Qualitative Inquiry and Research Design 5th edition Creswell Test Bank

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Instructor Manual

Chapter 1
Introduction to Qualitative Inquiry and Research Design

CHAPTER SUMMARY

Chapter 1 begins with the origins of the textbook and its purpose to examine five different qualitative inquiry approaches—narrative, phenomenology, grounded theory, ethnography, and case studies. The design of a qualitative study is related to the specific approach taken to qualitative research. It defines qualitative research and presents references to learn more about the five approaches presented.

Questions for Discussion

- Why focus on examining five approaches to qualitative inquiry?
- What does positioning oneself as a qualitative researcher involve?
- What are the distinguishing characteristics of qualitative research?
- What are the key readings for each of the five selected approaches?

Rationale for Our Approach to the Book

- Five approaches to qualitative inquiry: narrative, phenomenology, grounded theory, ethnography, and case studies
- Examine the five approaches to qualitative inquiry side-by-side in order to see their differences.
- The approaches differ throughout the process of research, including the introduction to a study through its purpose and research questions, data collection, data analysis, report writing, and standards of validation and evaluation.

Positioning Ourselves

- The authors are interested in the composition of qualitative research and promoting the use of findings and processes.
- The authors were initially quantitative researchers.

Defining Qualitative Research

- **Qualitative research** begins with assumptions and the use of interpretive/theoretical frameworks that inform the study of research problems addressing the meaning individuals or groups ascribe to a social or human problem. To study this problem,

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qualitative researchers use an emerging qualitative approach to inquiry, the collection of data in a natural setting sensitive to the people and places under study, and data analysis that is both inductive and deductive and establishes patterns or themes. The final written report or presentation includes the voices of participants, the reflexivity of the researcher, a complex description and interpretation of the problem, and its contribution to the literature or a call for change (Creswell, 2013, p. 44).

Distinguishing Characteristics

- Natural setting: collecting data in the field and at the site where the participants experienced the issue or problem being studied.
- Researchers as key instrument collecting data: researchers collect data themselves through examining documents, observing behavior, and interviewing participants.
- Multiple methods of data collection: interviews, observations, and documents, for example. Use more than one data source.
- Complex reasoning through inductive and deductive logic: researchers organize data inductively into increasingly more abstract units of information while also using deductive thinking to constantly check their themes against the data.
- Participants' multiple perspectives and meanings held by participants about the problem or issue; theme developed in a qualitative report should reflect these multiple perspectives.
- Context-dependent of participants and sites: researcher seeks an understanding of context and its influence on experiences.
- Emergent design and all phases may change or shift.
- Reflexivity as researchers position themselves in a qualitative study.
- Complex account: describe the complex interactions of factors in any situation.

Selection of Five Approaches

- There are numerous classifications or typologies for qualitative research.
- The five approaches arose out of authors' personal interest and what appeared to be most common in health, behavioral, and social sciences.
- These approaches have systematic procedures for inquiry.

Key Book Readings

Narrative Research

- Clandinin, D. J. (2023). *Engaging in narrative inquiry* (2nd ed). Routledge.
- Riessman, C. K. (2008). *Narrative methods for the human sciences.* Sage.

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Phenomenology

- Moustakas, C. (1994). *Phenomenological research methods.* Sage.
- van Manen, M. (2023). *Phenomenology of practice: Meaning-giving methods in phenomenological research and writing* (2nd ed). Routledge.

Grounded Theory

- Charmaz, K. (2014). *Constructing grounded theory (2nd ed).* Sage.
- Corbin, J., & Strauss, A. (2015). *Basics of qualitative research: Techniques and procedures for developing grounded theory* (4th ed.). Sage.

Ethnography

- Fetterman, D. M. (2019). *Ethnography: Step-by-step* (4th ed.). Sage.
- Wolcott, H. F. (2008). *Ethnography: A way of seeing* (2nd ed.). Lanham, MD: AltaMira.

Case Study

- Thomas, G. (2021). *How to do your case study* (3rd ed.). Sage.
- Yin, R. K. (2017). *Case study research: Design and method* (6th ed.). Sage.

DISCUSSION IDEAS

1. Ask students to identify a quantitative research topic that is of interest. Discuss how a qualitative researcher might think about the same research problem differently. How would a qualitative researcher approach the issue?

CLASS ACTIVITIES

1. Share an image, such as a picture of a nature setting. Ask students to write notes about their observations of the image. Hold a group discussion and ask students to volunteer what they wrote down. Then, classify the observations as more quantitative or more qualitative. It becomes a basis for how qualitative researchers tend to think about research.

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