

## Further resources – Research methodology

Baxter, P & Jack S 2008, 'Qualitative case study methodology: study design and implementation for novice researchers,' *Nurse Researcher*, vol. 13, no. 1, pp. 544-559.  
<http://www.nova.edu/ssss/QR/QR13-4/baxter.pdf>

This article endeavours to dispel any misunderstandings surrounding introductory qualitative research so that novice researchers may develop a better understanding and expand their knowledge.

Case, RE & Snindler, JV 1996, 'Apperception and meaning making in the world of qualitative inquiry: An examination of novice qualitative researchers'. Paper presented at a meeting of American Educational Research Association, New York, USA, pp.1-25.

This paper centres on a study of three novice qualitative researchers. The issues that arise from this study provide others with a valuable insight into the dynamics of qualitative research.

(n.d.) 'Scientific paradigm and action research models', pp. 1-32.

In respect to scientific paradigm, this chapter describes two alternative research views that will enable the development of action research. This reading refers to the various models of action research and a glossary of key terms.

Decorsa, CJB 1997, 'I'm a good teacher, therefore I'm a good researcher: Changing perceptions of expert and novice teachers about doing research', *Annual meeting of the American Educational Research Association*, Chicago, IL, USA, 24-28 March.

This paper emphasises action research and the promotion of teacher research in the classroom. A study of candidates revealed their differing perceptions.

Ellis, Timothy and Levy, Yair 2009, 'Towards a guide for novice researchers on research methodology: Review and proposed methods', *Issues in Informing Science and Information Technology*, volume 6, pp. 323-337.

The novice researcher, such as the graduate student, can be overwhelmed by the intricacies of the research methods employed in conducting a scholarly inquiry. The goal of this review is to provide the novice researcher with a starting point in becoming a more informed consumer and producer of research.

Jameson, Jill and Hillier, Yvonne 2002, *Researching post-compulsory education*, London: Continuum (106 pages). See: <http://hdl.voced.edu.au/10707/40610>

This guide aims to inform practitioners and researchers in post-compulsory education and training (PCET), in particular those in further education (FE), who are considering small-scale research on change management in the workplace. It provides seven basic principles for undertaking **action research** to improve the way that change is implemented in the three key

areas of post-compulsory education: technical, practical curriculum, and organisational change.

Magilvy, JK & Thomas, E 2009, 'A first qualitative project: Qualitative description design for novice researcher', *Journal of the Society for Pediatric Nurses*, vol. 14, no. 1, pp. 298-300. DOI: 10.1111/j.1744-6155.2009.00212.

This article highlights the effectiveness of scientific inquiry and associated learning through experiment and research. Subsequently, this promotes a basis for the broader development of understanding for practitioners and the betterment of care of their patients.

Serrant-Green, L 2007, 'Laura Serrant-Green on the many facets of ethnography and its value as a research tool', *Nurse Researcher*, vol. 14, no. 3, pp. 4-6.

This article provides the novice researcher with informative material about ethnographic research. The author, Laura Serrant-Green, refers to three thematic based papers that focus upon ethnographic research in nursing and healthcare practice.

### **Mixed methods research**

Brannen, J 2009, 'Prologue, mixed methods for novice researchers: reflections and themes', *International Journal of Multiple Research Approaches*, vol. 3, no. 1, pp. 8-12.

This article makes reference to the fact that within methodology, mixed methods research has developed over time and has become more recognised. A mixed methods approach enables the researcher to explore more topics.

Cameron, R 2011, 'Quality frameworks and procedural checklists for mixed methods research', paper presented at the 14th Australian Vocational Education and Training Research Association (AVETRA) Conference, Melbourne, 27-29 April, <http://avetra.org.au/wp-content/uploads/2011/05/6.00.pdf>

Cameron, R 2011, 'A methodological scan of NCVER funded research 1992-2010', AVETRA, Melbourne, paper presented at the 14th Australian Vocational Education and Training Research Association Conference, <http://avetra.org.au/wp-content/uploads/2011/05/5.00.pdf>

Cameron, R 2011, 'Mixed methods in business and management: a call to the "first generation"', *Journal of Management & Organization*, vol. 17, no. 2, pp. 245-267.

Cameron, R 2010, 'Is mixed methods utilised in Australian career development research?', *Australian Journal of Career Development*, vol. 19, no. 3, pp. 52-65, [http://epubs.scu.edu.au/comm\\_pubs/449/](http://epubs.scu.edu.au/comm_pubs/449/)

Cameron, R 2010, 'Mixed methods in VET research: usage and quality', *International Journal of Training Research*, vol. 8, no. 1, pp. 25-39.

Cameron, R 2009, 'A sequential mixed model research design: design, analytical and display issues', *International Journal of Multiple Research Approaches*, vol. 3, no. 2, pp. 140-152, [http://epubs.scu.edu.au/comm\\_pubs/80/](http://epubs.scu.edu.au/comm_pubs/80/)

Cameron, R 2009, 'The use of mixed methods research in VET research', paper presented to the 12th Australian Vocational Education and Training Research Association (AVETRA) Conference, *Aligning participants, policy and pedagogy: traction and tension in VET research*, Coogee, 15-17 April, <http://www.avetra.org.au/papers-2009/papers/12.00.pdf>

Cameron, R 2009, 'Mixed methods: the third methodological movement', *Research Today: Newsletter of the Australian Vocational Education and Training Research Association*, vol. 5, p. 2, <http://avetra.org.au/wp-content/uploads/2009/11/May-Issue.pdf>

Cameron, R & Molina-Azorin, J 2011, 'The acceptance of mixed methods in business and management research', *International Journal of Organizational Analysis*, vol. 19, no. 3, pp. 256-270.

Cameron, R & Molina-Azorin, J 2010, 'The application of mixed methods in organisational research: a literature review', *Electronic Journal of Business Research Methods*, vol. 8, no. 2, pp. 95-105, <http://www.ejbrm.com/issue/download.html?idArticle=250>

Cameron, R & Molina-Azorin, J 2010, 'The use of mixed methods across seven business and management fields', Southern Cross University, Lismore, paper presented at the International Federation of Scholarly Associations of Management World Congress, [http://epubs.scu.edu.au/comm\\_pubs/457/](http://epubs.scu.edu.au/comm_pubs/457/)

Collins, KMT & O'Cathain, A 2009, 'Introduction ten points about mixed methods research to be considered by the novice researcher'. *International Journal of Multiple Research Approaches*, vol. 3, no. 1, pp. 2-7.

In this article, there are ten key factors associated with mixed methods research that novice researchers can adapt to their own research.

Hase, S 2000, 'Mixing methodologies in research', in *9th Annual vocational education and training research conference, North Coast Institute of TAFE, Coffs Harbour, New South Wales, 4-7 July 2000: conference proceedings.*, ed. N Centre for Vocational Education Research, NCVET, Adelaide, 7pp.

Hurmerinta-Peltomaki, Leila & Nummeia, Niina 2006, 'Mixed methods in international business research: A value-added perspective, *Management International Review*, 46(4), pp. 439-459,

<http://search.proquest.com/docview/202692195/fulltext/135D75428A0429198FE/6?accountid=14649>

The paper considers the use of mixed methods in international business research by reviewing empirical studies in four major journals. A total of 484 articles were reviewed, 68 of which had applied a mixed method strategy. In their analysis the researchers categorize mixed methods according to their use in different stages of the research process and provide a range of alternative designs for mixing qualitative and quantitative methods. Their review reveals that most mixed method studies conform to a single design leaving considerable potential for increasing validity and creating knowledge through alternative designs.

Leech, N & Onwuegbuzie, A J 2009, 'Conclusion, lessons learned for teaching mixed research: a framework for novice researchers, *International Journal of Multiple Research Approaches*, vol. 3, no. 1, pp. 105–107.

This article is the first of several manuscripts addressing the need for novice researchers to develop their understanding prior to conducting mixed research. Some of those requirements are raised in the article.

Niglas, K 2009, 'How the novice researcher can make sense of mixed methods designs', *International Journal of Multiple Research Approaches*, vol. 3, no. 1, pp. 34–46.

The author presents an argument that empirical study should be viewed as individual methodological parts so that new ideas and knowledge are clearly defined. The information contained in this article provides guidance for the novice researcher who has limited knowledge about empirical study and mixed methods.

O'Cathain, A. & Murphy, E *et al.* 'Three techniques for integrating data in mixed methods studies', *Bmj*, **341**: c4587.

Smith, N & Stove, DR (n.d.), '*The DNA of mixed methods: Navigating the proposal and dissertation*', pp.177-188.

This chapter explores how mixed methods can be utilised to better assist the novice researcher. For this purpose, the authors, Nancy Smith and Douglas Stove, refer to a DNA molecule and double helix structure as an example.

### **Grounded theory online: supporting GT researchers**

<http://www.groundedtheoryonline.com/what-is-grounded-theory>

What is grounded theory? Shape of a grounded theory. Grounded theory ... is it for me? Why we like grounded theory.

<http://www.groundedtheoryonline.com/getting-started>

Getting started, data collection, data analysis

Glaser, BG 2009, 'The novice GT researcher', *The Grounded Theory Review*, vol. 8, no. 2, pp. 1-21.

This review is based upon grounded theory. The author Barney Glaser asserts in his view that grounded theory can be well adapted to suit the novice researcher study.

Roderick, C 2009, 'Learning classic grounded theory: An account of the journey and advice for new researchers', *The Grounded Theory Review*, vol. 8, no. 2, pp. 49-63.

The author highlights the challenge of grounded theory application in research. It is written to assist novice researchers to overcome any misinterpretations or difficulties in pursuing such a methodology.

### **Why study narrative?**

<http://www.bmj.com/content/318/7175/48.1.full.pdf>

### **Cross-cultural research**

Sparks, Barbara 2002, 'Epistemological and methodological considerations of doing cross cultural research in adult education', *International Journal of Lifelong Education*, vol. 21, no. 2, pp. 115-129.

While doing cross cultural research is not new, the growing acknowledgment of the perils of crossing cultures unconsciously is calling for change. This paper examines some methodological and epistemological considerations of doing cross cultural qualitative research in adult education. Reliance on partial knowledge and middle-class cultural and political bias point to the need within the field for critical reflection on how and why empirical realities are studied in the ways that they are and at the same time require rethinking and revision of traditional research methods while designing new methods of inquiry.