Detailed Contents

PART | Understanding Qualitative Research

CHAPTER 1 What Is Qualitative Research—
and Why Might You Consider Doing Such Research?

A. The Allure of Qualitative Research: A Topical Panorama of Studies 3

VIGNETTE 1.1. A QUALITATIVE STUDY OF HOMELESS WOMEN 4

B. The Distinctiveness of Qualitative Research 7

Qualitative Research: A Broad Area of Inquiry 7

Five Features of Qualitative Research 8

VIGNETTE 1.2. USING QUALITATIVE RESEARCH TO PRODUCE NEW INSIGHTS 10

VIGNETTE 1.3. USING AN OVERARCHING CONCEPT TO ORGANIZE
A QUALITATIVE STUDY 11

Brief Preview of the Research Procedures Covered in the Rest of This Book 11

C. Qualitative Research as a Craft 12

Doing Original Research 13
Transparency 13
Methodic-ness 14
Adherence to Evidence 14

D. Qualitative Research and Its Belief Systems 15

The Nature of Reality (Whether Multiple or Singular) 16

The Conduct of Research (Whether Value-Free or Value-Bound) 18

The Quality of Research Findings (Whether Time- and Context-Free

or Time- and Context-Specific) 19

VIGNETTE 1.4. AN IMMERSION STUDY OF PHYSICIANS' TRAINING 20

Causal Relationships (Whether Causes and Effects Are Readily Discerned) 21 Alternative Worldviews 22

VIGNETTE 1.5. FIFTEEN YEARS OF ETHNOGRAPHY

IN THE TICUANENSE COMMUNITY 24

Illustrative Studies Offered in the Remainder of This Book 24

VIGNETTE 1.6. QUALITATIVE RESEARCH ADDRESSING A MAJOR
U.S. POLICY SHIFT 25

Recap for Chapter 1 26
Exercise for Chapter 1 26

3 -

27

CHAPTER 2 Getting Ready to Do Qualitative Research

A. Personal Attributes in Doing Field-Based Research 28

"Listening" 28

Asking Good Questions 29

Knowing Your Topic of Study 30

Caring about Your Data 31

Doing Parallel Tasks 32

Persevering 32

VIGNETTE 2.1. OVERCOMING THE CHALLENGES OF DOING INTENSIVE, FIELD-BASED RESEARCH 33

B. Managing Field-Based Research 33

VIGNETTE 2.2. A QUALITATIVE STUDY BASED SOLELY ON OPEN-ENDED INTERVIEWS 34

Making Time to Think Ahead 34

EXHIBIT 2.1. STEPHEN COVEY'S (1989) TIME MANAGEMENT MATRIX 35

Managing Field Teams 36

VIGNETTE 2.3. DESIRABLE TEAMWORK FOR A STUDY BASED

ON OPEN-ENDED INTERVIEWS 36

VIGNETTE 2.4. DOING FIELDWORK WITH MULTIPLE PERSONS

WORKING IN MULTIPLE SETTINGS 37

VIGNETTE 2.5. ORGANIZING A RESEARCH TEAM TO COLLECT EXTENSIVE FIELD DATA 38

Practicing 38

Using the Exercises in This Book to Practice 38

Doing a Pilot Study 39

Getting Motivated 39

C. Acknowledging Your Research Lens 40

D. Setting and Maintaining Ethical Standards of Conduct 41

An Illustrative Ethical Challenge: Fairly Examining All of Your Data 42 Codes of Ethics 43

EXHIBIT 2.2. ILLUSTRATIVE ITEMS IN CODES OF ETHICS OF SIX PROFESSIONAL ASSOCIATIONS 43

Research Integrity 44

Disclosure as One Way of Demonstrating Research Integrity 45

VIGNETTE 2.6. DETAILING THE METHODOLOGICAL CHOICES

AND PERSONAL CONDITIONS IN DOING A QUALITATIVE STUDY 45

VIGNETTE 2.7. DOING QUALITATIVE RESEARCH AND ADVOCATING A SOCIOPOLITICAL CAUSE 46

E. Protecting Human Subjects: Obtaining Approval from an Institutional Review Board 47

Submitting Study Protocols for Review and Approval 48

Specific Considerations in Protecting Human Subjects 49

Preparing for IRB Review 50

The Informed Consent Dialogue (in the Field) as an Opportunity for Participants to Query You 51

Recap for Chapter 2 52

Exercise for Chapter 2 52

CHAPTER 3 How to Start a Qualitative Research Study

A. The Challenge of Starting an Empirical Study 54

Three Goals for Successfully Starting Up 55 Ways of Getting Started 55

B. Developin	a Study	Bank	56
--------------	---------	------	----

Results from Creating an Illustrative Study Bank 56
EXHIBIT 3.1. JOURNALS SEARCHED TO IDENTIFY QUALITATIVE STUDIES
FOR THE STUDY BANK IN APPENDIX A 57

1. Identifying a Topic of Inquiry 57

EXHIBIT 3.2. TOPICS COVERED BY ILLUSTRATIVE STUDIES CITED IN THE STUDY BANK IN APPENDIX A 58

2. Identifying a Data Collection Method 60

VIGNETTE 3.1. AN INTERVIEW STUDY LEADING TO A POLICY AGENDA 61 EXHIBIT 3.3. MULTIPLE SOURCES OF DATA USED BY LEVITT 62

- 3. Identifying a Source of Data (e.g., Identifying a Field Setting) 62
 VIGNETTE 3.2. A QUALITATIVE STUDY WITH ELEMENTARY SCHOOL CHILDREN
 AS THE MAIN SOURCES OF DATA 63
- 4. Remembering Time and Resource Constraints 64

C. Revealing the Multifaceted World of Qualitative Research 65

Specialized Types of Qualitative Research 65

Whether (or Not) to Emulate One of Qualitative

Research's Variants 66

Sources for Starting with 12 Specialized Types

of Qualitative Research 67

EXHIBIT 3.4. TWELVE SPECIALIZED TYPES (VARIANTS)
OF QUALITATIVE RESEARCH 68

D. Reviewing the Research Literature 71

Conducting a Literature Review 71

Role of a Literature Review in Starting a Study 72

VIGNETTE 3.3. DEFINING A NEW STUDY'S CONTRIBUTION IN RELATION TO EXISTING LITERATURE 73

Brief Summary: Different Types of Literature Reviews 74

Taking Notes about Existing Studies 74

Downloading Materials from Websites 75

E. Detailing a New Qualitative Study 76

Starting a Bit of Fieldwork First 76
Starting with Research Questions 77
Examining Your Own Research Lens in Relation to a New Study 79
Conceptual Frameworks 79

Recap for Chapter 3 80 Exercise for Chapter 3 80

PART II Doing Qualitative Research

CHAPTER 4 Choices in Designing Qualitative Research Studies

Choice 1: Starting a Research Design at the Beginning of a Study (or Not) 84

Choice 2: Taking Steps to Strengthen the Credibility of a Study (or Not) 85

Trustworthiness 86
Triangulation 87
Validity 88

VIGNETTE 4.1. EIGHT STRATEGIES FOR COMBATING THREATS TO VALIDITY
IN QUALITATIVE RESEARCH 89

Rival Thinking 89

Choice 3: Clarifying the Complexity of Data Collection Units (or Not) 91

Nested Arrangements 91

Relationship between the Level of the Data Collection Units and the Main Topic of a Study 92

Choice 4: Attending to Sampling (or Not) 93

Purposive and Other Kinds of Sampling 93

VIGNETTE 4.2. SEEKING MAXIMUM VARIATION IN A METHODIC WAY 94

The Number of Instances to Be Included in a Study 95

Broader Level 95

VIGNETTE 4.3. STUDYING INEQUALITY IN THE RETAIL MARKETPLACE 96

VIGNETTE 4.4. SIX ETHNOGRAPHIC ACCOUNTS AS PART OF A SINGLE STUDY 97

VIGNETTE 4.5. A COMPARATIVE, FOUR-CASE DESIGN ACROSS TIME, WITHIN THE SAME VENUE 97

Narrower Level 97

Choice 5: Incorporating Concepts and Theories into a Study (or Not) 99

Worlds Devoid of Concepts? 99

Inductive versus Deductive Approaches 99

VIGNETTE 4.6. HOW FIELDWORK CAN LEAD TO A USEFUL TYPOLOGY 100

VIGNETTE 4.7. STUDYING A PREESTABLISHED CONCEPT:
PEDAGOGICAL CONTENT KNOWLEDGE 101

VIGNETTE 4.8. STUDYING PRIVATIZATION WITHIN FORMER SOVIET-BLOC COUNTRIES 102

Choice 6: Being Concerned with the Generalizability or Transferability of a Study's Findings (or Not) 102

Downplaying Statistical Generalizations 103

Making Analytic Generalizations 104

VIGNETTE 4.9. GENERALIZING THE FINDINGS FROM A SINGLE-CASE STUDY 105
VIGNETTE 4.10. AN EXAMPLE OF ANALYTIC GENERALIZATION FROM A SINGLE
QUALITATIVE STUDY 106

Transferability 106

Choice 7: Preparing a Research Protocol (or Not) 107

Protocols, Not Instruments 108

Protocols as Mental Frameworks 108

Operational Definitions 110

EXHIBIT 4.1. EXAMPLE OF FIELD PROTOCOL FOR STUDY
OF NEIGHBORHOOD ORGANIZATION 111

EXHIBIT 4.2. PROTOCOL FOR INTERVIEWING A SINGLE PERSON 112

Choice 8: Planning at an Early Stage (or Not) to Obtain Participant Feedback 113

Feedback Choices 114

Potential Influence on a Study's Later Narrative 114

Recap for Chapter 4 115

Exercise for Chapter 4 115

CHAPTER 5 Doing Fieldwork

A. Thinking about Doing Fieldwork 116

B. Working in the Field 118

Variety of Field Settings 118

VIGNETTE 5.1. EXAMPLES OF "EVERYDAY" SETTINGS 11

Detailed Contents xxiii

Differing Rules and I	Expectations	for Public	or Private Pla	ices
as Field Settings	120			
T7	- CT: :	L. Cidd	120	

Varying the Amount of Time in the Field 120

C. Gaining and Maintaining Access to the Field 121

Gaining Access to a Field Setting: A Process, Not an Event 122

VIGNETTE 5.2. ACCESS GAINED AND THEN RESTRICTED 122

VIGNETTE 5.3. QUESTIONS OF CONTINUATION RAISED IN THE THIRD YEAR OF FIELDWORK 123

How the Process Can Influence the Substance of a Study 123

VIGNETTE 5.4. WORKING AS A STORE CLERK 123

VIGNETTE 5.5. RESIDING AND WORKING IN A TRANSITIONING URBAN NEIGHBORHOOD 124

D. Nurturing Field Relationships 125

Portraying Your Authentic Self 125

VIGNETTE 5.6. THE FIELDWORKER IN ACTION 126

The Importance of Personal Demeanor 126

Doing Favors for Participants: Part of the Relationship or Not? 127

Coping with Unexpected Events 127

Planning How to Exit, Not Just Enter, the Field 128

E. Doing Participant-Observation 128

The Participant-Observer as the "Research Instrument" 129

VIGNETTE 5.7. DOING FIELDWORK IN TWO HOUSES OF WORSHIP 130

VIGNETTE 5.8. RACIAL AND ETHNIC CONGRUENCIES 131

Taking an Inductive Stance Even If a Study Started with Some Propositions 131

F. Making Site Visits 132

Studying a Large Number of Field Settings 133
Adhering to Formal Schedules and Plans 133
Being "Hosted" during a Site Visit 134
Building Teamwork 134

Recap for Chapter 5 135

Exercise for Chapter 5 135

CHAPTER 6 Data Collection Methods

A. What Are Data? 137

B. Introduction to Four Types of Data Collection Methods 138

EXHIBIT 6.1. DATA COLLECTION METHODS AND TYPES OF DATA FOR QUALITATIVE RESEARCH 139

C. Interviewing 140

Structured Interviews 141

Qualitative Interviews 141

VIGNETTE 6.1. QUALITATIVE INTERVIEWING AS A SOCIAL RELATIONSHIP 142

Doing Qualitative Interviews 143

VIGNETTE 6.2. USING "GRAND TOUR" QUESTIONS TO START
YOUR CONVERSING 145

VIGNETTE 6.3. NONDIRECTIVELY INTERVIEWING PEOPLE ABOUT THE KEY TOPIC OF STUDY 145

"Entering" and "Exiting" Qualitative Interviews 147

Interviewing Groups of People 148

Focus Group Interviewing as a Method of Collecting

Qualitative Data 148

xxiv Detailed Contents

VIGNETTE 6.4. A DISTINGUISHED "MANUAL" FOR COLLECTING FOCUS GROUP DATA 149
VIGNETTE 6.5. USING FOCUS GROUPS AS THE ONLY DATA FROM THE "FIELD" 150

D. Observing 150

"Systematic Observational" Studies and "Observational Studies" 150
VIGNETTE 6.6. SYSTEMATIC OBSERVATIONS IN SCHOOL CLASSROOMS 151
VIGNETTE 6.7. "OBSERVATIONAL STUDIES" ALSO REFER TO RESEARCH DEFINED
BY STATISTICAL PRINCIPLES AND METHODS 151

Deciding When and Where to Observe 152

Deciding What to Observe 152

Taking Advantage of Unobtrusive Measures 153

VIGNETTE 6.8. "UNOBTRUSIVE MEASURES" AS THE SUBJECT OF OBSERVATIONS 153

163

Deriving Meaning from Observations, and Triangulating Observational Evidence with Other Sources 154

E. Collecting and Examining 154

Vignette 6.9. Intertwining Historical and Field Evidence 155
Collecting Objects (e.g., Documents, Artifacts, Records, and Videos)
in the Field: Invaluable but Also Time-Consuming 155
Using Documents to Complement Field Interviews and Conversations 156
Surfing and Googling for Related Information 156
Collecting or Examining Objects as a Complementary Part of Your
Data Collection 157

F. Feelings 157

"Feelings" Take Different Forms 157
Documenting and Recording Feelings 158

G. Desirable Practices Pertinent to All Modes of Data Collection 158 Recap for Chapter 6 161 Exercise for Chapter 6 161

CHAPTER 7 Recording Data

A. What to Record 164

Trying to Record "Everything" versus Being Too Selective 164 Highlighting Actions and Capturing Words Verbatim 165

VIGNETTE 7.1. DIFFERENT EXAMPLES OF "VIVID IMAGES" 166

VIGNETTE 7.2. THE VERBATIM PRINCIPLE 167

Remembering Your Research Questions 167

Taking Notes about Written Studies, Reports, and Documents Found in the Field 168

Duplicating Copies of Documents and Written Materials While in the Field 168

B. Note-Taking Practices When Doing Fieldwork 169

Being Prepared 169

Setting Up Your Notes 169

Developing Your Own Transcribing Language 170

EXHIBIT 7.1. SAMPLE OF FIELD NOTES 171

Creating Drawings and Sketches as Part of the Notes 172 EXHIBIT 7.2. SKETCHES IN FIELD NOTES 173

C. Converting Field Notes into Fuller Notes 174

Converting Field Notes Quickly 174
Minimum Requirement for the Daily Conversion of the Original
Field Notes 175

Detailed Contents xxv

Four Additional Ways of Enhancing the Original Field Notes 175 Deepening Your Understanding of Your Fieldwork 176 Verifying Field Notes 176 EXHIBIT 7.3. SAMPLE ITEMS NEEDING FURTHER FIELD CLARIFICATION, AS REVEALED DURING NIGHTLY REVIEW OF FIELD NOTES 177 VIGNETTE 7.3. "CHECKING STUFF" 177 EXHIBIT 7.4. ILLUSTRATIVE TYPES OF VERIFICATIONS BETWEEN DIFFERENT SOURCES OF FIELD EVIDENCE 178 D. Recording Data through Modes Other Than Writing Obtaining Permission to Record 179 Mastering Recording Devices before Using Them 180 Sharing the Recordings and Maintaining Their Security Being Prepared to Spend Time Reviewing and Editing the Recordings 181 181 When Electronic Recordings Are the Main Data Collection Technique Producing Finished Products 182 E. Keeping a Personal Journal 183 Recap for Chapter 7 Exercise for Chapter 7 183 CHAPTER 8 Analyzing Qualitative Data, I: Compiling, Disassembling, and Reassembling A. Overview of Five Analytic Phases 185 Preview of a Five-Phased Cycle: (1) Compiling, (2) Disassembling, (3) Reassembling (and Arraying), (4) Interpreting, and (5) Concluding 185 EXHIBIT 8.1. FIVE PHASES OF ANALYSIS AND THEIR INTERACTIONS Using Computer Software to Assist in Analyzing Qualitative Data 187 VIGNETTE 8.1. HELPFUL GUIDES FOR USING CAQDAS SOFTWARE 189 B. Compiling an Orderly Set of Data (Phase 1) 190 Parallel to Quantitative Research? 190 Rereading and Relistening: Getting to "Know" Your Field Notes 191 Putting Everything into a Consistent Format 192 Using Computer Software to Compile Your Records 192 C. Disassembling Data (Phase 2) 194 Starting by Looking Back 194 Starting by Looking Forward 194 Making Analytic Memos 195 To Code or Not to Code 195 VIGNETTE 8.2. GUIDANCE FOR CODING QUALITATIVE DATA 196 Coding Data 196 Needed Decisions about Coding 197 Developing a Schematic Diagram as a Heuristic Device 197

184

D. Reassembling Data (Phase 3) 202

Looking for Patterns 202
Using Arrays to Help Reassemble Data 204
Creating Hierarchical Arrays 204
Designing Matrices as Arrays 205

Disassembling Data without Coding Them 199

EXHIBIT 8.2. EXAMPLES OF LEVEL 1 AND LEVEL 2 CODING 198

Using Computer Software to Assist in Disassembling Data 201

VIGNETTE 8.4. STUDYING NEIGHBORHOOD CHANGE 206 EXHIBIT 8.3. ILLUSTRATIVE CHRONOLOGY MATRIX 207

Working with Other Types of Arrays, Including Narrative Arrays 209

Summarizing the Arraying Process 209

Important Methodological Procedures during the Reassembling Process 210 Using Computer Software to Assist in Reassembling Data 211

Recap for Chapter 8 213

Exercise for Chapters 8 and 9 213

EXHIBIT 8.4. HEADINGS AND SAMPLE GLOSSARY FOR A SINGLE RECORD IN SAMPLE STUDY 1 215

EXHIBIT 8.5. EIGHT ACTIVITIES EMERGING FROM REVIEW OF DATABASE, THEN USED AS CODES IN SAMPLE STUDY 1 216

CHAPTER 9 Analyzing Qualitative Data, II: Interpreting and Concluding

Transitioning from Reassembling to Interpreting 218
Reprising the Five-Phased Cycle and Highlighting the Interpreting

and Concluding Phases 219

EXHIBIT 9.1. RECURSIVE RELATIONSHIPS AMONG FOUR ANALYTIC PHASES 220

218

A. Interpreting (Phase 4) 220

Three Modes of Interpreting 221

"Description" as a Major Type of Interpretation 222

EXHIBIT 9.2. DESCRIPTION AS INTERPRETATION: AUTHORS, SUBTITLES, AND CHAPTER HEADINGS OF ILLUSTRATIVE STUDIES 225

Description plus a Call for Action 228

VIGNETTE 9.1. WORKING COLLABORATIVELY WITH EIGHT TEACHERS WHO WERE THE SUBJECT OF STUDY 228

EXHIBIT 9.3. DESCRIPTION-PLUS-CALL-FOR-ACTION AS INTERPRETATION: AUTHORS, SUBTITLES, AND CHAPTER HEADINGS
OF ILLUSTRATIVE STUDIES 229

"Explanation" as a Type of Interpretation 231

EXHIBIT 9.4. EXPLANATION AS INTERPRETATION: AUTHORS, SUBTITLES, AND CHAPTER HEADINGS OF ILLUSTRATIVE STUDIES 232

Creating Insightful and Useful Interpretations 234

VIGNETTE 9.2. AN INTERPRETIVE THEME THAT APPEARS

THROUGHOUT A QUALITATIVE STUDY 235

B. Concluding (Phase 5) 235

- Concluding by Calling for New Research and by Making Substantive (Not Methodological) Propositions 236
- 2. Concluding by Challenging Conventional Social Stereotypes 237
 VIGNETTE 9.3. CONCLUSIONS THAT CHALLENGE
 CONVENTIONAL GENERALIZATIONS 238
- 3. Concluding with New Concepts, Theories, and Even Discoveries about Social Behavior 238

VIGNETTE 9.4. USING QUALITATIVE RESEARCH TO CREATE AND TEST

A THEORETICAL CONSTRUCT: "THE CODE OF THE STREET" 239

VIGNETTE 9.5. STUDYING NEIGHBORHOOD TRANSITION IN URBAN MEXICO 239

- 4. Concluding by Generalizing to a Broader Set of Situations 240 VIGNETTE 9.6. ETHNOGRAPHIC STUDIES IN TEN LOCAL SETTINGS 241
- 5. Concluding by Taking Action 242

Recap for Chapter 9 243

Exercise for Chapters 8 and 9 243

Detailed Contents xxvii

PART III Presenting the Results from Qualitative Research

CHAPTER	10	Displaying	Qualitative	Data
B	8 🗪	Displaying	Gladificative	Dava

249

A. The Challenge of Presenting Qualitative Data 249

B. Narrative Data about the Participants in a Qualitative Study 251

Interspersing Quoted Passages within Selected Paragraphs 252
Using Lengthier Presentations, Covering Multiple Paragraphs 253
VIGNETTE 10.1. COLLECTING IN-DEPTH MATERIAL ABOUT A SUBGROUP
OF PEOPLE IN A STUDY 254

Making Chapter-Long Presentations about a Study's Participants 254 VIGNETTE 10.2. A STUDY BASED ENTIRELY ON THE VOICES OF THE PEOPLE WHO WERE STUDIED 255

Presenting Information about Different Participants, but Not Focusing on the Life Story of Any of Them 256

VIGNETTE 10.3. CITING THE EXPERIENCES AND WORDS OF DIFFERENT PEOPLE, WITHOUT COMPILING ANY SINGLE LIFE STORY 256

C. Tabular, Graphic, Pictorial, and Related Presentations 257

EXHIBIT 10.1. THREE MODES FOR DISPLAYING QUALITATIVE DATA 257

Tables and Lists 258

VIGNETTE 10.4. USING WORD TABLES TO SUMMARIZE AN ANALYTIC FINDING 258

EXHIBIT 10.2. VARIATIONS AMONG HOUSEHOLD TYPES 259

VIGNETTE 10.5. LISTING INFORMATION ABOUT THE PEOPLE IN A STUDY 260

Graphics and Drawings 260

Photographs and Reproductions 261

VIGNETTE 10.6. MAKING GOOD USE OF PHOTOGRAPHS AS PART OF QUALITATIVE STUDIES 262

D. Creating Slides to Accompany Oral Presentations 263

Slide Artwork: Not the Same as the Artwork for Printed Exhibits 263 Text-Only Slides ("Word Slides") 264

Taking Advantage of Slides' Free Form 264

EXHIBIT 10.3. ILLUSTRATIVE TWO-BY-TWO MATRIX 265

EXHIBIT 10.4. A MORE GRAPHIC PRESENTATION OF A WORD LIST 266

Using Icons and Other Symbols 266

Choosing Colors and Artistic Style 266

EXHIBIT 10.5. USING ICONS TO ILLUSTRATE CONCEPTUAL RELATIONSHIPS 267

EXHIBIT 10.6. ADDING ICONS TO ILLUSTRATE SPECIFIC TOPICS 267

EXHIBIT 10.7. ILLUSTRATING TEXTUAL ITEMS WITH A COLLAGE 268

Slides as an Adjunct to Your Presentation 269

Recap for Chapter 10 270

Exercise for Chapter 10 270

CHAPTER 11 Composing Research to Share It with Others

271

VIGNETTE 11.1. READING ABOUT COMPOSING, IN A VARIETY
OF RELATED FIELDS 273

A. Composing: General Hints 273

VIGNETTE 11.2. TAKING RISKS WHEN USING UNCONVENTIONAL PRESENTATIONS 273

Knowing the Audience for Your Qualitative Research 274 Having a Way with Words 274

EXHIBIT 11.1. SEVEN EXAMPLES OF USING EVERYDAY WORDS 275

Composing "Inside Out" 275 Composing "Backwards" 277

B. Composing Qualitative Research 278

Covering the Five Senses 279

VIGNETTE 11.3. THREE DIFFERENT WAYS OF RELATING YOUR FIELDWORK FINDINGS 279

Representing Multiple Voices and Perspectives, and Also Dealing with Issues of Anonymity 280

Being Sensitive to the Interpretive Nature of Your Compositions 280 VIGNETTE 11.4. TWITCHES OR WINKS?: INTERPRETIVE CONSTRUCTIONS OF REALITY 281

C. Presenting Your Declarative Self 281

Starting Your Composition at an Interesting Place 282

VIGNETTE 11.5. THREE EXAMPLES OF ATTRACTIVE STARTING POINTS 282

Differing "Shapes" of Compositions 282

VIGNETTE 11.6. USING A DIFFERENT LIFE STORY IN EACH CHAPTER TO HIGHLIGHT ITS SUBSTANTIVE MESSAGE 284

Using Plain Words and Minimizing Research Jargon 284
Making Headings (or the Titles of Exhibits) State a Substantive
Message 285

D. Presenting Your Reflexive Self 285

Making Your Research Lens as Explicit as Possible 286

VIGNETTE 11.7. USING A PREFACE TO DISCUSS THE FIELDWORKER'S LENS 287
VIGNETTE 11.8. USING A SECTION TITLED "SELF-REFLEXIVITY" TO DISCUSS
THE FIELDWORKER'S LENS 287

Describing Your Research Lens as an Important Quality
Control Procedure 288
Keeping Your Reflexive Self Under Control 288
Making Prefatory Remarks Insightful and Enticing 289

E. Reworking Your Composition 290

Helpfulness of Feedback during the Reworking Process 290

Participants 290

Peers 291

EXHIBIT 11.2. RESPONSES TO ILLUSTRATIVE TYPES
OF REVIEWERS' COMMENTS 292

Time and Effort in Reworking 293

Copyediting and Proofreading—and Reviewing Copyeditors' Work 293

Recap for Chapter 11 294 Exercise for Chapter 11 294

PART IV Taking Qualitative Research One Step Further

CHAPTER 12 Broadening the Challenge of Doing Qualitative Research

A. Qualitative Research as Part of the Broader Realm of Social Science Research 299

Examples of Craft Similarities 299

Examples of Contrasting Craft Practices 300

Detailed Contents	xxix
Detailed Contents	^^\^

	Qualitative versus Quantitative Methods: An Ongoing Dialogue 301 A Gold Standard? 302	
	B. The Promise and Challenge of Mixed Methods Research 304 The Roots of Mixed Methods Research 304 VIGNETTE 12.1. ETHNOGRAPHIC RESEARCH AS A LONG-STANDING PART OF THE U.S. CENSUS 305 A Mixed Methods Study as a Single Study 306	
	Mixing of Data 306 Mixing of Designs 306 EXHIBIT 12.1. COMBINATIONS FOR MIXING QUALITATIVE AND QUANTITATIVE COMPONENTS IN A MIXED METHODS STUDY 307	
	Mixing of Analyses 308 Expertise Needed for Doing a Mixed Methods Study 308 VIGNETTE 12.2. EXAMPLES OF PITFALLS TO BE OVERCOME IN QUANTITATIVE RESEARCH 309	
	The Continuing Promise of Mixed Methods Research 310	
	C. Moving Onward 312 Different Motives for Moving Onward 312 Putting Principles, Not Just Procedures, into Practice 313 Making Your Own Contribution to the Craft of Doing Qualitative Research 314 Recap for Chapter 12 315 EXHIBIT 12.2 ESTIMATED COST PER PROPOSAL, BY NUMBER OF PROPOSALS SUBMITTED 317	
	EXHIBIT 12.3. PROPOSAL PROCESSING AT TWO ILLUSTRATIVE UNIVERSITIES 319	
A	Illustrative Study Bank	32
8	Two Levels of Data Collection Units in Illustrative Qualitative Studies Cited in This Book	32

APPENDIK A	Illustrative Study Bank	321
APPENDIX 8	Two Levels of Data Collection Units in Illustrative Qualitative Studies Cited in This Book	325
APPENDIX C	A Semester- or Year-Long Project: Career Paths	329
	A Glossary of Special Terms Used in Qualitative Research	333
	References	343
	Author Index	366
	Subject Index	370
	About the Author	386