

Course Outline 2017
BUSINESS 705: QUALITATIVE RESEARCH METHODS (15 POINTS)
Semester 2, (1175)

Course Prescription

Students will become familiar with current theory and practice as well as methodological debates in the use of qualitative methodologies, including ethnography, case studies, archival research, participant observation, interview and focus group methods, as well as transcription and analysis. A workshop on coding qualitative data will be included.

Programme and Course Advice

Restriction: MKTG 703, 704

Note: In order to practice the skills of qualitative research, this course has a formal requirement that students act as participants in research related activities; e.g., to practice interviewing, students will need to be interviewees. This coursework research is explicitly pedagogical, it contributes directly to the course content and objectives, and the information collected is not for wider dissemination. Nevertheless, it is important that students know that there are no assurances that their participation in these activities will be treated confidentially.

Your continued enrolment in this course will be taken as your consent to act as a participant in this course's research related activities.

It's hard to practice interviewing if no-one wants to be interviewed.

Goals of the Course

My overarching goal for this course is to prepare you to undertake your first (and perhaps only) research project of any size; e.g., a masters (60-point) dissertation or an honours (30-point) dissertation. This is my touchstone in all my thinking regarding BUSINESS 705. To that end, I want you to be able to *select* qualitative research methods that are *appropriate* for your chosen academic conversation (Huff, 2009), and to *use* those methods in a *proficient* manner.

Learning Outcomes

By the end of this course it is expected that the student will be able to:

1. select qualitative research methods that are appropriate to the research conversation in which the student wishes to participate;
2. be proficient in use tools and techniques to collect qualitative data;
3. be proficient in use tools and techniques to analyse qualitative data;

4. effectively communicate the findings arising from the collection and analysis of qualitative data;
5. describe how the choices they make around the collection, analysis, and presentation of qualitative data is congruent with their chosen research conversation;
6. evaluate the quality of qualitatively-based research methods;
7. employ the tools and techniques of qualitative research methods in a manner that is ethical.

Content Outline

This course gives a broad overview of the essential aspects of qualitative research methods. In this six-week course this achieved by addressing the following topics:

- You and qualitative research
- Qualitative research methods
- Collecting qualitative data
- Analysing qualitative data
- Presenting your results

Learning and Teaching

Practice makes perfect, or so they say. Consequently, much of our time together in class will be spent practising the tools and techniques of qualitative research. For this to be effective you will need to complete the required pre-work before each class; this includes readings and writing tasks.

If you require help tackling the pre-work, then you should contact the teaching staff.

Teaching Staff

Peter Smith

Office: Room 439, OGG Building

Tel: 09 923 7178

Email: p.smith@auckland.ac.nz

Office hours: Wednesdays from 15:00–16:00, or by appointment

Time management

It is expected that the *average student* will need to spend approximately 20 hours per week on work relating to this course. Of that time, about six hours take the form of classwork. The remaining fourteen hours should be split between: (a) completing the week's readings, (b) preparing for the class exercises, (c) completing assessments.

Learning Resources

The textbooks upon which this course is based are:

Huff, A. S. (2009). *Designing research for publication*. Thousand Oaks, CA: SAGE Publications.

Myers, M. D. (2013). *Qualitative research in business & management (2nd. ed.)*. London: SAGE Learning.

Most students will already have encountered the book by Huff in BUSINESS 710.

Additional readings will be provided through Canvas.

Assessment

Assessment	Approximate weighting	Learning outcomes	Notes
Weekly learning journal	25%	all	Via Canvas; Weeks 1–5
Peer evaluation of learning journals	15%	all	Via Canvas; Weeks 1–5
Summative learning journal	50%	all	Via Canvas; Week 6
Participation	10%	all	In-class, every class

Notes:

1. The assessment weightings are provisional, and may change before the start of the course.
2. The weekly learning journals are due at 17:00 on Thursday, each week they are due.
3. The peer evaluation of learning journals are due at 17:00 on Friday, each week they are due.
4. The summative learning journal is due at 17:00 on Friday of week 6.

Policies

Inclusive Learning

Students are urged to discuss privately any impairment-related requirements face-to-face and/or in written form with the Peter.

Student feedback

Your feedback is valuable to us. We will use it to improve the course content and our facilitation of the course. Your informal feedback (given directly to me) and formal feedback (through the Staff Student Consultative Committee and through course evaluations) is used to improve the course.

During the last iteration of the course, no particular issues were raised as part of the Staff Student Consultative Committee process.

Copyright warning notice

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Cheating and plagiarism

The University of Auckland regards cheating as a serious academic offence.

Plagiarism is a form of cheating. In coursework assignments submitted for marking, plagiarism can occur if you use the work and ideas of others without explicit acknowledgment. Work can be plagiarised from many sources, including books, journal articles, the internet, and other students' assignments. A student's assessed work may be reviewed against electronic source material using computerised detection mechanisms. Upon reasonable request, students may be required to provide an electronic version of their work for computerised review.

The way of avoiding plagiarism is to reference your work properly. If you are in doubt about how to reference properly, ask someone; your lecturers, tutors and the Student

Learning Centre are good places to start. Please refer to the following website for further information about academic referencing: www.cite.auckland.ac.nz/

The document Guidelines: Conduct of Coursework provides further advice on how to avoid plagiarism. It can be found at: www.business.auckland.ac.nz/conductcoursework

The penalties for plagiarism can be severe, including losing some or all of the marks for the assignment. For the first instance of cheating, if it occurs in this department, your assignment will not be marked, which effectively gives you zero for the assignment. There will be no opportunity to do a 'make up' assignment. Major offences can be sent to the University's Discipline Committee, where further penalties can be imposed.

References

Huff, A. S. (2009). *Designing research for publication*. Thousand Oaks, CA: SAGE Publications.

Myers, M. D. (2013). *Qualitative research in business & management (2nd. ed.)*. London: SAGE Learning.