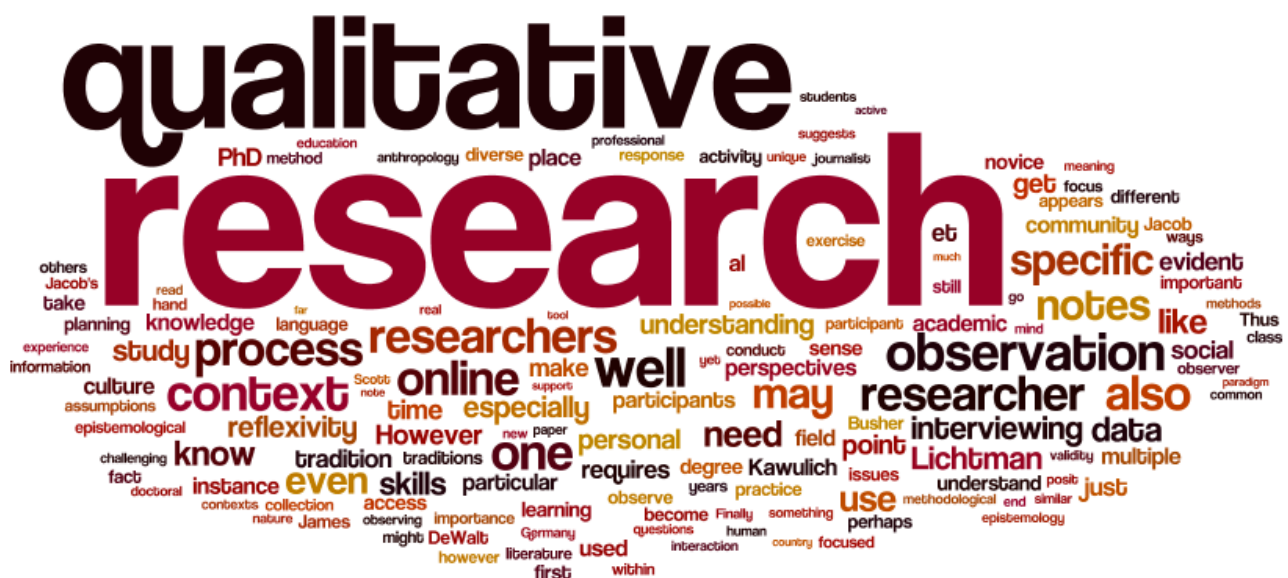


'Doing Credible Qualitative Research'

A Masterclass by Professor David Silverman

Presented by Education Futures with the support of the Deputy Vice
Chancellor: Research & Enterprise.



Date and Times:

Monday October 25th- 7:00 pm to 9:30 pm (ACST)

Tuesday October 26th- 7:00 pm to 9:15 pm (ACST)

Wednesday October 27th- 7:00 pm to 9:15 pm (ACST)

Thursday October 28th-7:00 pm to 9:30 pm (ACST)

Qualitative researchers often try to do the same as quantitative research but with smaller samples. This interactive masterclass is relevant to PhD students and early career researchers and more experienced researchers who want to do qualitative research and to write it up rigorously and effectively. It provides guidance on how to use the latest constructionist approaches which treat our data as instances of complex behaviours and hence complementary to quantitative research.

Instructor



Prof David Silverman is an outstanding scholar specialising in qualitative research.

David is Professor Emeritus in the Sociology Department at Goldsmiths College and Visiting Professor in the Management Department at King's College, University of London and the Business School, University of Technology, Sydney. He has authored 15 books and 45 journal articles on qualitative research, ethnography and conversation analysis. He is the author of four bestselling Sage textbooks on qualitative research and

has published monographs on his research on a large public sector organization, medical consultations HIV-test counselling and placement interviews in a shelter for homeless people.

Prof Silverman has hosted workshops on qualitative research for PhD students in Australia since 2009 as well as in Europe, Sri Lanka, Hong Kong, Malaysia and Tanzania. He successfully supervised 30 PhD students, three of whom are now full Professors.



ABOUT THIS COURSE

This masterclass offers lectures and data workshops covering the latest approaches to key areas of qualitative research:

- Improving the quality of interview data analysis. Treating respondents' accounts as skillful versions of reality. Attending to the step-by-step production of meaning between interviewer and interviewee.
- Documents and digital data as social constructions. How to avoid treating them as 'secondary data'. Tracing the narratives, they construct.
- Credible qualitative research. Threats to credibility and how to make your research credible.
- Mixed methods. Mixing qual and quant data. Using multiple qualitative methods. Advantages and limitations.

The workshop will consist of 4.5 hours of lectures, 3 data workshops and one-to-one supervisions

COURSE FORMAT

This workshop will be delivered online in the evenings.

- Monday October 25th- 7:00 pm to 9:30 pm (ACST)
- Tuesday October 26th- 7:00 pm to 9:15 pm (ACST)
- Wednesday October 27th- 7:00 pm to 9:15 pm (ACST)
- Thursday October 28th-7:00 pm to 9:30 pm (ACST)



RECOMMENDED BACKGROUND

Please view a short YouTube video where I talk about qualitative research:

<https://www.youtube.com/watch?v=AVnIO4vzXg8>

and

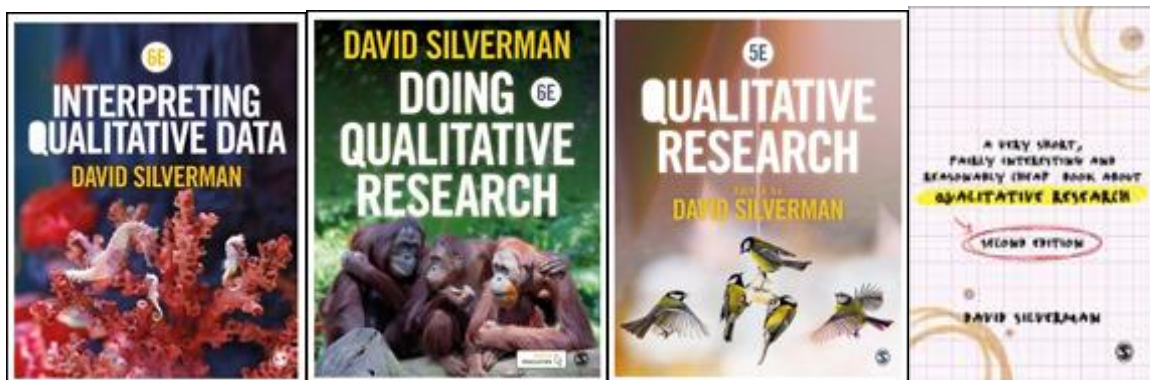
https://www.youtube.com/watch?v=qW_SKXYnhyQ

Now read an online paper, where I highlight themes from this course:

http://www.qualitativesociologyreview.org/ENG/Volume25/QSR_9_2_Silverman.pdf

RECOMMENDED TEXTS

Any of Silverman's current Sage textbooks or, for more advanced researchers, his Very Short Book [second edition].





ONE TO ONES



Individual, online 15-minute discussions with each participant about their research are available. Further readings may be sent as appropriate.

If you would like a 1-1, please email David between October 15-18 using no more than 150 words to set out:

- Your research topic
- Proposed methodology
- Up to three questions

Send to d.silverman@gold.ac.uk giving your name and your University of South Australia Unit.

SCHEDULE

The course will be taught over four consecutive evenings with the following timetable:

Day 1 Monday October 25th

7.00 pm Introductory lecture
7.45 Lecture 1 *Analysing interview data*
9.00 – 9.30pm Data sessions in small groups

Day 2 Tuesday October 26th

7.00 pm Feedback from data sessions
7.30 Lecture 2 *Analysing documents and digital data*
8.45-9.15 pm Data sessions with simultaneous 1-1s

Day 3 Wednesday October 27th

7.00 pm Feedback from data sessions
7.30 Lecture 3 *Credible qualitative research*
8.45 – 9.15 Data sessions with simultaneous 1-1s

Day 4 Thursday October 28th

7.00 pm Feedback from data sessions
7.30 Lecture 4 *Mixed methods*
8.45 – 9.30 Open discussion

PLEASE HAVE WORKSHOP TOPICS WITH YOU ON EACH EVENING

WORKSHOP 1

Interview Data

Below are four extracts from interviews with two middle managers of a recently restructured company:

1

It's changed so much since I started here. A lot of my mates haven't survived the changes ... they were good guys but they weren't in control of what happened to them. I've been lucky, of course I have, but I've worked for it, I've never sat back. (Wayne, male, early 30s, married with two small children)

2

My wife doesn't work so she looks after the kids, I try to see them at weekends, but at night they are usually in bed. I think to myself, what am I missing, but what would their lives be without my job? (Wayne)

3

I don't think I manage differently to my colleagues ... I work very long hours, evenings, weekends, holidays but then this is my decision. I don't have family commitments. (Jackie, female, 34, single)

4

If I didn't work the way I do I wouldn't last one minute. I fit in and manage to get good results but that takes effort and some of them won't do it. I'm lucky I'm better educated than most and I have the experience. (Jackie)

Source: Linstead, A. and Thomas, H. (2002) 'What do you want from me'? A poststructuralist feminist reading of middle managers' identities, *Culture and Organization* 8(1):1-20.

Discuss the following topics:

1. Are we given too much or too little data here? Explain.
2. What features of 'moral tales' can you find in these accounts?
3. How much or little does that tell us about the effects of the company's restructuring?



WORKSHOP 2

Analysing Documents

1. Analyse the extract at the end of this document from Enron's Ethical Code as a narrative or as a set of membership categories [Hint: what categories or implications of these categories does it mark as toxic and seek to detoxify?]
2. Explain why Enron won prizes for this statement.



Principles of Human Rights

As a partner in the communities in which we operate, Enron believes it has a responsibility to conduct itself according to certain basic tenets of human behavior that transcend industries, cultures, economics, and local, regional and national boundaries.

And because we take this responsibility as an international employer and global corporate citizen seriously, we have developed the following principles on human rights.

Enron's Vision and Values are the platform upon which our human rights principles are built.

Vision

Enron's vision is to become the world's leading energy company - creating innovative and efficient energy solutions for growing economies and a better environment worldwide.

Values

Respect

We treat others as we would like to be treated ourselves. We do not tolerate abusive or disrespectful treatment. Ruthlessness, callousness and arrogance don't belong here.

Integrity

We work with customers and prospects openly, honestly and sincerely. When we say we will do something, we will do it; when we say we cannot or will not do something, then we won't do it.

Communication

We have an obligation to communicate. Here, we take the time to talk with one another ... and to listen. We believe that information is meant to move and that information moves people.

Excellence

We are satisfied with nothing less than the very best in everything we do. We will continue to raise the bar for everyone. The great fun here will be for all of us to discover just how good we can really be.



WORKSHOP 3

Credibility

Find two people in your group who are analyzing their data:

1. Ask them what strategies they are using to make their analysis credible
2. The group as a whole should then assess these answers and suggest alternative ways of ensuring credibility.