

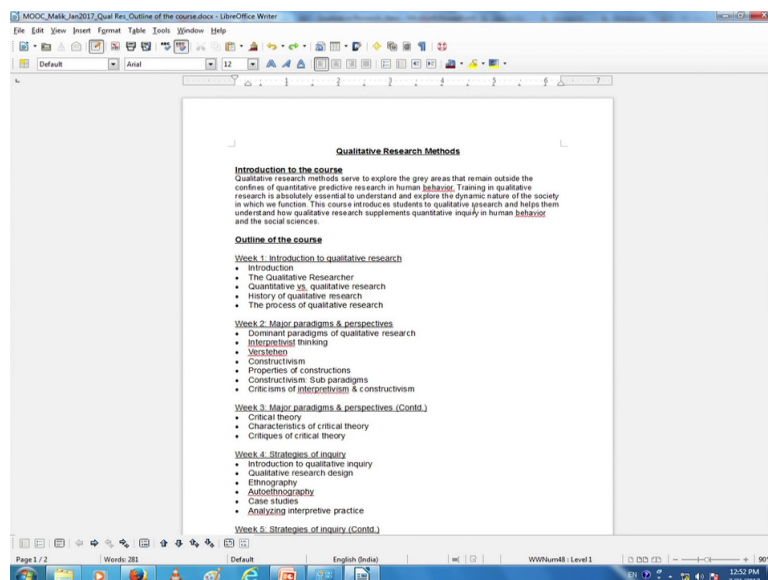
**Qualitative Research Methods**  
**Assistant Prof Aradhna Malik**  
**Vinod Gupta School of Management**  
**Indian Institute of Technology - Kharagpur**

**Lecture 46**  
**Conclusion**

Welcome back to the NOC course on qualitative research methods, my name is Aradhna Malik and I have taken you through the different aspects of the course, today in this lecture we are going to wind up whatever we had done, we will just go through the entire course we will go through the outline and we will go through the different slides and different content that we covered in this course.

And if in the meantime if you for this is telecasted, even after this is telecast if you have any queries and you would like another session please, please let us know. And we will do our best, will try our best to record is session including the explanations that you might need for various parts of the course, so I do not have any specific slides for this particular session I thought I would just show you the outline and then just take you through different slides one by one and you know different parts that that we covered here.

**(Refer Slide Time: 01:29)**

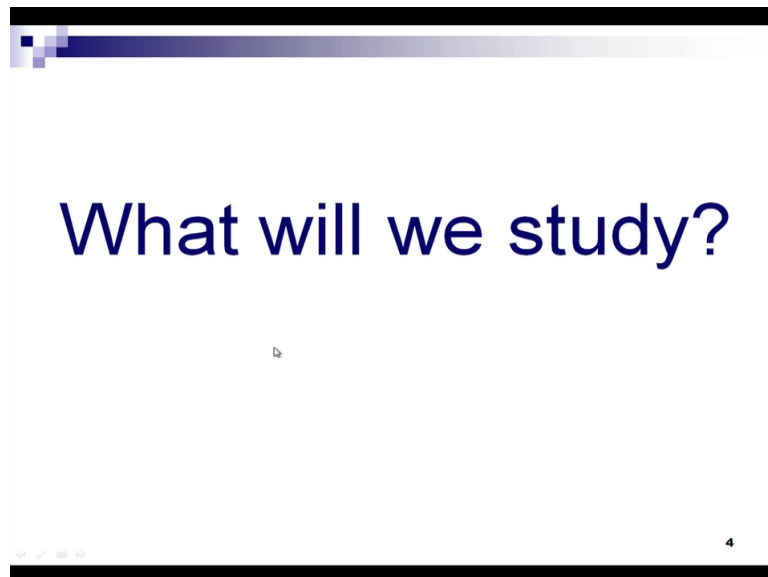


So this was the outline that we had, the course was intended to serve as a stimulant for interest in the field of qualitative research, the course was intended to give you an idea of what this huge, this very complex field of qualitative research involves and so that has that is what has been covered here. The outline included an introduction to qualitative research what

the qualitative researchers does? Differences between qualitative and quantitative research, history of qualitative research etcetera.

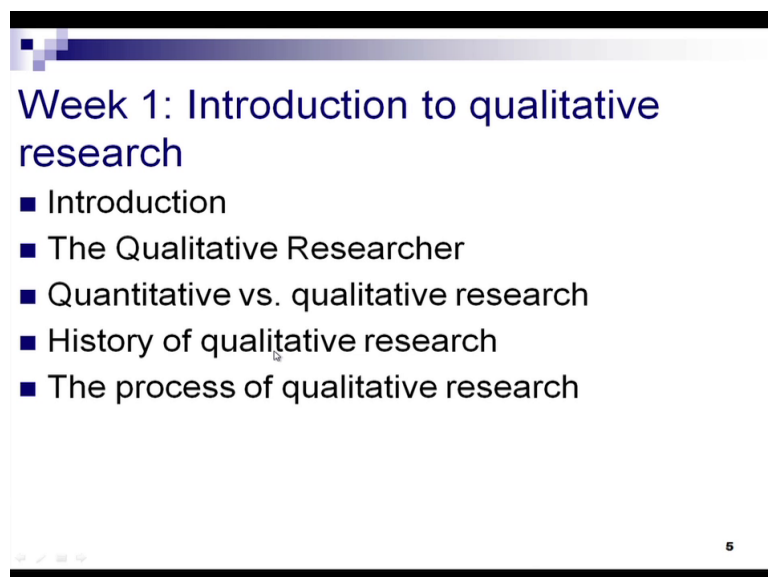
And this is how we covered the, I will just go through the slides that we have, so we talked about qualitative research we talked about the course, what the course entailed.

**(Refer Slide Time: 02:20)**



What we would study?

**(Refer Slide Time: 02:23)**



Then we talked about the differences between qualitative and quantitative Research and I told you know,

**(Refer Slide Time: 02:30)**

## Bottomline ...

- This course is a stimulus to help you get interested in the field of qualitative research.
- Get the ideas from here and explore as much as you like 😊

11

That the bottom line was informed to write in the beginning the course is a stimulus to help you get interested in the field of qualitative research. Get the ideas from here and explore as much as you like, and many of you have been doing that, many of you have been coming up with questions, many of you have had given a suggestions, thank you very much for participating wholeheartedly in this course.

For first critically evaluating how we have taught you the course that is been very, very helpful. And so this is what we wanted you to do, we wanted you to do we wanted to start a discussion about this field that is not really talked about especially on the side of the planet okay.

**(Refer Slide Time: 03:16)**

## What does qualitative research involve?

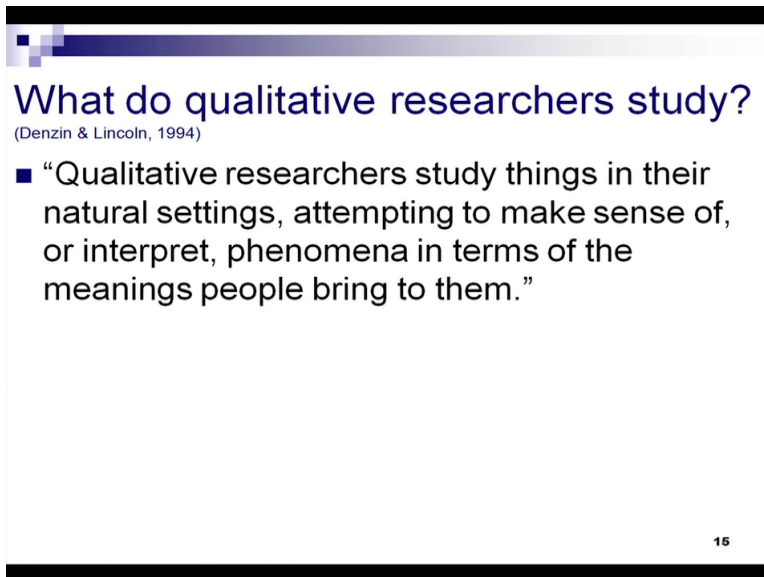
(Denzin & Lincoln, 1994)

- “Qualitative research involves the studied use and collection of a variety of empirical materials – case study, personal experience, introspective, life story, interview, observational, historical, interactional, and visual texts – that describe routine and problematic moments and meanings in individuals’ lives.”

14

Then we talked about what qualitative research involves?

(Refer Slide Time: 03:20)



What do qualitative researchers study?

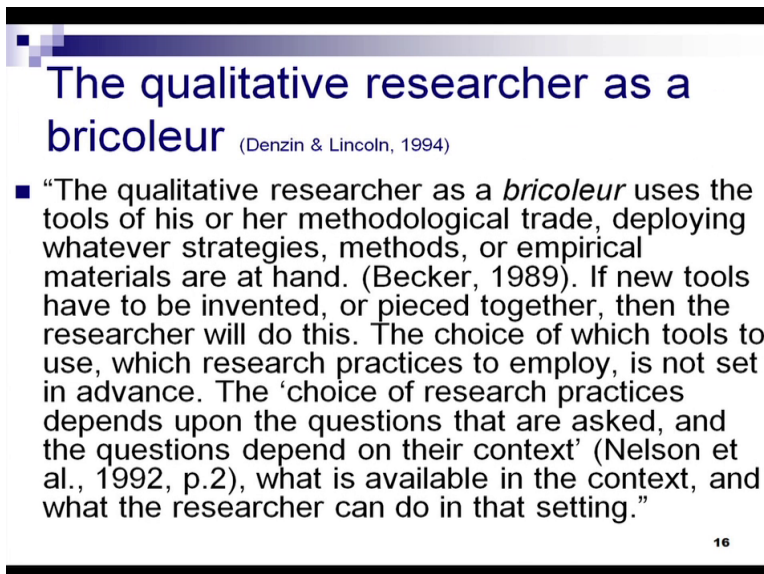
(Denzin & Lincoln, 1994)

- “Qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them.”

15

Then what qualitative researcher study?

(Refer Slide Time: 03:22)



The qualitative researcher as a bricoleur

(Denzin & Lincoln, 1994)

- “The qualitative researcher as a *bricoleur* uses the tools of his or her methodological trade, deploying whatever strategies, methods, or empirical materials are at hand. (Becker, 1989). If new tools have to be invented, or pieced together, then the researcher will do this. The choice of which tools to use, which research practices to employ, is not set in advance. The ‘choice of research practices depends upon the questions that are asked, and the questions depend on their context’ (Nelson et al., 1992, p.2), what is available in the context, and what the researcher can do in that setting.”

16

The qualitative researcher as a bricoleur. This is one word that was added to my vocabulary after I went through this course and you know this is how I started, I heard this word for the first time in the year 2000 and that was when I started using it and then I realize that I could bring words from the fine arts into Research and from different ways of life into academic work. So you know it's an eye opener.

(Refer Slide Time: 03:53)

## Characteristics of the qualitative researcher as a *bricoleur* (Denzin & Lincoln, 1994)

- Ability to perform "... a large number of diverse tasks ranging from interviewing to observing, to interpreting personal & historical documents, to intensive self-reflection and introspection."
- Ability and willingness to read a lot and understand the connections between "... the many interpretive paradigms (feminism, Marxism, cultural studies, constructivism, etc.) that can be brought to any particular problem."
- Ability to "...work together and between competing and overlapping perspectives and paradigms."

17

Then characteristics of the qualitative researcher as a bricoleur.

(Refer Slide Time: 03:56)


## What do qualitative researchers as *bricoleurs* produce? (Denzin & Lincoln, 1994)

- "... a bricolage, a complex, dense, reflexive, collagelike creation that represents the researcher's images, understandings, and interpretations of the world or phenomena under analysis. This bricolage will [...] connect the parts to the whole, stressing the meaningful relationships that operate in the situations and social worlds studied (Weinstein & Weinstein, 1991, p.)"

19

We talked about what do qualitative researchers as bricoleurs produce? Etcetera.

(Refer Slide Time: 04:02)




## Quantitative vs. Qualitative Research

22

Then we discussed the differences between quantitative and qualitative research.

**(Refer Slide Time: 04:07)**



## History of qualitative research

30

Then we talked about the history of qualitative research, we talked about the various moments.

**(Refer Slide Time: 04:14)**



# The Process of Qualitative Research

39

Then we talked about the process of qualitative research, we discussed you know the Dance between the self and the other and going into and understanding things from the inside and then coming out of the whole process and seeing and analyzing, whatever we saw, captured as objectively as possible.

Then we talked about various phases of the process of qualitative research, we talked about interpretation, we talked about different Paradigms from which we can approach qualitative research. You know this is, once one knows I was listening to some researchers some days ago and the scene forced I heard learnt about research on my own, that once you know which side you are on, once you know which frame of mind you are approaching you research from, once you know what you want to do with the results.

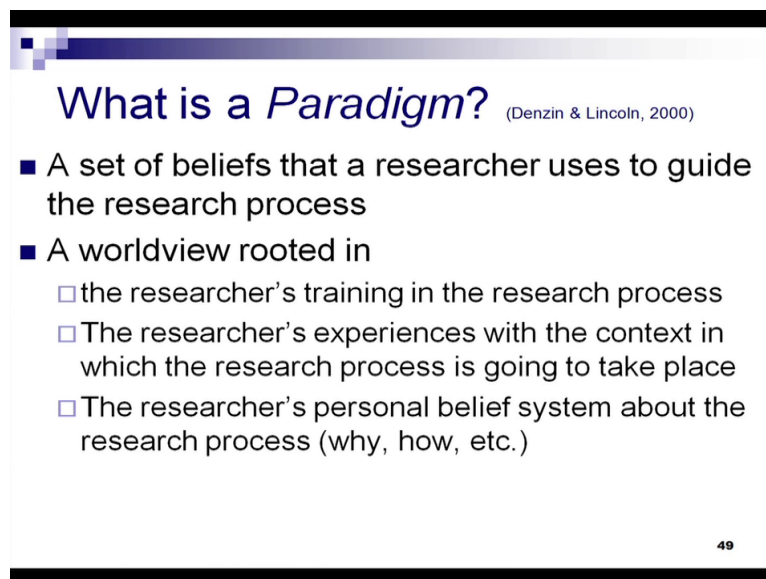
Once you know how you are going to use your results it becomes much clearer, to do what you are setting out to do. You need to have all those things in place, take as much time as you need, take as much time as you need to clarify these thoughts in your mind, you need to be crystal clear about what you want to get as a result of your research.

How are you going to use it, conducting research for the sake of conducting research has no meaning. Qualitative research specifically has absolutely no value, no benefit, if it is not applied to the field, we understand things so we can take them back to the field. If you don't reply right it up in such a way that somebody else can, but it should be some practical applicability, because we study day today occurrences.

We don't study things in a lab, the world is our lab, interpersonal interaction are our experiments, so we are doing we are collecting data all day, we are collecting the mean of course you in different situations it is so much integrated with our life, that we will see and we breathe everything we do and we may not be taking down notes.

But we are feeling it, we are thinking about it all the time, because it involves human being and human behavior, so it becomes our responsibility as researchers to then give back to the very milieu that has given us this data and that is very, very important.

**(Refer Slide Time: 06:43)**



### What is a *Paradigm*? (Denzin & Lincoln, 2000)

- A set of beliefs that a researcher uses to guide the research process
- A worldview rooted in
  - the researcher's training in the research process
  - The researcher's experiences with the context in which the research process is going to take place
  - The researcher's personal belief system about the research process (why, how, etc.)

49

The paradigm that we approach the research from becomes very important, in helping us identify what exactly is it that you want to study and why and what are we going to do with it.

**(Refer Slide Time: 06:53)**



## Cornerstones of a paradigm (Denzin & Lincoln, 2000)

- Ethics (Axiology): “How will I be as a moral person in the world?”
- Epistemology: “How do I know the world? What is the relationship between the knower & the known?”
- Ontology: “What is the nature of reality, & the nature of the human being in the world?”
- Methodology: “What is the best means for gaining knowledge about the world?”

50

We discussed the cornerstones of a paradigm, we talked about different Paradigms, we discussed critical theory etc., then we be looked at each paradigm in detail, we talked about constructivism, we talked about Verstehen, we talked about symbolic interactionism, we talked about here constructivist paradigm, then different types of constructivism, we talked about the problem of criteria, we talked about critical theory, and how critical theory is important for evolution of ideas, then we also talked about it so all critical theory okay.

Then we talked about qualitative inquiry, Research Design, stages of Research Design, strategies of inquiry, then we will discuss the stages of qualitative research, strategies of inquiry, then we discussed these stages qualitative research design, warm up in preparation, various stages of qualitative research design, then we talked about the methodolatory and bracketing and then data triangulation, crystallization etcetera.

We talked about ethnography, we talked about, we started talking about the techniques of Data Collection, so auto autoethnography, we talked about case studies, we talked about organizing around issues and case selection and then we discussed the analysis and interpretation, and analyzing interpretive practice, we talked about grounded theory, we discuss grounded theory in very great detail and we talked about participatory action research here and then we started talking about methods of collecting and analyzing data.

We discussed observation, we discussed interviews, we discussed the interpretation of documents and material culture, we discussed autoethnography, personal narrative and reflexivity, we discussed applied ethnography, then we discussed visual methods in

qualitative research, we discussed analyzing talk and text, so various ways of collecting data, various ways of dealing with different kinds of data.

We discussed we discussed data management and analysis methods, we talked about various techniques here, we talked about analyzing chunks of text and then we discussed the use of software in qualitative research, so this is you going towards the future, I'm sure as time goes on this will be used more and more, then we talked about interpretation evaluation and presentation, we discussed what interpretation is and how one can interpret the data that one collects.

Then we started talking about writing as a method of inquiry and here we talked about and then we started talking about the application of social of qualitative research to social program evaluation, we discussed how social programs are evaluated and then we ended with the application of qualitative research on the policy process and you know how policies are formulated, how they are implemented, how they are evaluated in and through qualitative research.

This is all we discussed and I hope this is given you an overview of what qualitative researchers is, how is it conducted? What it does? What it can do? its limitations of the opportunities it affords to you, the kinds of information it can help you garner and how it can help you progress in your own chosen careers and how it can make a difference to what you are trying to do so.

So I hope we have been able to sow the seeds of you and all we have been able to generate enough interest in this field of qualitative research and if there are any questions will be very happy to take them on the forum, if you want a hey any of these contents to be developed in greater detail please let us know through the feedback form, through the forum, and we can work towards developing a brief ten hours, twenty hours courses on those specific aspects that you want to study in greater detail and we can move on and we can give you those in the time to come.

So thank you very much for staying with us, thank you very much for participating in this course, thank you very much for your feedback, thank you very much for asking questions

and submitting your assignments on time, and staying in touch with us and I will be you know they'll be a form that is floated on the announcements portal long or even on the forum.

And I will have to check which is more appropriate, but there will be a form and in which you know we would like to get a create a network of students who are interested in continuing these discussions about qualitative research.

So you'll get an message regarding that, if you are interested in participating, in discussing in staying together electronically, please let us know through that form and we will keep the network going, thank you very much and look forward to having you and other courses as well, thank you.