INLS 884: SEMINAR IN RESEARCH METHODOLOGY

FALL 2019
THURSDAYS, 9:30AM – 12:00PM
MANNING 303

COURSE DESCRIPTION

Exploration of topics related to research design and methodology in information and library science.

INSTRUCTOR

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She / her / hers

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OVERVIEW

Progressing toward your dissertation study requires that you have a solid foundation in both research methods (the tools we use to answer research questions) and research methodology (the principles that guide our research practices). In this course, we will explore the range of methods and methodologies available to scholars in Information and Library Science.

This is a small class, and each of you are coming into the course with a different level and type of previous experience with research methods. For that reason, much of what we focus on in class will be issues that are common to all research studies (such as research philosophies, trustworthiness, and research topics / research questions). The data collection segment of class will feature some of the most common types of data collection methods in our field plus a couple less-common methods that you mentioned in your answers to my pre-class survey. We will end the class by exploring various methods for qualitative data analysis. This course will NOT include any discussion of quantitative data analysis, since that material is covered in your required statistics coursework.

The final project for this course – a research proposal – should be something that you can expand on to create the methods chapter of your dissertation literature review and the dissertation proposal. With that said, we will be covering many topics this semester, and we will not be able to delve into any one particular method in depth. Thus, another goal of this course is to explore resources that you can use to extend your understanding after this course is finished.

REQUIRED MATERIALS
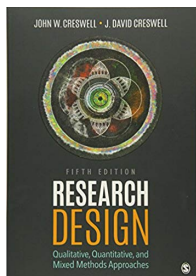
There is one required textbook for this course, and we will read all of it together over the course of the term:

Creswell, J. W., & Creswell, J. D. (2018). Research design: Qualitative, quantitative, and mixed methods approaches (5th Ed.). Los Angeles: SAGE.

I did not request that the UNC bookstore order this, since our class is small. I would recommend purchasing the text online. The SILS library will also have a copy of this text on reserve.

**Note: I try very hard NOT to assign required textbooks in my courses, because I know they can be a financial burden. However, this is an excellent book that is used across social science disciplines. It is particularly useful for students, since it walks you through not only the methods themselves but how to write about them in a proposal or thesis.

In addition to the required book, we will frequently access resources from the SAGE Research Methods database (https://guides.lib.unc.edu/go.php?c=23609079). If you are not already familiar with this database, I strongly recommend that you spend some time exploring it. As you begin writing your proposal, this should be your first stop for finding articles, book chapters, videos, and case studies about your chosen method(s).

INCLUSION AND STUDENT SUPPORT

My teaching philosophy is grounded in relationships and shared meaning-making. This means that I believe people learn best when they are given the opportunity to construct their own understanding of content through authentic engagement with ideas and with each other. I strive to create learning environments that support and honor students' identities and prior knowledge. Who you are as a learner and as a person matters to me.

It is my intent that the diversity that you all bring to our class be viewed as a resource, strength and benefit. I have worked to include and develop course materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. With that said, research in our field, like most others, has been largely built on a foundation of work from privileged voices (read: white, straight, cisgender, non-disabled, American, male), and I acknowledge that there may be both explicit and implicit biases in the selection of materials for this course. Suggestions for improvements are always encouraged and appreciated.

I understand that you have lives outside of this course, and that sometimes experiences outside of your control may interfere with your class performance. If this happens to you, please reach out.

COURSE OBJECTIVES

In this course, students will:

- Articulate a personal research philosophy and positionality statement.
- Apply criteria for trustworthiness to qualitative, quantitative, and mixed methods studies.
- Formulate a concise and focused research question.
- Assess the potential and limitations of particular methods and approaches for answering their own and others' research questions.
- Select and justify the choice of research method(s)for a proposed study.

GRADING

In general, you should expect to earn a P (Pass) for this course, which represents work and effort that meets all stated requirements. The "H" grade is reserved for work that goes above and beyond stated expectations in some way. Course grade ranges are as follows based on UNC Registrar policy for graduate-level courses:

H (Exceptional work that goes beyond the expectations for the course): 95-100%
P (Work that meets all expectations of the course at an acceptable level): 80-94%
L (Work that represents substandard performance in significant ways): 70-79%
F (Performance that is seriously deficient and unworthy of graduate credit): <70%

RESEARCH PROPOSAL (40% OF COURSE GRADE)

The final deliverable for this class is a proposal for a research study. It is my hope that you will be able to expand upon this document to develop your dissertation proposal, and that you will be able to use much of this work to construct your methods chapter for your dissertation literature review. Your proposal will consist of the following sections:

1. Introduction (~2 pages double spaced) - provides a brief overview of the problem that you've identified, a specific research question and motivation for pursuing your chosen research study.
2. Abbreviated Literature Review (2-4 pages double spaced) - synthesizes sources that already exist that are relevant to your intended research and (**very importantly**) how your study will contribute to the "research conversation" around your topic of interest (more on this in class).
3. Research Design (length may vary, but aim for at least 6-10 pages double spaced) – describes and justifies the data collection and analysis methods to be used to address the research problem/question. Includes information about the sample, the context in which the research will take place, trustworthiness considerations, researcher positionality, and limitations and ethical concerns.

4. Conclusion (1 page double spaced) – Summarizes the proposal and the potential impact of / audience for the study.

You may use any citation style for your work as long as you use it correctly. I would strongly recommend 1) using the style that you will use for your dissertation proposal and dissertation, and 2) getting your hands on the publication manual / style manual for that style (the APA manual was a lifesaver for me during my doctoral studies!).

The final proposal is due on **Tuesday, December 10** (our scheduled exam day) and is worth 40% of your grade for the class.

INTERMEDIATE ASSIGNMENTS (30% OF COURSE GRADE)

The assignments summarized below are designed to help you move towards the final proposal. You will turn all assignments in via the Forum tool in Sakai.

1. **Preliminary research topic (5%):** a short document (maximum of one page), that elaborates your initial ideas about what you would like to pursue for your dissertation research. It should include topic area(s), questions that interest you and why you want to research this topic.

2. **Research philosophy and positionality statement (10%):** a brief document (2-3 pages single spaced) that articulates your beliefs, assumptions, and values related to research and your role as a "human instrument" in the research process. Both your research philosophy and your positionality can (and probably will!) change over time, so you should consider the statement you write for this class to be the seeds of a living document that you can adapt over time. To help you draft this statement, you might want to consider the following questions (these don't necessarily all have to be addressed in your statement):

- How would you define words like "research," "knowledge," and "truth?"
- How would you complete the sentence, "Research should…"? How would you complete the sentence "Researchers should…"?
- What particular issues or topics within our field interest you, and how do you think those topics should be studied / by whom?
- Do you believe that some types of research evidence (for example, numerical data or interview data) have more worth or are more convincing to your personally than others? If so, what types and why?
- What subject population(s) do you hope to work with as a researcher? What is your relationship to those populations? Consider the extent to which you are an insider or an outsider in those communities, what identities or experiences you might share with them, and what the balance of power might be between you in your professional role and the populations you will work with.
- What experiences in your past have shaped your beliefs about research and its role in society?

3. **Research question drafts (5%):** The process of coming up with research questions is iterative, and your questions are likely to evolve throughout this course and well into the process of your actual research study. This happens; it is expected. However, it's important to start the research process with one or more well-

conceived research questions that you can use to structure your proposal work. You will share drafts of your research question(s) at three points during the semester.

4. **Methods summary (10%):** A template will be provided for you to fill out that will guide you through your choice of method(s), trustworthiness considerations, and justifications.

Two-thirds of your grade on these assignments will be determined by what you post; the other third will be determined by your contribution to **peer reviewing.** Each of you will have a peer review partner for the duration of the semester. For each of the above assignments, you will provide constructive feedback to your partner <u>within one week of the assignment due date</u> by posting a reply to your partner's forum post. In addition to reviewing your partner's work, I also strongly encourage you to read your other classmates' posts and comment on those when you have something potentially helpful to add to their work (replies to other classmates may be less detailed than replies to your peer review partner – that's completely fine!).

You will continue to refine each of these items throughout the semester, and each will be incorporated into your final proposal in some form. **So please consider all of these DRAFTS – they do not need to be perfect when you submit them.**

CLASS DISCUSSION FACILITATION (15% OF COURSE GRADE)

During the Data Collection and Data Analysis segments of the class (9/26, 10/3, 10/24, 11/7, and 11/21), you will each lead a 20-30-minute discussion of an article of your choice that employs a method we will explore in that day's class (on one of those days, we will have two student-led discussions). Tips for this assignment:

- This is not a presentation; ideally, you will speak less than your classmates during the discussion.
- Prepare for this discussion by carefully reading your article and thinking critically about it in light of other course readings and discussions. Come to class with a list of questions about the article that you think will generate conversation. Write more questions than you think you will need, but order them in some way so that you pose the more important or interesting questions first.
- Consider using a discussion protocol to structure your time and encourage everyone's participation. The links below may be helpful in this regard. Note that some of these might not be ideal for our group size (there will be 6 people participating in the discussion and one facilitator).
    - Harvard's Teaching and Learning Lab – Discussion Protocols
    - Small Group Discussion Protocols from the UNC Pharmacy School
    - The Big List of Class Discussion Strategies from the Cult of Pedagogy blog
- You can choose an article based on any criteria you want, but I would encourage you to consider:
    - Quality – not necessarily in a positive way! Sometimes a poorly-conceived or poorly-executed study can generate more discussion than an excellent one.
    - Relevance – to your interests and/or to your classmates' interests.
    - Readability – will all class members be able to read and understand the article without specialized content knowledge?
    - Uniqueness – is there something about this study or article that makes it stand out in some way? (This isn't necessary for the article to be a good choice for discussion, but it can help you narrow down your choices.)

- To find your paper, you can use standard LIS databases such as LISS or LISA, but you might also consider looking through the case reports found in the SAGE research methods database (https://methods.sagepub.com/Cases). These are articles that focus on how a particular method was applied in the context of a real-world study, and as such they focus more on research design than findings. You can filter these by method, and many, though not all, are relevant to LIS because we are in such an interdisciplinary field.

You will sign up for a discussion date and topic in class on **8/22**. You should choose your discussion paper and share a PDF copy of it with the class no later than **9/12**.

CLASS PARTICIPATION (15% OF COURSE GRADE)

The ability to work successfully and communicate effectively with your colleagues will be vital to your career as a professional. Consequently, you must be thoughtful in your interactions with your peers and instructor. Your active participation in class is vital not only for your own learning, but for the learning of everyone in the class.

I believe that each of you has valuable experiences and contributions that will deepen and extend our understanding of the course content, both during class and online. Therefore, I expect you to be engaged in class. This does not mean that you need to raise your hand for every question in class - the quality of your participation matters just as much as the quantity, and when a handful of people dominate class discussions it is difficult for other students to fully engage. There are several ways to actively participate in class, and each will factor in to your class participation grade:

- Attendance: You are expected to attend class each week and to arrive on time. This is especially important for this course since we only meet once each week. More than one absence or repeated tardiness will result in a lower class participation grade.
- Preparation: Full participation in class will require that you have not only completed all readings, but also thought critically about them before coming to class. In keeping with UNC's definition of one credit hour, you should plan to spend approximately six hours each week outside of class working on assignments and completing readings and other out-of-class tasks.
- Participation in class activities: In addition to large-group discussion, this class will include individual and pair activities, and I will look for your engagement in all of those. Without a variety of voices and opinions, the quality of class discussions is significantly lowered. Take notes, ask questions, and above all, actively engage your mind with the ideas we are exploring in class.
- Behavior: Behave professionally. Be courteous to your instructor and classmates by refraining from conversing with others during lecture times, turning off all devices that might interrupt class, and using your electronic devices only to support class activities.

COURSE SCHEDULE

Date	Prepare for Class	Assignments Due
8/22	**Philosophical Approaches to Research** Read the course syllabus. Read Creswell & Creswell, Chapter 1 Read Kankam, P. K. (2019). The use of paradigms in information research. *Library and Information Science Research, 41*, 85-92. Read **one** (choose the approach that seems to most closely align with your current beliefs about research. If you are drawn to more than one, feel free to read or skim multiple of these): • **Positivism / Postpositivism:** Hjørland, B. (2005). Empiricism, rationalism, and positivism in library and information science. *Journal of Documentation, 61*(1), 130-155. • **Constructivism:** Wadas, L. R. (2018). Before the research: A personal account (Or, why I am a constructivist). *Codex, 5*(1), 22-33. • **Pragmatism**: Sundin, O., & Johannisson, J. (2005). Pragmatism, neo-pragmatism and sociocultural theory: Communicative participation as a perspective in LIS. *Journal of Documentation, 61*(1), 23-43. • **The Transformative Paradigm:** Mertens, D. M. (2007). Transformative paradigm. *Journal of Mixed Methods Research, 1*(3), 212-225.	In class, sign up for a discussion facilitation date / topic and choose a peer review partner.
8/29	**Trustworthiness** Read Lincoln, Y. S., & Guba, E. G. (1985). Establishing trustworthiness. In *Naturalistic Inquiry* (pp. 289-331). Beverly Hills, CA: SAGE. Read "Step-by-step guide to critiquing research part 1: Quantitative research" by Michael Coughlan, Patricia Cronin, and Frances Ryan.	Preliminary research topic posted to Sakai forum.

Date	Prepare for Class	Assignments Due
	Read "Step-by-step guide to critiquing research part 2: Qualtitative research" by Frances Ryan, Michael Coughlan, and Patricia Cronin	
9/5	**Foundations of Research Studies: The Research Conversation** Read Creswell & Creswell, Chapters 3 and 7 (Re?)Read Bates, M. J. (2005). An introduction to metatheories, theories and models (Ch. 1). In K. E. Fisher, S. Erdelez, & L. E. F. McKechnie's (Eds.) *Theories of Information Behavior*. ASIST Monograph Series, Information Today, Inc.: Medford, NJ. Read Iverson, S. & Seher, C. L. (2016). Developing purpose: A case in the design of feminist qualitative research – A study of academic mothers' sabbatical experiences. *SAGE Research Methods Cases*. London: SAGE.	Research philosophy and positionality statement draft posted to Sakai forum. Peer review feedback posted for preliminary research topics.
9/12	**The Research Proposal** Read Creswell & Creswell, Chapters 4-6 Read excerpts from Cottrell, S. (2014). *Dissertations and project reports: A step by step guide.* New York, NY: Palgrave Macmillan. Find and read a sample research proposal in your general area of academic interest. You may be able to find a proposal online, but you could also email a current or former SILS doctoral student and ask to read their proposal. This doesn't have to be a dissertation proposal - a grant proposal could also work here.	Research question(s) draft #1 posted to Sakai forum. Discussion facilitation papers chosen and shared with the class. Peer review feedback posted for research philosophy drafts.
9/19	**Research Approaches and Strategies** *This week, we will discuss six common approaches to research studies: case studies, experiments, ethnography and phenomenology, grounded theory, surveys, and action research. Our focus will be on comparing these approaches in terms of their features, strengths, and weaknesses. Since there are six of you in the class, you will each choose one approach and read two articles or chapters about it (linked in Sakai). Then in class, we will have a "jigsaw"*	Peer review feedback posted for research question draft #1.

Date	Prepare for Class	Assignments Due
	discussion where you will teach others about the approach you focused on, and you will learn about the approaches that your classmates focused on. Everyone should also read the article below. Read Reichertz, J. (2004). Abduction, deduction and induction in qualitative research. In U. Flick, E. von Kardorff, & I. Steinke (Eds.), *A companion to qualitative research* (pp. 159-164). London: SAGE.	
9/26	**Data Collection I (Interviews)** Read Creswell & Creswell, Chapter 9 Read Introduction, Chapter 3 (Epistemological Issues of Interviewing), and Chapter 8 (Interview Variations) of Brinkmann, S., & Kvale, S. (2015*). InterViews: Learning the craft of qualitative research interviewing* (3rd Ed.). Los Angeles, CA: SAGE. Read student-chosen paper for class discussion facilitation.	Research question(s) draft #2 posted to Sakai forum.
10/3	**Data Collection II (Documents)** Read Denscombe, M. (2007). Documents. In *The good research guide for small-scale social research projects* (3rd Ed.) (pp. 227-246). Berkshire, England: Open University Press. Shenton, A. K. (2013). Analysis of existing, externally created material. In Pickard, A. J., *Research methods in information* (2nd Ed.) (pp. 251-261). Chicago, IL: Neal-Schuman. Read student-chosen paper for class discussion facilitation.	Peer review feedback posted for research question draft #2.
10/10	**Dr. Rawson out of town (no class).** Read Creswell Chapter 2 and spend time working on your proposal.	
10/17	Fall Break	
10/24	**Data Collection III (Observation and Surveys)** Read Creswell & Creswell, Chapter 8	

Date	Prepare for Class	Assignments Due
	Read Wästerfors, D. (2018). Observations. In U. Flick (Ed.), *The SAGE handbook of qualitative data collection* (pp. 314-326). Los Angeles, CA: SAGE. Read student-chosen paper for class discussion facilitation.	
10/31	**Methods Panel** Today we will be joined by current and past SILS doctoral students to discuss the real-world application of methods to LIS studies. Come prepared to ask questions and engage in discussion.	
11/7	**Data Analysis I - Qualitative Coding** Read Kuckartz, U. (2013). Three basic methods of qualitative text analysis. In *Qualitative text analysis: A guide to methods, practice, and using software* (pp. 65-120). London: SAGE. Read Flick, U. (2013). Mapping the field. In *The SAGE handbook of qualitative data collection* (pp. 3-18). Los Angeles, CA: SAGE. Read student-chosen paper for class discussion facilitation.	Methods summary (completed template) posted to Sakai forum.
11/14	Dr. Rawson out of town (no class).	Peer review feedback on methods summary posts.
11/21	**Data Analysis II - Discourse Analysis, Social Network Analysis, and Content Analysis** Read Rau, A., Elliker, F., & Coetzee, J. K. (2018). Collecting data for analyzing discourses. In U. Flick (Ed.), *The SAGE handbook of qualitative data collection* (pp. 300-313). Los Angeles, CA: SAGE. Read Carolan, B. V. (2013). The social network perspective and educational research introduction. In *Social network analysis and education: Theory, methods, and applications* (pp. 3-22). Thousand Oaks, CA: SAGE. Read Schreier, M. (2013). Qualitative content analysis. In U. Flick (Ed.), *The SAGE handbook of*	

Date	Prepare for Class	Assignments Due
	qualitative data collection (pp. 170-183). Los Angeles, CA: SAGE. Read Pierce, R. (2011). Using content analysis. In *Research methods in politics* (pp. 263-278). London: SAGE. Read student-chosen paper for class discussion facilitation.	
11/28	Thanksgiving holiday (no class)	
12/10 (Tuesday)	**Research proposals due.**	

UNIVERSITY HONOR SYSTEM

The University of North Carolina at Chapel Hill has had a student-administered honor system and judicial system for over 100 years. Because academic honesty and the development and nurturing of trust and trustworthiness are important to all of us as individuals, and are encouraged and promoted by the honor system, this is a most significant University tradition. More information is available at http://www.unc.edu/depts/honor/honor.html. The system is the responsibility of students and is regulated and governed by them, but faculty share the responsibility and readily commit to its ideals. If students in this class have questions about their responsibility under the honor code, please bring them to me or consult with the Office of the Dean of Students. The web site identified above contains all policies and procedures pertaining to the student honor system. We encourage your full participation and observance of this important aspect of the University.

STUDENTS WITH DISABILITIES

The University of North Carolina at Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in difficulties with accessing learning opportunities. All accommodations are coordinated through the Accessibility Resources and Service Office. See the ARS Website for contact information: https://ars.unc.edu or email ars@unc.edu.

SILS DIVERSITY STATEMENT

In support of the University's diversity goals and the mission of the UNC School of Information and Library Science, SILS embraces diversity as an ethical and societal value. We broadly define diversity to include ability, age, ethnicity, gender, gender identity, gender expression, immigration status, national origin, race, religion, sexual orientation, and

socioeconomic status. As an academic community committed to preparing our graduates to be leaders in an increasingly multicultural and global society we strive to:

- Ensure inclusive leadership, policies, and practices
- Integrate diversity into the curriculum and research
- Foster a mutually respectful intellectual environment in which diverse perspectives and experiences are valued
- Recruit and retain students, faculty, and staff from traditionally underrepresented groups
- Participate in outreach to underserved groups in North Carolina and beyond

The statement is our commitment to the ongoing cultivation of an academic environment that is open, representative, and reflective of the concepts of equity and fairness.

~The Faculty and Staff of the UNC School of Information and Library Science

RECOMMENDED EXTENSION READINGS

The texts below are recommended for further reading on the topics we will discuss in class. Some of these may be useful as you work on your proposal; others may be useful to you later, as you develop your dissertation. This list will be shared in a Google document so that both students and the instructor can add to it throughout the semester.

* indicates an LIS-specific resource

General

- Allen, M. (2017). *The SAGE encyclopedia of communication research methods.* Los Angeles, CA: SAGE.
- *Berryman, D. R. (2019). Ontology, epistemology, methodology, and methods: Information for librarian researchers. *Medical reference services quarterly, 38*(3), 271-279.
- *Budd, J. M. (1995). An epistemological foundation for library and information science. *Library Quarterly, 65*(3), 295-318.
- Clough, P., & Nutbrown, C. (2012). *A student's guide to methodology* (3rd Ed.). Los Angeles: SAGE.
- Denscombe, M. (2007). *The good research guide for small-scale social research projects.* New York, NY: Open University Press.
- Haralambos, M. (2016). *Sociology in pictures: Research methods* (2nd Ed.). Odeon Books. (e-book format only)
- Hughes, J. (Ed.) (2012). *SAGE internet research methods.* Los Angeles, CA: SAGE.
- *Lauro, N. C., Amaturo, E., Grassia, M. G., Aragona, B., & Marino, M. (2017). Cham, Switzerland: Springer International. *Data science and social research: Epistemology, methods, technology and applications.*
- McSweeney, F. & Williams, D. (2019). *Designing and conducting research in social science, health, and social care.* London: Routledge.
- O'Leary, Z. (2007). *The social science jargon buster*. London: SAGE.

- Saunders, M., Lewis, P., & Thornhill, A. (2009). Understanding research philosophies and approaches. In *Research methods for business students* (5th Ed.), pp. 106-135. Harlow, England: Prentice Hall.
- Sloan, L. & Quan-Haase, A. (2016). *The SAGE handbook of social media research methods.* London: SAGE.

Proposal Writing

- Bell, J., & Waters, S. (2014). *Doing your research project: A guide for first-time researchers* (6th Ed.). New York, NY: McGraw-Hill Education.
- Cottrell, S. (2014). *Dissertations and project reports: A step by step guide.* New York, NY: Palgrave Macmillan.

Positivism and Post-Positivism

- Bryant, C. G. A. (1985). *Positivism in social theory and research.* New York, NY: St. Martin's Press.
- Giddens, A. (1974). *Positivism and sociology.* London: Heinemann.
- Phillips, D. C., & Burbules, N. C. (2000). *Postpositivism and educational research.* Lanham, MD: Rowman & Littlefield.
- Ryan, A. B. (2006). Post-positivist approaches to research. In *Researching and writing your thesis: A guide for postgraduate students* (pp. 12-26). Maynooth, Ireland: MACE: Maynooth Adult and Community Education.
- Singer, M. (2005). *The legacy of positivism.* New York, NY: Palgrave Macmillan.
- Turner, J. H. (1985). In defense of positivism. *Sociological Theory, 3*(2), 24-30.
- Weber, R. (2004). The rhetoric of positivism versus interpretivism: A personal view. *MIS Quarterly, (28),*1, iii-xii.

Pragmatism

- Biesenthal, C. Pragmatism. In D. Coghlan & M. Brydon-Miller (Eds.), *The SAGE encyclopedia of action research* (pp. 648-650). London: SAGE.
- Biesta, G. (2015). Pragmatism and the philosophical foundations of mixed methods research1. In A. Tashakkori & C. Teddlie (Eds.), *SAGE handbook of mixed methods in social & behavioral research* (pp. 95-118). Thousand Oaks, CA: SAGE.
- Biesta, G. J. J., & Burbules, N. C. (2003). Pragmatism and educational research. In *Pragmatism and education research* (pp. 107-114). Lanham, MD: Rowman & Littlefield.
- Cherryholmes, C. H. (1992). Notes on pragmatism and scientific realism. *Educational Researcher, 21*(6), 13–17.
- Haack, S. (Ed.). (2006). *Pragmatism, old and new.* Amherst, NY: Prometheus Books.
- Shook, J. R., & Margolis, J. (Eds.). (2006). *A companion to pragmatism.* Hoboken, NJ: Blackwell Publishing.
- Simpson, B. (2019). Pragmatism: A philosophy of practice. In B. Simpson, *The SAGE handbook of qualitative business and management research methods: History and traditions* (pp. 54-68). Thousand Oaks, CA: SAGE.

- Talisse, R. B., & Aikin, S. F. (Eds.). (2011). *The pragmatism reader*. Princeton, NJ: Princeton University Press.

Constructivism / Interpretivism

- Berger, P. L., & Luckman, T. (1966). *The social construction of reality*. New York, NY: Anchor Books.
- Charmaz, K. (2008). Constructionism and the grounded theory method. In J. A. Holstein & J. F. Gubrium (Eds.), *Handbook of constructionist research* (pp. 397-412). New York, NY: The Guilford Press.
- Hershberg, R. M. (2014). Constructivism. In D. Coghlan & M. Brydon-Miller (Eds.), *The SAGE encyclopedia of action research* (pp. 183-186). London: SAGE.
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic Inquiry*. Beverly Hills, CA: SAGE.
- Lincoln, Y. S., & Guba, E. G. (2013). *The constructivist credo.* Walnut Creek, CA: Left Coast Press.
- Williamson, K. (2006). Research in constructivist frameworks using ethnographic techniques. *Library Trends, 55*(1), 83-101.

The Transformative Paradigm

- Mertens, D. M. (2009). *Transformative research and evaluation*. New York, NY: Guilford.
- Mertens, D., Bledsoe, K., Sullivan, M. & Wilson, A. (2010). Utilization of mixed methods for transformative purposes. In Tashakkori, A., & Teddlie, C. *SAGE handbook of mixed methods in social & behavioral research* (pp. 193-214). Thousand Oaks, CA: SAGE.

Interviews

- Brinkmann, S., & Kvale, S. (2015). *InterViews* (3rd Ed.). Los Angeles, CA: SAGE.
- Rubin, H. J. & Rubin, I. S. (2011). *Qualitative data: The art of hearing data* (3rd Ed.). Thousand Oaks, CA: SAGE.

Surveys and Questionnaire Design

- Ornstein, M. (2013). *A companion to survey research*. Los Angeles, CA: SAGE.
- Ruel, E., Wagner III, W. E., & Gillespie, B. J. (2016). *The practice of survey research: Theory and applications*. Los Angeles, CA: SAGE.

Qualitative Data Analysis

- Flick, U. (2014). *The SAGE handbook of qualitative data analysis.* London: SAGE.

Social Network Analysis

- Scott, J., & Carrington, P. J. (2014). *The SAGE handbook of social network analysis.* London: SAGE.