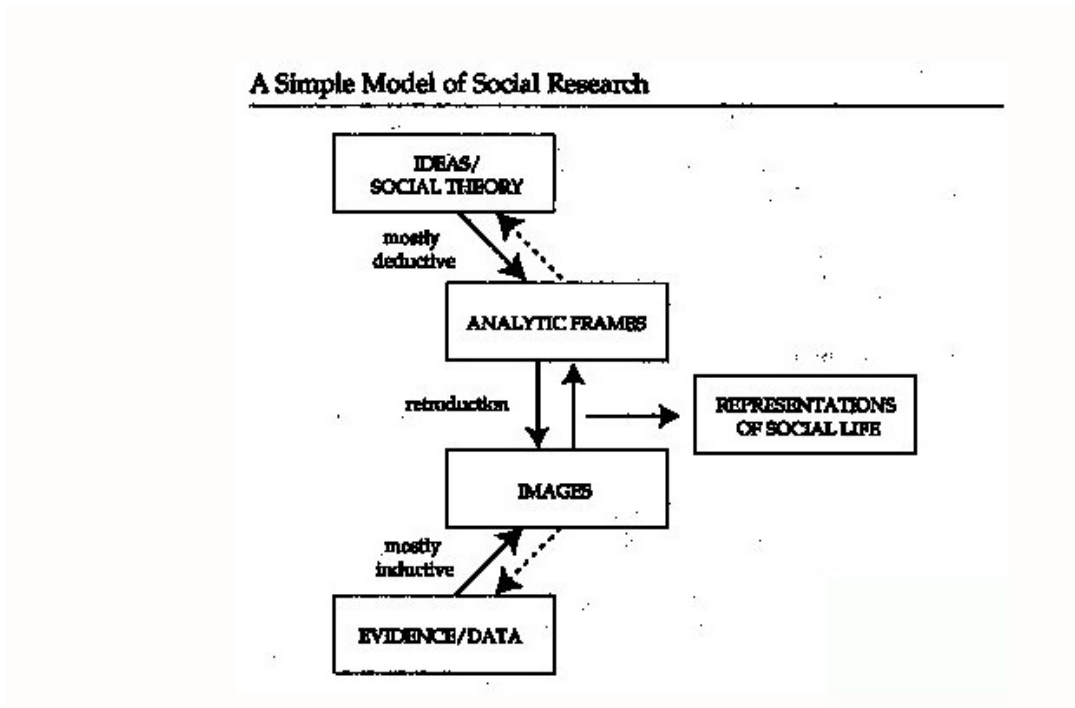


Text of slides for Masterclass, Odense, May 20, 2009, Paul ten Have

Part 1: Qualitative Research in General

1. We shall not cease from exploration
And the end of all our exploring
Will be to arrive where we started
And know the place for the first time.
 - i. T.S. Eliot
2. Understanding Qualitative Research and Ethnomethodology
 - i. 'Master Class', Odense, 20 May 2009
 - b. www.paultenhave.nl
3. Recommended Sources
 - a. Have, Paul ten (2004) *Understanding qualitative research and ethnomethodology*. London: Sage
 - b. Have, Paul ten (2007) *Doing conversation analysis: a practical guide. Second Edition*. London: Sage
 - c. Silverman, David (2006) *Interpreting qualitative data: Methods for analysing Talk, Text and Interaction. Third Edition*. London: Sage
 - d. Silverman, David (2007) *A very short, fairly interesting and reasonably cheap book about qualitative research*. London: Sage
4. Ragin's metaphor
 - a. Some aspects of the process of social research can be caught using Ragin's metaphor of a *dialogue of ideas and evidence* leading to a *representation of social life*
5. Ragin's 'simple model'

Ragin's 'simple model'



6. Ragin

Social research, in simplest terms, involves a dialogue between ideas and evidence. Ideas help social researchers make sense of evidence, and researchers use evidence to extend, revise, and test ideas. The end result of this dialogue is a representation of social life - evidence that has been shaped and reshaped by ideas, presented along with the thinking that guided the construction of the representation. Ragin, 1994: 55

7. Analytic Frames

Ideas and evidence interact through images and analytic frames, (...) Think of analytic frames as a detailed sketch or outline of an idea about some phenomenon. Ideas are elaborated through analytic frames. Frames constitute ways of seeing the things they elaborate. (...) Ragin (1994): 58

8. Images

Images, by contrast, are built up from evidence. (...) To construct images, researchers

synthesize evidence--they connect different parts or elements of the things they study in order to create more complete portraits based on some idea of how these parts are or could be related. Initial images suggest new data collection paths. Ragin (1994): 58

9. Some major points (1)
 - i. From: *Understanding qualitative research and ethnomethodology*
 - b. Doing research, or more generally doing scientific work *takes time*; one needs time to collect evidence, read the relevant literature, think through one's argumentation, and compose a convincing report
 - c. Qualitative styles of social research involve the *close* study of a *limited* set of evidence, taking *many* different aspects into account; quite often this study is oriented to formulate common features or to the development of a typology
10. Some major points (2)
 - i. From: *Understanding qualitative research and ethnomethodology*
 - b. Based on the kinds of evidence used, I have distinguished three styles of qualitative research: the most popular one uses *interviews* to produce the required evidence, research into historical processes mostly relies on *documents*, while *ethnographers* use a variety of data-producing methods, including especially 'natural observation'
 - c. Considering a researcher's perspective on his or her data, such as interviews or documents, I use a contrast, following Alasuutari, between a *factist* and a *specimen* perspective; in the first case the data are used to study a reality to which they refer, while in the second they are taken 'on their own', as interviews, documents, or whatever
11. Some major points (3)
 - i. From: *Understanding qualitative research and ethnomethodology*
 - b. In both perspectives, however, the researcher uses an implied or explicit conception of his or her ultimate topic, an *analytic* or *formal* object, that can be distinguished from the *material* object being studied
 - c. What is evident in all of these features is that research involves taking information about social life *out* of its original context to *rework* it in a different one; in one way or another information is made to *travel* in a preservable format from one place to another, from an ephemeral state to a more permanent one.

Added reference:

Emerson, R.M., R.I. Fretz, L.L. Shaw (1995) *Writing ethnographic field notes*. Chicago: University of Chicago Press