Course Outline 2018
BUSINESS 705: QUALITATIVE RESEARCH METHODS (15 POINTS)
Semester 2, (1185)

Course Prescription
Students will become familiar with current theory and practice as well as methodologi-
cal debates in the use of qualitative methodologies, including ethnography, case studies,
archival research, participant observation, interview and focus group methods, as well as
transcription and analysis. A workshop on coding qualitative data will be included.

Programme and Course Advice
Restriction: MKTG 703, 704

Note: In order to practice the skills of qualitative research, this course has a formal re-
quirement that students act as participants in research related activities; e.g., to practice
interviewing, students will need to be interviewees. This coursework research is explicitly
pedagogical, it contributes directly to the course content and objectives, and the informa-
tion collected is not for wider dissemination. Nevertheless, it is important that students
know that there are no assurances that their participation in these activities will be treated
confidentially.

Your continued enrolment in this course will be taken as your consent to act as a participant
in this course’s research related activities.

It’s hard to practice interviewing if no-one wants to be interviewed.

Goals of the Course
My overarching goal for this course is to prepare you to undertake your first (and perhaps
only) research project of any size; e.g., a masters (60-point) dissertation or an honours
(30-point) dissertation. This is my touchstone in all my thinking regarding BUSINESS
705. To that end, I want you to be able to select qualitative research methods that are
appropriate for your chosen academic conversation (Huff, 2009), and to use those methods
in a proficient manner.
Learning Outcomes

<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>Graduate profile capability</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO1 The selection of qualitative research methods that are appropriate to the</td>
<td>Disciplinary knowledge and practice</td>
</tr>
<tr>
<td>research conversation in which the student wishes to participate</td>
<td></td>
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<tr>
<td>LO2 The proficient and ethical use of tools and techniques in qualitative</td>
<td>Disciplinary knowledge and practice</td>
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<tr>
<td>research</td>
<td></td>
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<tr>
<td>LO3 The effective communication of the findings arising from qualitative research</td>
<td>Disciplinary knowledge and practice</td>
</tr>
<tr>
<td>LO4 The justification of the choices they make around the collection, analysis,</td>
<td>Disciplinary knowledge and practice</td>
</tr>
<tr>
<td>and presentation of qualitative data, congruent with their chosen research</td>
<td></td>
</tr>
<tr>
<td>conversation</td>
<td></td>
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</tbody>
</table>

Content Outline

This course gives a broad overview of the essential aspects of qualitative research methods. In this six-week course this achieved by addressing the following topics:

- You and qualitative research
- Qualitative research methods
- Collecting qualitative data
- Analysing qualitative data
- Presenting your results

Learning and Teaching

Practice makes perfect, or so they say. Consequently, much of our time together in class will be spent practising the tools and techniques of qualitative research. For this to be effective you will need to complete the required pre-work before each class; this includes readings and writing tasks.

If you require help tackling the pre-work, then you should contact the teaching staff.

Teaching Staff

Peter Smith
Office: Room 439, OGG Building
Tel: 09 923 7178
Email: p.smith@auckland.ac.nz
Office hours: Wednesdays from 13:00–14:00, or by appointment

Time management

It is expected that the average student will need to spend approximately 25 hours per week on work relating to this course. Of that time, about six hours take the form of classwork. The remaining 19 hours should be split between: (a) completing the week’s readings, (b) preparing for the class exercised, (c) completing assessments.

Background: The Tertiary Education Commission expects that, for each point a course is worth, a student should engage in 10 ‘learning hours’. Thus, a 15-point course, such as this one, should require 150 ‘learning hours’. Over the six-weeks of this course, that is equivalent to 25 hours per week.
Learning Resources
The textbooks upon which this course is based are:


Most students will already have encountered the book by Huff in BUSINESS 710.

Additional readings will be provided through Canvas.

Assessment

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Approximate weighting</th>
<th>Learning outcomes</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning journal</td>
<td>25%</td>
<td>All</td>
<td>Via Canvas; Weeks 1–5</td>
</tr>
<tr>
<td>Peer evaluation of learning journals</td>
<td>15%</td>
<td>All</td>
<td>Via Canvas; Weeks 1–5</td>
</tr>
<tr>
<td>Summative learning journal</td>
<td>50%</td>
<td>All</td>
<td>Via Canvas; Week 6</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
<td>All</td>
<td>In-class, every class</td>
</tr>
</tbody>
</table>

Notes:

1. The assessment weightings are provisional and approximate.

Pass requirement
An overall grade of C- or better is required in order to pass this course.

Policies

Inclusive Learning
Students are urged to discuss privately any impairment-related requirements face-to-face and/or in written form with the Peter.

Student feedback
Your feedback is valuable to us. We will use it to improve the course content and our facilitation of the course. Your informal feedback (given directly to me) and formal feedback (through the Staff Student Consultative Committee and through course evaluations) is used to improve the course.

During the last iteration of the course, no particular issues were raised as part of the Staff Student Consultative Committee process.

Copyright warning notice
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**Academic integrity**

The University of Auckland will not tolerate cheating, or assisting others to cheat, and views cheating in coursework as a serious academic offence. The work that a student submits for grading must be the student’s own work, reflecting his or her learning. Where work from other sources is used, it must be properly acknowledged and referenced. This requirement also applies to sources on the worldwide web. A student’s assessed work may be reviewed against electronic source material using computerised detection to provide an electronic version of their work for computerised review.

**In the event of an unexpected disruption**

We undertake to maintain the continuity and standard of teaching and learning in all your courses throughout the year. If there are unexpected disruptions, the University has contingency plans to ensure that access to your course continues and your assessment is fair, and not compromised. Some adjustments may need to be made in emergencies. In the event of a disruption, the University and your course coordinators will make every effort to provide you with up to date information via Canvas and the University website.

**Graduate profile for Master of Commerce**

The following six themes represent the capabilities that the Business School seeks to foster in all of its graduates. The development of these capabilities does not come all at once, but rather is expected to build from year to year. Each course is not expected to contribute to all capabilities, but each course will have its own goals and learning outcomes that relate to the overall development of this profile.

1. **Disciplinary knowledge and practice**
   Graduates will be able to apply highly specialised knowledge within the discipline to demonstrate an advanced awareness and understanding in a global context.

2. **Critical thinking**
   Graduates will be able to analyse and evaluate the relevant literature, and design and develop scholarly arguments that demonstrate advanced and diverse thinking.

3. **Solution seeking**
   Graduates will be able to creatively research and analyse complex issues, and develop innovative solutions.

4. **Communication and engagement**
   Graduates will be able to engage, communicate, and collaborate with diverse groups using multiple formats and effectively address a range of professional and academic audiences.

5. **Independence and integrity**
   Graduates will be able to demonstrate advanced independent thought, self-reflection, ethics, and integrity.

6. **Social and environmental responsibility**
   Graduates will consider, in relation to their discipline, the potential significance of the principles underpinning both the Treaty of Waitangi and sustainability.

**References**
