing paradigms in qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 105-117). Thousand Oaks, CA: Sage.
- Guba, E. G., & Lincoln, Y. S. (2005). Paradigmatic controversies, contradictions, and emerging confluences. In N. K. Denzin & Y. S. Lincoln (Eds.), *The Sage handbook of qualitative research* (3<sup>rd</sup> ed., pp. 191-216). Thousand Oaks, CA: Sage.
- Kuhn, T. (1962). *The structure of scientific revolutions*. Chicago: University of Chicago Press.
- Weedon, C. (1997). *Feminist practice and poststructuralist theory* (2<sup>nd</sup> ed.). Oxford, UK: Blackwell.

## **Ethics**

- Canadian Institutes of Health Research, Natural Sciences and Engineering Research Council of Canada, and Social Sciences and Humanities Research Council of Canada. (2010, December). *Tri-Council policy statement: Ethical conduct for research involving humans*. Retrieved June 3, 2013 from [http://www.ethics.gc.ca/pdf/eng/tcps2/TCPS\\_2\\_FINAL\\_Web.pdf](http://www.ethics.gc.ca/pdf/eng/tcps2/TCPS_2_FINAL_Web.pdf)
- Corbin, J., & Morse, J. M. (2003). The unstructured interactive interview: Issues of reciprocity and risks when dealing with sensitive topics. *Qualitative Inquiry*, *9*(3), 335-354.
- Ells, C., & Gutfreund, S. (2006). Myths about qualitative research and the Tri-Council Policy Statement. *Canadian Journal on Sociology*, *31*(3), 361-373.
- Lincoln, Y. S. (2005). Institutional review boards and methodological conservatism: The challenge to and from phenomenological paradigms. In N. K. Denzin & Y. S. Lincoln (Eds.), *The Sage handbook of qualitative research* (3<sup>rd</sup> ed., pp. 165-182). Thousand Oaks, CA: Sage.
- Lincoln, Y. S., & Tierney, W. G. (2004). Qualitative research and institutional review boards. *Qualitative Inquiry*, *10*(2), 219-234.
- Morse, J. A. (1998). The contracted relationship: Ensuring protection of anonymity and confidentiality. *Qualitative Health Research*, *8*(3), 301-303.
- van den Hoonaard, W. C. (Ed.). (2002). *Walking the tightrope: Ethical issues for qualitative researchers*. Toronto: University of Toronto Press.

## **Focus Groups**

- Carey, M. A. (1995). Comment: Concerns in the analysis of focus group data. *Qualitative Health Research*, *5*, 487-495.

- Carey, M. A., & Smith, M. W. (1994). Capturing the group effect in focus groups: A special concern in analysis. *Qualitative Health Research, 4*, 123-127.
- Kamberelis, G., & Dimitridis, G. (2005). Focus groups: Strategic articulations of pedagogy, politics, and inquiry. In N. K. Denzin & Y. S. Lincoln (Eds.), *The Sage handbook of qualitative research* (3<sup>rd</sup> ed., pp. 887-908.). Thousand Oaks, CA: Sage.
- Krueger, R. A. (1998). *Analyzing & reporting focus group results* (Focus Group Kit). Thousand Oaks, CA: Sage.
- Krueger, R. A. (1998). *Developing questions for focus groups* (Focus Group Kit). Thousand Oaks, CA: Sage.
- Krueger, R. A. (1998). *Moderating focus groups* (Focus Group Kit). Thousand Oaks, CA: Sage.
- Krueger, R. A., & King, J. A. (1998). *Involving community members in focus groups* (Focus Group Kit). Thousand Oaks, CA: Sage.
- Morgan, D. L. (1988). *Focus groups as qualitative research*. Newbury Park, CA: Sage. (H 61 .28 M67 1988)
- Morgan, D. L. (1988). *The focus group guidebook* (Focus Group Kit). Thousand Oaks, CA: Sage.
- Morgan, D. L., & Scannell, A. U. (1998). *Planning focus groups* (Focus Group Kit). Thousand Oaks, CA: Sage.

### **Interviewing**

- Gubrium, J. F., & Holstein, J. A. (Eds.). (2001). *Handbook of interview research: Context and method*. Thousand Oaks, CA: Sage.
- Gubrium, J. F., & Holstein, J. A. (2003). *Postmodern interviewing*. Thousand Oaks, CA: Sage.
- Holstein, J. A., & Gubrium, J. F. (2003). *Inside interviewing: New lenses, new concerns*. Thousand Oaks, CA: Sage.
- Power, E. M. (2004). Toward understanding in postmodern interview analysis: Interpreting the contradictory remarks of a research participant. *Qualitative Health Research, 14*(6), 858-865.
- Renzetti, C. M., & Lee, R. M. (1993). *Researching sensitive topics*. Thousand Oaks, CA: Sage.
- Rosenblatt, P. C. (2012). One interviewer versus several: Modernist and postmodernist perspectives in qualitative family interviewing. *Journal of Family Theory and Review, 4*, 96-104.
- Rubin, H. J., & Rubin, H. J. (2005). *Qualitative interviewing: The art of hearing data* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Sage. **RECOMMENDED** (H 62 R737 2005)

### **Methodology**

- Caelli, K., Ray, L., & Mill, J. (2003). "Clear as mud": Toward greater clarity in generic qualitative research. *International Journal of Qualitative Methods, 2*(2), 1-24.
- Crotty, M. (1998). *The foundations of social research*. Los Angeles, CA: Sage.
- Holloway, I., & Todres, T. (2003). The status of method: Flexibility, consistency and coherence. *Qualitative Methods, 3*, 345-357.
- Kahlke, R. M. (2014). Generic qualitative approaches: Pitfalls and benefits of methodological mixology. *International Journal of Qualitative Methods, 13*, 37-52. Retrieved February

24, 2015, from <http://ejournals.library.ualberta.ca/index.php/IJQM/article/view/19590/16141>

Lim, J. H. (2011). Qualitative methods in adult development and learning: Theoretical traditions, current practices, and emerging horizons. In C. Hoare (Ed.), *The Oxford handbook of reciprocal adult development and learning* (2nd ed., pp. 39–60). New York, NY: Oxford University Press.

### **Mixed Methods Research**

Tashakkori, A., & Teddlie, C. (Eds.). *Handbook of mixed methods in social and behavioral research*. Thousand Oaks, CA: Sage.

### **Observation**

Kawulich, B. B. (2005). Participant observation as a data collection method. *Forum: Qualitative Social Research*, 6(2), Art. 43. Retrieved May 3, 2011, from <http://www.qualitative-research.net/index.php/fqs/article/view/466>

### **Reflexivity**

Ahern, K. J. (1999). Ten tips for reflexive bracketing. *Qualitative Health Research*, 9, 507-411.

Finlay, L. (2002). Negotiating the swamp: The opportunity and challenge of reflexivity in research practice. *Qualitative Research*, 2(2), 209-230.

McGraw, L. A., Zvonkovic, A. M., & Walker, A. J. (2000). Studying postmodern families: A feminist analysis of ethical tensions in work and family research. *Journal of Marriage and Family*, 62, 68-77.

Sleeter, C. (1998). Activist or ethnographer? Researchers, teachers, and voice in ethnographies that critique. In K. B. deMarrais (Ed.), *Qualitative research reflections: Inside stories* (pp. 49-57). Mahwah, NJ: Lawrence Erlbaum.

Rosenblatt, P. C. (2012). One interviewer versus several: Modernist and postmodernist perspectives in qualitative family interviewing. *Journal of Family Theory and Review*, 4, 96-104.

Sollie, D. L., & Leslie, L. A. (Eds.) (1994). *Gender, families, and close relationships: Feminist research journeys*. Thousand Oaks, CA: Sage.

Watt, D. (2007). On becoming a qualitative researcher: The value of reflexivity. *The Qualitative Report*, 12(1), 82-101. Retrieved February 2, 2009, from <http://www.nova.edu/ssw/QR/QR12-1/watt.pdf>

### **Reliability and Validity**

Morse, J. M. (1997). "Perfectly healthy, but dead": The myth of inter-rater reliability. *Qualitative Health Research*, 7(4), 445-447.

Morse, J. M. (1998). Validity by committee. *Qualitative Health Research*, 8(4), 443-445. **(this is an argument against "member checking")**

- Morse, J. M. (1999). Qualitative generalizability. *Qualitative Health Research*, 9(1), 5-6.
- Morse, J. M., Barrett, M., Mayan, M., Olson, K., & Spiers, J. (2002). Verification strategies for establishing reliability and validity in qualitative methods. *International Journal of Qualitative Methods*, 1(2), article 2. Retrieved June 3, 2013, from [http://www.ualberta.ca/~iiqm/backissues/1\\_2Final/pdf/morseetal.pdf](http://www.ualberta.ca/~iiqm/backissues/1_2Final/pdf/morseetal.pdf)

### **Sampling and Saturation**

- Draucker, C. B., Martsof, D. S., Ross, R., & Rusk, T. B. (2007). Theoretical sampling and category development in grounded theory. *Qualitative Health Research*, 17(8), 1137-1148.
- Guest, G., Bunce, A., & Johnson, L. (2006). How many interviews are enough? An experiment with data saturation and variability. *Field Methods*, 18(1), 59-82.
- Morse, J. (1998). What's wrong with random selection? *Qualitative Health Research*, 8(6), 733-737.
- Morse, J. (1995). The significance of saturation. *Qualitative Health Research*, 5(2), 147-149.
- Morse, J. (2000). Determining sample size. *Qualitative Health Research*, 10(1), 3-5.
- Onwuegbuzie, A. J., & Leech, N. L. (2007). A call for qualitative power analyses. *Quality and Quantity*, 4(1), 105-121.
- Roy, K., Zvonkovic, A., Goldberg, A., Sharp, E., & LaRossa, R. (2015). Sampling richness and qualitative inquiry: Challenges for research with families. *Journal of Marriage and Family*, 77, 243-260.

### **Secondary Data Analysis**

- Hinds, P. S., Vogel, R. J., Clarke-Steffen, L. (1997). The possibilities and pitfalls of doing a secondary data analysis of a qualitative data set. *Qualitative Health Research*, 7, 408-424.

### **Software**

- Bazeley, P. (2007). *Qualitative data analysis with NVivo*. Thousand Oaks, CA: Sage.
- Ford, K., Oberski, I., & Higgins, S. (2000). Computer-aided qualitative analysis of interview data: Some recommendations for collaborative working. *The Qualitative Report*, 4. Retrieved June 10, 2010, from <http://www.nova.edu/ssss/QR/QR4-3/oberski.html>
- Gilbert, L. S. (2002). Going the distance: "Closeness" in qualitative data analysis software. *International Journal of Social Research Methodology*, 5, 215-228. doi: 10.1080/13645570210146276
- Humble, A. M. (2012). Qualitative data analysis software: A call for understanding, detail, intentionality, and thoughtfulness. *Journal of Family Theory and Review*, 4(2), 122-137.
- RECOMMENDED**
- Kelle, U. (Ed.). (1995). *Computer-aided qualitative data analysis, theory, methods and practice*. London: Sage.
- Lewins, A., & Silver, C. (2007). *Using software in qualitative research: A step-by-step guide*. Thousand Oaks, CA: Sage. **RECOMMENDED**

- Lewins, A., & Silver, C. (2009, April). *Choosing a CAQDAS package*. Retrieved March 18, 2010, from <http://cagdas.soc.surrey.ac.uk/PDF/2009ChoosingaCAQDASPackage.pdf>  
**RECOMMENDED**
- Peters, V., & Wester, F. (2007). How qualitative data analysis software may support the qualitative analysis process. *Quality & Quantity*, 41, 635-659.
- Silver, C., & Lewins, A. (2014). *Using software in qualitative research: A step-by-step guide* (2<sup>nd</sup> ed.). London: Sage.
- Taylor, C., Lewins, A., & Gibbs, G. R. (2005). *Debates about the software*. Retrieved March 21, 2010, from [http://onlineqda.hud.ac.uk/Intro\\_CAQDAS/software\\_debates.php](http://onlineqda.hud.ac.uk/Intro_CAQDAS/software_debates.php)

### **Teaching (and learning) Qualitative Research**

- Humble, A. M., & Sharp, E. (2012). Shared journaling as a resource for teaching qualitative methods. *The Qualitative Report*, 17, 1-19 (Article 96). Retrieved June 3, 2013, from <http://www.nova.edu/ssss/QR/QR17/humble.pdf>
- Hunt, M. R., Mehta, A., & Chan, L. S. (2009). Learning to think qualitatively: Experiences of graduate students conducting qualitative health research. *International Journal of Qualitative Methods*, 1(2), article 2. Retrieved September 2, 2009, from <http://ejournals.library.ualberta.ca/index.php/IJQM/article/view/1193/5407>

### **Transcribing**

- Bird, C. M. (2005). How I stopped dreading and learned to love transcription. *Qualitative Inquiry*, 11(2), 226-248.
- Easton, K. L., McComish, J. F., & Greenberg, R. (2000). Avoiding common pitfalls in qualitative data collection and transcription. *Qualitative Health Research*, 10(5), 703-707.
- Poland, B. D. (1995). Transcription quality as an aspect of rigor in qualitative research. *Qualitative Inquiry*, 1(3), 290-310.
- Poland, B. D. (2001). Transcription quality. In J. F. Gubrium & J. A. Holstein (Eds.), *Handbook of interview research: Context and method* (pp. 629-649). Thousand Oaks, CA: Sage.

### **Writing (and reading)**

- Belgrave, L. L., Zablotsky, D., & Guadagno, M. A. (2002). How do we talk to each other? Writing qualitative research for quantitative readers. *Qualitative Health Research*, 12(10), 1427-1439.
- Goldberg, A. E., & Allen, K. R. (2015). Communicating qualitative research: Some practical guideposts for scholars. *Journal of Marriage and Family*, 77, 3-22.
- Kearney, M. H. (2001). Levels and applications of qualitative research evidence. *Research in Nursing & Health*, 4, 145-153.
- Locke, L. F., & Spirduso, W. W., & Silverman, S. J. (2007). *Proposals that work: A guide for planning dissertations and grant proposals* (5<sup>th</sup> ed.). Thousand Oaks, CA: Sage.
- Matthews, S. H. (2005). Crafting qualitative research articles on marriages and families. *Journal of Marriage and Family*, 67, 799-808.

- Morse, J. M. (1996). "Revise and resubmit": Responding to reviewers' reports. *Qualitative Health Research*, 6(2), 149-151.
- Morse, J. M. (2003). A review committee's guide for evaluating qualitative proposals. *Qualitative Health Research*, 13(6), 833-851.
- Morse, J. M. (2004). How to revise an article. *Qualitative Health Research*, 14(4), 447-448.
- Morse, J. (2007). Qualitative researchers don't count. *Qualitative Health Research*, 17(3), 287. **(this says we shouldn't count, but see Sandelowski's 2001 article in this same section for another perspective...)**
- Morse, J. M. (2007). Reasons for rejection/reasons for acceptance. *Qualitative Health Research*, 17(9), 1163-1164.
- Piantanida, M., & Garman, N. B. (1999). *The qualitative dissertation*. Thousand Oaks, CA: Sage.
- Rudestam, K. E., & Newton, R. R. (2007). *Surviving your dissertation: A comprehensive guide to content and process* (3<sup>rd</sup> ed.). Thousand Oaks, CA: Sage.
- Sandelowski, M. (1994). The use of quotes in qualitative research. *Research in Nursing & Health*, 17, 479-482.
- Sandelowski, M. (1998). Writing a good read: Strategies for re-presenting qualitative data. *Research in Nursing & Health*, 21, 375-382.
- Sandelowski, M. (2001). Real qualitative researchers don't count: The use of numbers in qualitative research. *Research in Nursing & Health*, 24, 230-240. **(see Morse's 2007 article for a different view)**
- Sandelowski, M., & Barroso, J. (2002). Reading qualitative studies. *International Journal of Qualitative Methods*, 1(1), Article 5. Retrieved March 16, 2008, from [http://www.ualberta.ca/~iiqm/backissues/1\\_1Final/pdf/sandeleng.pdf](http://www.ualberta.ca/~iiqm/backissues/1_1Final/pdf/sandeleng.pdf)
- Sandelowski, M., & Barroso, J. (2003). Writing the proposal for a qualitative research methodology project. *Qualitative Health Research*, 13, 781-820.
- Sandelowski, M., & Barroso, J. (2003). Classifying the findings in qualitative studies. *Qualitative Health Research*, 13(7), 905-923. **RECOMMENDED**

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## Action Research

- The Alberta Teachers' Association. (2002). *Action research guide for Alberta teachers*. Retrieved February 11, 2008, from <http://www.teachers.ab.ca/NR/rdonlyres/708CB2AF-4506-4A0B-851A-03734A15961B/0/ActionResearch.pdf>
- Herr, K., & Anderson, G. L. (2005). *The action research dissertation: A guide for students and faculty*. Thousand Oaks, CA: Sage.
- Kemmis, W. L., & Crabtree, B. F. (2005). Participatory action research: Communicative action and the public sphere. In N. K. Denzin & Y. S. Lincoln (Eds.), *The Sage handbook of qualitative research* (3<sup>rd</sup> ed., pp. 559-604). Thousand Oaks, CA: Sage.
- McNiff, J. (1991). *Action research: Principles and practice*. London: Routledge.
- McNiff, J. (1993). *Teaching as learning: An action research approach*. London: Routledge.
- McNiff, J., Lomax, P., & Whitehead, J. (1996). *You and your action research project*. London: Routledge.



Small, S. A. (1995). Action-oriented research: Models and methods. *Journal of Marriage and Family*, 57, 941-955.

### **Autoethnography**

- Morse, J. M. (2002). Writing my own experience... *Qualitative Health Research*, 12(9), 1159-1160. **(note: this article is discouraging new students from doing autoethnography)**
- Jones, S. H. (2005). Autoethnography: Making the personal political. In N. K. Denzin & Y. S. Lincoln (Eds.), *The Sage handbook of qualitative research* (3<sup>rd</sup> ed., pp. 763-792). Thousand Oaks, CA: Sage.

### **Arts-Based Research**

- Barone, T., & Eisner, E. W. (1997). Arts-based educational research. In M. Jaeger (Ed.), *Complementary methods for research in education* (2nd ed., pp. 73-116). Washington, DC: American Educational Research Association.
- Cole, A., Neilsen, L., Knowles, J. G., & Luciani, T. (Eds.). (2004). *Provoked by art: Theorizing arts-informed research* (Volume 2: Arts-informed inquiry series). Halifax, NS: Backalong Books and The Centre for Arts-Informed Research.
- Lafreniere, D., & Cox, S., & (2013). If you can call it a poem. *Qualitative Research*, 13, 316-334.
- Finley, S. (2005). Arts-based inquiry: Performing revolutionary pedagogy. In N. K. Denzin & Y. S. Lincoln (Eds.), *The Sage handbook of qualitative research* (3<sup>rd</sup> ed., pp. 681-694). Thousand Oaks, CA: Sage.
- Irwin, R., & de Cosson, A. (Eds.). (2004). *a/r/tography: Rendering self through arts-based living inquiry*. Vancouver, BC: Pacific Educational Press.
- Knowles, J. G., & Cole, A. (Eds.). (2007). *Handbook of the arts in qualitative research: Perspectives, methodologies, examples, and issues*. Thousand Oaks, CA: Sage.
- Knowles, J. G., Luciani, T. C., Cole, A. L., & Neilson, L. (Eds.). (2007). *The art of visual inquiry* (Volume 3: Arts-informed inquiry series). Halifax, NS: Backalong Books and Centre for Arts-informed Research.
- Neilsen, L., Cole, A. L., & Knowles, J. G. (2001). *The art of writing inquiry* (Volume 1: Arts-informed inquiry series). Halifax, NS: Backalong Books and Centre for Arts-informed Research.
- Vannini, P. (Ed.). (2012). *Popularizing research: Engaging new genres, media, and audiences*. New York: Peter Lang.

### **Case Studies**

- Corcoran, P. B., Walker, K. E., & Wals, A. E. J. (2004). Case studies, make-your-case studies, and case stories: A critique of case-study methodology in sustainability in higher education. *Environmental Education Research*, 10(1), 7-21.
- Flyvbjerg, B. (2006). Five misunderstandings about case-study research. *Qualitative Inquiry*, 12(2), 219-245.
- Gilgun, J. F. (1994). A case for case studies in social work research. *Social Work*, 39, 371-380.

- Luck, L., Jackson, D., & Usher, K. (2006). Case study: A bridge across the paradigms. *Nursing Inquiry*, 13(2), 103-109.
- Merriam, S. B. (1998). *Qualitative research and case study applications in education: Revised and expanded from case study research*. San Francisco, CA: Jossey-Bass.
- Stake, R. E. (1995). *The art of case study research*. Thousand Oaks, CA: Sage.
- Yin, R. K. (2003). *Case study research: Designs and method* (3<sup>rd</sup> ed.). Thousand Oaks, CA: Sage.

### **Content Analysis**

- Elo, S., & Kyngäs, H. (2007). The qualitative content analysis process. *Journal of Advanced Nursing*, 62(1), 107-115.
- Hsieh, H., & Shannon, S. E. (2005). Three approaches to qualitative content analysis. *Qualitative Health Research*, 15(9), 1277-1288.

### **Ethnography**

- Lofland, J., Snow, D. A., Anderson, L., & Lofland, L. H. (2005). *Analyzing social settings: A guide to qualitative observation and analysis* (4<sup>th</sup> ed.). Belmont, CA: Wadsworth.
- Sleeter, C. (1998). Activist or ethnographer? Researchers, teachers, and voice in ethnographies that critique. In K. B. deMarrais (Ed.), *Qualitative research reflections: Inside stories* (pp. 49-57). Mahwah, NJ: Lawrence Erlbaum.

### **Evaluation**

- Patton, M. Q. (2002). *Qualitative research and evaluation methods* (3<sup>rd</sup> ed.). Thousand Oaks, CA: Sage.
- Patton, M. Q. (2008). *Utilization-focused evaluation* (4<sup>th</sup> ed.). Thousand Oaks, CA: Sage.

### **Feminist Research**

- Reinharz, S. (1992). *Feminist methods in social research*. New York: University Oxford Press.
- [also see “Epistemology” section](#)

### **Grounded Theory**

- Charmaz, K. (2006). *Constructing grounded theory: A practical guide through qualitative analysis*. Thousand Oaks, CA: Sage. **RECOMMENDED**
- Strauss, A. (1987). *Qualitative analysis for social scientists*. New York: Cambridge University Press. (H 61 S8824 1987)

### **Institutional Ethnography**

- Campbell, M., & Manicom, A. (1995). *Knowledge, experience and ruling relations: Studies in the social organization of knowledge*. Toronto: University of Toronto Press.
- Gregor, F., & Campbell, M. (2004). *Mapping social relations: A primer in doing institutional ethnography*. Lanham, MD: AltaMira Press.
- Smith, D. (1987). *The everyday world as problematic: A feminist sociology*. Toronto: University of Toronto Press.

### **Narrative Inquiry**

- Clandinin, D. J., & Connelly, F. M. (2000). *Narrative inquiry: Experience and story in qualitative research*. San Francisco: Jossey-Bass.
- Kenyon, G. M., & De Vries, B. (Eds.) (2001). *Narrative gerontology: Theory, research, and practice*. New York: Springer.
- Randall, W. L., & Kenyon, G. M. (2004). Time, story, and wisdom: Emerging themes in narrative gerontology. *Canadian Journal on Aging, 23*, 333-346.

### **Phenomenology**

- Cohen, M. Z., & Omery, A. (1994). Schools of phenomenology: Implications for research. In J. M. Morse (Ed.), *Critical issues in qualitative research methods* (pp. 136-156). Thousand Oaks: CA: Sage.
- Moustakas, C. (1994). *Phenomenological research methods*. Thousand Oaks, CA: Sage.
- van Manen, M. (1990). *Researching lived experience: Human Science for an action sensitive pedagogy*. London, Ontario: University of Western Ontario, Althouse Press.

### **Qualitative Description/Interpretive Description**

- Sandelowski, M. (2000). Whatever happened to qualitative description? *Research in Nursing and Health, 23*, 334-340.
- Sandelowski, M. (2010). What's in a name? Qualitative description revisited. *Research in Nursing and Health, 33*, 77-84.
- Thorne, S. (2008). *Interpretive description*. Walnut Creek, CA: Left Coast Press.
- Thorne, S., Kirkham, S. R., & O'Flynn-Magee, K. (2004). The analytic challenge in interpretive description. *International Journal of Qualitative Methods, 3*(1). Retrieved March 9, 2012, from: <http://ejournals.library.ualberta.ca/index.php/IJQM/article/view/4481/3619>

### **miscellaneous**

- Baker, C. B., Wuest, J., & Noerager Stern, P. (1992). Method slurring: the grounded theory/phenomenology example. *Journal of Advanced Nursing, 17*, 1355-1360.

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### **Journals**

(You will find helpful articles related to qualitative methodology in these journals, as well as examples of good qualitative research)

*Field Methods*

*Forum: Qualitative Social Research*

*Journal of Mixed Methods Research*

*International Journal of Qualitative Methods*

*International Journal of Qualitative Studies in Education*

*International Review of Qualitative Research*

*International Journal of Social Research Methodology*

*Qualitative Inquiry*

*Qualitative Health Research*

*The Qualitative Report*

*Qualitative Research Journal*

*Quality & Quantity*

more specific ones...

*Ethnography and Education*

*The Grounded Theory Review*

*The Indo-Pacific Journal of Phenomenology*

*Journal of Phenomenological Psychology*

*Narrative Inquiry*

*Phenomenology + Pedagogy* (1982 – 1992, discontinued now, but articles from back copies are available at Max van Manen's website)

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## **Websites**

(Journals that can be accessed for free through their webpages have their webpage addresses listed here. For other journals, you will have to go through library databases to access their articles)

Association for Qualitative Research

<http://www.aqr.org.uk/>

[http://www.latrobe.edu.au/aqr/index.php?option=com\\_frontpage&Itemid=1](http://www.latrobe.edu.au/aqr/index.php?option=com_frontpage&Itemid=1)

Centre for Advanced Research in Phenomenology

<http://www.phenomenologycenter.org/>

<http://www.phenomenologycenter.org/najour.htm> (this lists journals that are receptive to publishing phenomenological research)

Centre for Narrative Inquiry

<http://www.geocities.com/Athens/Delphi/9759/main02.html>

*Forum: Qualitative Social Research*

<http://www.qualitative-research.net/fqs/fqs-eng.htm>

*Ethnography and Education*

<http://www.tandf.co.uk/journals/titles/17457823.asp> (can get access to one month free)

The Grounded Theory Institute  
<http://www.groundedtheory.com/>

International Institute for Qualitative Methodology  
<http://www.uofaweb.ualberta.ca/iiqm/index.cfm>

International Centre for Qualitative Inquiry  
<http://www.c4qi.org/>

*International Journal of Qualitative Methods*  
<http://ejournals.library.ualberta.ca/index.php/IJQM/index>

List of journals in phenomenological tradition  
[http://www.homepages.ed.ac.uk/pmilne/journals\\_html/phen.html](http://www.homepages.ed.ac.uk/pmilne/journals_html/phen.html)

Lyn Richards (supplement to “Handling Data” book)  
<http://www.uk.sagepub.com/richards/> **RECOMMENDED**

Max van Manen  
<http://www.phenomenologyonline.com/>

*Narrative Inquiry*  
<http://www.clarku.edu/faculty/mbamberg/narrativeINQ/>

Online QDA  
<http://onlineqda.hud.ac.uk/> (also has some interesting resources, such as a list of various qualitative methodologies and suggested readings)

Phenomenology Online  
<http://www.phenomenologyonline.com/home.html>

Qual Page  
<http://www.qualitativeresearch.uga.edu/QualPage/>

*The Qualitative Report* (has many resources other than the journal)  
<http://www.nova.edu/ssss/QR/index.html> (the journal)  
<http://www.nova.edu/ssss/QR/WQR/index.html> (a weekly report that includes resources, such as recent notable qualitative research, etc.)

(list of) qualitative research journals  
<http://www.slu.edu/organizations/qrc/QRjournals.html>

*Qualitative Research Journal*  
<http://www.latrobe.edu.au/aqr/index.php?option=content&task=view&id=17&Itemid=35>

*Qualitative Researcher*  
[http://www.cardiff.ac.uk/socsi/qualiti/qualitative\\_researcher.html](http://www.cardiff.ac.uk/socsi/qualiti/qualitative_researcher.html)

Qualitative Research for the Human Sciences listserv (information on how to subscribe is included at the end of this document)  
<http://www.listserv.uga.edu/archives/qualrs-l.html>

Qualiti: Qualitative Research Methods in the Social Sciences: Innovation, Integration and impact  
<http://www.cardiff.ac.uk/socsi/qualiti/index.html>

Research Talk, Inc  
<http://www.researchtalk.com/>

Richard Krueger

<http://www.tc.umn.edu/~rkrueger/index.html>

Stanford Encyclopedia of Philosophy

<http://plato.stanford.edu/entries/phenomenology/>

*The Indo-Pacific Journal of Phenomenology*

<http://www.ipjp.org/>

Local internet resources related to ethics...

Halifax School Board (for research requests)

<http://www.hrsb.ns.ca/content/id/540.html>

MSVU Research homepage

<http://www.msvu.ca/en/home/research/default.aspx>

MSVU Research homepage- information about ethics review

<http://www.msvu.ca/en/home/research/researchethics/default.aspx>

Tri-council Policy Statement: Ethical Conduct for Research Involving Humans

[http://www.pre.ethics.gc.ca/pdf/eng/tcps2/TCPS\\_2\\_FINAL\\_Web.pdf](http://www.pre.ethics.gc.ca/pdf/eng/tcps2/TCPS_2_FINAL_Web.pdf)

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### **Software websites**

Atlas.ti

<http://www.atlasti.com/>

CAQDAS (Computer Assisted Qualitative Data Analysis) Networking Project **RECOMMENDED**

<http://caqdas.soc.surrey.ac.uk/>

MAXQDA

<http://www.maxqda.com/>

NVivo

<http://www.qsrinternational.com/default.aspx>

Qualitative Data Analysis Program

<http://www.qdap.pitt.edu/cat.htm>

**This section contains information on three email discussion groups QUALRS-L, QUAL-SOFTWARE, and QRS-FORUM**

**Please note:** Various programs (so far I know of Atlas.ti, MAXQDA, and NVivo) have facebook pages as well.

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## **1. QUALRS-L USER GUIDE**

<http://www.listserv.uga.edu/archives/qualrs-l.html>

FROM THE LISTOWNER: JUDITH PREISSLE

ABOUT QUALRS-L

QUALRS-L is an electronic discussion group for those interested in using qualitative research for studying humans. It began in 1991 as a way to extend the Qualitative Interest Group (QUIG) discussions beyond our local community, the University of Georgia, and to follow up on the annual QUIG conference held here each January.

The scope and nature of qualitative research is one of the ongoing debates sometimes addressed by users of this list. I use the label "qualitative research" for approaches to inquiry that depend on elaborated accounts of what we see, hear, taste, touch, smell, and experience. It has roots in cultural anthropology, field sociology, and the professional fields. Qualitative research includes field research, case study research, ethnography, document and content analysis, interview and observational research, community study, and life history and biographical studies. Other names sometimes used as synonyms for qualitative research are interpretive, naturalistic, phenomenological, and descriptive. Qualitative research is associated with such theories as symbolic interactionism, constructivism, and ethnomethodology. Qualitative researchers have a lot of fun, which sustains them through the aggravation, frustration, uncertainty, and sheer slipperiness of most of the approaches to inquiry considered qualitative.

THE BASICS

SUBSCRIBING TO QUALRS-L:

To subscribe to QUALRS-L, send an email message addressed to:  
LISTSERV@LISTSERV.UGA.EDU

In the body of the message, type:

SUBSCRIBE QUALRS-L first name last name

For example, if I wished to subscribe myself to the list, I would send the message

SUBSCRIBE QUALRS-L Judith Preissle

The same address, [LISTSERV@LISTSERV.UGA.EDU](mailto:LISTSERV@LISTSERV.UGA.EDU), is used for all correspondence about your subscription.

#### TO STOP YOUR SUBSCRIPTION

To stop subscribing permanently to QUALRS-L, send the message:

SIGNOFF QUALRS-L

#### TO STOP MAIL FOR A WHILE

When you are going on vacation or otherwise will not be checking your mail, you should stop receiving QUALRS-L temporarily; otherwise your mail box will overflow, and mail will be returned, causing unnecessary headaches to the listowner. To avoid this, send this message to [LISTSERV@LISTSERV.UGA.EDU](mailto:LISTSERV@LISTSERV.UGA.EDU):

SET QUALRS-L NOMAIL

To restart your mail, send a message:

SET QUALRS-L MAIL

#### MORE COMMANDS

To get a full menu of Listserv commands, send this message:

INFO REFCARD

To obtain a nonmail file of the directory of current members:

REVIEW QUALRS-L

#### OTHER QUIG RESOURCES

Calls for proposals for the QUIG conference at the University of Georgia are distributed by post mail and this list. To obtain a copy of electronic proceedings of previous QUIG conferences (from 1992 on) from gopher, use the address:

GOPHER MOE.COE.UGA.EDU

Then look through the directory for QUIG92, QUIG93, etc.

To obtain QUIG conferences proceedings through FTP, use the address:

FTP MOE.COE.UGA.EDU

**\*\* To send a message to the listserv, use this address:**

**[QUALRS-L@LISTSERV.UGA.EDU](mailto:QUALRS-L@LISTSERV.UGA.EDU)**

#### EMAIL ETIQUETTE

Because this list is not moderated, I ask subscribers to follow some general practices. First, keep discussion focused on topics related to qualitative research. When participating in a general



discussion, label as the "subject" the topic or message you are responding to, as several strands of discussion may be going on at once. Second, when replying to a message, please provide only a summary of what you are replying to or delete all of the original message except what is pertinent to understanding your response. Third, if you have a response to a message not likely to be of general interest, address it to that individual, rather than replying to the whole list. Unless you address them differently, all your replies to the list get general distribution. Finally, Bob Dick (bd@psy.uq.oz.au; bdick@scu.edu.au; bdick@peg.apc.org) shared with me some of his thoughts on civil netiquette. I offer them as helpful to all of us.

"On a few occasions I've found myself in what threatened to become a heated argument on newsgroups or mailing lists. If I do what I would do face to face, it seems to work out fine. Some of the general principles which seem to apply to both:

- understand the other person before seeking to be understood;
- assume the other person is well-intentioned, and seek to make this assumption explicit;
- assume that there is a way of framing the issue that makes both of you "right";
- try to build a person-to-person relationship with the other person;
- as far as possible, deal with it privately rather than publicly;
- don't leave important issues unspoken, even if they are difficult to raise--get it on to the verbal channel, explicitly, and don't leave it to the nonverbals;
- if all else fails, slow the process down."

#### OCCASIONAL TECHNICAL PROBLEMS

When the address automatically attached to your messages by your mailer (the computer that handles your email) is changed by your local computer people, they may just program the mailer to forward messages for your old address to your new address. Most local people inform you of the change so that you can make changes in your subscriptions, but lapses do occur--yours and theirs.

Hence, when you wish to change something in your QUALRS-L subscription later on, the listserver doesn't know who you are because you're messaging from your new address. When this occurs, let me know; I can usually figure out who you used to be

even if you've forgotten that address. If I can't solve the problem, my local gurus are experienced internet detectives. Meantime you'll help us both if--when you are informed of these address changes--you unsubscribe from your old address and resub with your new address.

Each day I get returned mail from subscribers. This happens in these instances when people forget to unsubscribe to lists when their email accounts are changed or terminated or when they allow their boxes to overflow. Local mail servers may crash, or traffic jams may occur on the internet.

In these situations, there is no way for me to get in touch with you via computer, so I have two choices. If the returned mail indicates an overloaded mailbox, I set your subscription to "NOMAIL." Otherwise, I unsubscribe you. That is the only way I can keep my mail from being clogged with your returned mail. Don't take this personally; just figure out what the problem is, fix it, and then reset your subscription. You may always contact me for advice on these issues at [jude@arches.uga.edu](mailto:jude@arches.uga.edu).

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## 2. QUAL-SOFTWARE

This discussion group is run by the CAQDAS Networking Project, with the goal to “increase awareness and debate about Computer Assisted Qualitative Data Analysis Software. This e-mail discussion group seeks to create an instant forum for users and developers to air problems, offer opinions, argument & advice on the variety of packages in use”.

<http://www.jiscmail.ac.uk/QUAL-SOFTWARE>

To send a message to all the people currently subscribed to the list,

email to [QUAL-SOFTWARE@JISCMAIL.AC.UK](mailto:QUAL-SOFTWARE@JISCMAIL.AC.UK).

You can also visit <http://www.jiscmail.ac.uk/QUAL-SOFTWARE> and post from the link on that page.

From the homepage, you can also

- manage your subscription
- browse the archives of the list
- visit the file-store area
- meet with colleagues for a real-time discussion in the 'Discussion Room' facility
- use the Make a Meeting function

first visit [www.jiscmail.ac.uk](http://www.jiscmail.ac.uk) and register a password from the link on

the left of the page.

You may leave the list at any time by sending a command to [LISTSERV@JISCMAIL.AC.UK](mailto:LISTSERV@JISCMAIL.AC.UK) in the following format leaving the subject line blank:

```
SIGNOFF QUAL-SOFTWARE
```

You can tell LISTSERV how you want it to confirm the receipt of messages you send to the list:. Options are as follows:

send the command:

```
SET QUAL-SOFTWARE REPRO
```

and LISTSERV will send you a copy of your own messages, so that you can see that the message was distributed successfully.

Alternatively, if you send the command:

```
SET QUAL-SOFTWARE ACK NOREPRO
```

LISTSERV will mail you a short acknowledgement instead. Finally, you can turn off acknowledgements completely by sending:

```
SET QUAL-SOFTWARE NOACK NOREPRO
```

Following instructions from the list owner, your subscription options have been set to "NOACK REPRO" rather than the usual LISTSERV defaults. For more information about subscription options, send a "QUERY QUAL-SOFTWARE" command to [LISTSERV@JISCMAIL.AC.UK](mailto:LISTSERV@JISCMAIL.AC.UK).

Messages sent to this list are automatically archived. You can get a list of the available archive files by sending the command:

```
INDEX QUAL-SOFTWARE
```

You can then order these files with the command:

```
GET QUAL-SOFTWARE LOGxxxx
```

 command, or using LISTSERV's database search facilities. Send the command

```
INFO DATABASE
```

for more information on the latter.

If you wish to receive the digest version of postings to this list, send the command:

## SET QUAL-SOFTWARE DIGEST

Please note that it is presently possible for other people to determine that you are signed up to the list through the use of the "REVIEW" command, which returns the e-mail address and name of all the subscribers. If you do not want your name to be visible, just issue the command:

## SET QUAL-SOFTWARE CONCEAL

More information on LISTSERV commands can be found in the LISTSERV reference card, which you can retrieve by sending the command:

## INFO REFCARD

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**3. QSR-FORUM** is an email list of Nud\*Ist and NVivo users and support people.

Here is how the qsr-forum describes itself:

The Forum has become one of the most popular discussion sites on qualitative computing, with over 600 members worldwide. It brings together QSR NUD.IST users, commentators, developers, distributors and others from around the world in discussions of research issues and needs, techniques of data analysis, upcoming software releases, specific innovations, projects, problems, support and wish lists for future developments. You don't have to be a user of the software to take part. Discussion is not restricted to QSR NUD.IST, but ranges to the more general problems of qualitative data analysis and its methods.

Because of Netiquette, please don't direct commercial queries about QSR NUD.IST to the mailing list, but to [help@qsr.com.au](mailto:help@qsr.com.au)

How to subscribe to the qsr-forum mailing list

Send a message to

[mailing-list-request@qsr.com.au](mailto:mailing-list-request@qsr.com.au)

Include the following in the *\*body\** of the message.

SUBSCRIBE qsr-forum your-first-name your-last-name

How to post messages to the qsr-forum Mailing List

You will receive a reply and other messages that have instructions on how to mail to the group and any 'netiquette' rules. But once you are subscribed to the list you can send messages to everyone on the list by mailing messages to: [qsr-forum@qsr.com.au](mailto:qsr-forum@qsr.com.au)