COURSE: Qualitative Research Methods
PROGRAM: Research Methods School
SEMESTER AND YEAR: 1st 2023
CLASS-HOURS: 30 hours
PROFESSOR: Eliane Pereira Zamith Brito
LANGUAGE: English

Course Description

This course is introductory to qualitative research methods. Students will be exposed to the most traditional research approaches in management using qualitative research methods. In addition to research methods, the course briefly introduces other aspects related to scientific knowledge building, such as ontology and epistemology. The course address theoretical and practical perspectives in conducting qualitative studies in management.

Learning Goals

The course learning goals are presented in the table below. It also shows how the course contributes to the learning goals of the Ph.D. program (CMCDAE).

Level of contribution *			
High	**Medium**	**Low**	**None**
●●●	●●○	●○○	○○○

CMCDAE Objectives	Course learning goals	Level of Contribution
Qualitative research methods	Understand different perspectives and research methods with qualitative data. Understand important aspects of the researcher's ethical position.	●●●
Quantitative research methods		○○○
Knowledge of research themes and theory		○○○
Research procedures	Develop an overview of research designs of different perspectives of management knowledge building using qualitative data.	●●○
Relevance and innovation in research	Develop relevant and innovative research proposals using methods that are reliable and widely accepted by the scientific community in management.	●○○
Development of academic papers	Understand the criteria for evaluating the quality of research with qualitative data published in relevant publications in management.	●○○

The full description of the CMCDAE objectives, and other related information, may be found at https://rebrand.ly/cmae-eaesp (masters) e https://rebrand.ly/cdae-eaesp (doctorate).

Content

1. Philosophies underpinning qualitative research
2. Qualitative research design
3. Data collection
   a. Types of interviews
   b. Observation
   c. Documents or secondary data
   d. Research notes
   e. Visual data
4. Data analysis and interpretation
5. Qualitative research approaches in management
6. Assessing qualitative research
7. Reflexivity in qualitative research
8. Ethical research practice

Learning methodology

The course uses a student-reflection-based learning approach. Students are expected to study the texts indicated in depth for class discussions. In addition, they are expected to have active and theory-based participation. Bring your notes and doubts to support your participation in the discussions.

Classes will include interactive lectures conducted by the professor or guests, presentation and discussion of bibliographical references indicated a priori, discussion of texts with examples of the application of qualitative methods in management, and activities for practising the methods.

Students assessment

Individual assessment: Students will have to present tasks that are indicated as preparatory activities for each session. Participation in session discussions is a fundamental element of the individual assessment. The quality of the preparatory activities and participation in the discussions will be considered as evidence that the participant actually read the texts indicated for the session and thought about the content, thus preparing for the session. In discussions, the so-called "stupid questions" that no one else is willing to ask but which open up productive avenues for discussion in the group will be positively valued. Constructive and respectful criticism or opposition to other participants' contributions will also be appreciated. Unexcused absences and lack of preparation will count heavily against the participant's grade. Deposit the activities through the link in the e-class, and always identify your files with your name.

Group activities: Participants will be asked to present in collaboration with other colleagues text analysis or application of techniques. Group members will be evaluated for the presentation's depth, objectivity, and critical and didactic posture. Additionally, the group is expected to encourage other participants to contribute to the discussion through questions, examples, criticism, games, and other possibilities.

Individual final essay: At the end of the course, participants must submit a text in which a research topic in management is identified, and the student proposes a study using qualitative methods. The research question, data collection, and analysis methods must be indicated and justified. The text must contain at least five references from journals with a high impact factor in the area to position the research question, using gap-spotting or problematization mechanisms. The justifications for the methods must be supported by the texts discussed in the classes or other references chosen by the essay's author. This work must be presented in Word, and the central body of the text has to be between 1500 and 1700 words. The proposed structure of the text is as follows.
1. Contextualization;
2. Theoretical problematization or gap-spotting, which culminates in the presentation of the objective or research question of the study and
3. Discussion of the methodological ways to reach the objective of the study, including considerations about the quality of the research and ethical aspects in its conduction.
The evaluation of the work will consider the text quality (alignment of ideas and parts), the quality of the references included, the clarity of the research proposal, and the justifications for the proposed methods, including the fit to the intended research. It must be submitted through an e-class link by June 21st 2023.

Individual written or oral summary essays	30%
Individual participation in classes	30%
Group activities	15%
Final individual	25%

Academic Integrity

FGV/EAESP views academic honesty as one of its highest and most essential values in its mission to educate and train competent, honorable and socially responsible professionals. Therefore, in accordance with EAESP's Code of Conduct, cheating, submitting third-party reports, plagiarism, forging information, taking advantage of third-party copyrights without acknowledgment or any other dishonesty will not be tolerated.

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Session's Plan

	Session topic	References	Handling before class starts
Class 1 03/05	Paradigms in scientific research	1. Gephart (2004) 2. Haynes (2012) **Complementary** Denzin and Lincoln (2006)	Read texts 1 and 2 and record up to 5 minutes of audio on your understanding of paradigms in management research and the researcher's reflexivity. (10 points)
Class 2 10/05	Designs of qualitative research	1. Flick, von Kardoff and Steinke (2004, chapter 1 - What is Qualitative Research?) 2. Creswell (2007, chapter 3 - designing a qualitative study) 3. Sandberg and Alvesson (2011)	Read session references 1, 2 and 3 and prepare an essay of up to 800 words on gap-spotting and problematization. (10 points)
Class 3 17/05	Data collection	1. Creswell (2007, chapter. 7 - data collection) 2. Belk, Fischer and Kozinets (2012, cap. 3 - depth interviews) 3. Spradley (1980, p.53-62) **Complementary** Spradley (1979, p.55-68) Guest, Bunce and Johnson (2006)	Read session references 1, 2 and 3 and prepare an interview guide for a study on organizational political activism. (10 points)
Class 4 24/05	Case study	1. Eisenhardt (1989) **Example** Wu et al. (2022) **Complementary** Siggelkow (2007) Eisenhardt and Graebner (2007)	Read Eisenhardt (1989) and record up to 5 minutes of audio on your understanding of the case study research method's main characteristics and if it is possible to build a theory based on case study research. (10 points) Interview one person between 20 and 30 years old using the interview guide prepared in the last session by the students as a group. The interview has to last at least 30 minutes. Transcribe the interview word by word. (15 points)
**24/05 Presentation of final essay outline – up to 5 minutes**		
Class 5 31/05	Ethnography and Netnography	1. Van Maanen (2011) **Examples** Alcadipani (2010) Kozinets, Patterson and Ashman (2017) **Complementary** 1. Kozinets (2020)	Read the session's reference and prepare an essay of up to 800 words on the main characteristics of ethnography. (10 points)
Class 6 14/06	Grounded Theory	1. Charmaz (2008) 2. Suddaby (2006) **Example** Sawhney (2006) **Complementary** Cepellos and Tonelli (2020)	Read Eisenhardt (1989) and record an up to 5-minute audio on the main difference between grounded theory and ethnography. (10 points)
Class 7 21/06	Data analysis	1. Saldaña (2009, p.1-44) 2. King (2012)	Read references 1 and 2 and prepare a preliminary codification of two interviews of class 3. The interviews are available in the e-class content compartment. (15 points)
**21/06 Final essay delivery**		
Class 8 28/06	Quality and ethical aspects of qualitative research	1. Tracy (2010) 2. Symon and Cassell (2012, chapter 12 - Assessing qualitative research)	Read the session's references and then record up to 5-minute audio on the primary authors' recommendation to reach quality in qualitative research. (10 points)

References

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