



## BUSINESS SCHOOL

Course Outline 2019

INFOSYS 751: RESEARCH METHODS - QUALITATIVE (15 POINTS)

Semester 1 (1193)

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### Course prescription

Focus is on the conduct and evaluation of qualitative research. Reviews various qualitative research methods and ways of analysing qualitative data and the challenges of writing up qualitative research work for conferences and peer-reviewed academic journals.

### Course advice

Restriction: MKTG 703, 704

The course is one of the required research methods courses for all postgraduate students enrolled in the BCom (Hons) or MCom in ISOM.

### Goals of the course

The purpose of this course is to provide advanced education and training in qualitative research methods for postgraduate students. The general goals of this course are:

- 1) Philosophy and Research Design: Students will know the underlying research philosophies and possible qualitative research designs in business and management
- 2) Research Methods: Students will understand how a variety of qualitative research methods, including action research, case study research, ethnographic research and grounded theory, can be used in business and management
- 3) Critical Thinking Skills: Students will analyse and critically evaluate published examples of qualitative research in information systems
- 4) Communication Skills: Students will write and present a research proposal and they will develop an appreciation of the challenges of writing up qualitative research work for a thesis, conference paper and journal article

### Learning outcomes (LO)

#	Learning outcome	Graduate profile capability*
LO1		1. Disciplinary knowledge and practice 4c. Engagement

#	Learning outcome	Graduate profile capability*
LO2	Understand important ethical principles related to research	1. Disciplinary knowledge and practice 5b. Integrity 6a. Social responsibilities
LO3	Understand the essential features of every qualitative research design	1. Disciplinary knowledge and practice 2. Critical thinking 3. Solution seeking
LO4	Demonstrate competence in critical thinking by presenting and evaluating arguments in an academic fashion	1. Disciplinary knowledge and practice 2. Critical thinking 4b. Communication (Written)
LO5	Exhibit competence in critiquing the research methods sections of qualitative research articles published in some of the leading academic journals	1. Disciplinary knowledge and practice 2. Critical thinking 4b. Communication (Written)
LO6	Demonstrate the effective writing and presenting of a research proposal using qualitative methods	1. Disciplinary knowledge and practice 4a. Communication (Oral) 4c. Engagement

\* See the graduate profile this course belongs to at the end of this course outline.

## Content outline

Week / Module	Topic	Relevant learning resources/activities	Assessment due this period
Week 1	Introduction	Chapters 1 and 2	
Week 2	Fundamental Concepts of Research	Chapters 3-5	
Week 3	Qualitative Research Methods 1: Action Research and Case Study Research	Chapter 6 and 7	
Week 4	Design Science Research	See Canvas	
Week 5	Qualitative Research Methods 2: Ethnographic Research	Chapter 8	
Week 6	Qualitative Research Methods 3: Grounded theory	Chapter 9	Assignment 1
Week 7	Qualitative data collection	Chapters 10-12	

Week / Module	Topic	Relevant learning resources/activities	Assessment due this period
Week 8	Qualitative interpretation and data analysis 1: Overview and Hermeneutics	Chapters 13-14	
Week 9	Qualitative interpretation and data analysis 2: Semiotics, Narrative and Metaphor	Chapters 15-16	
Week 10	Writing up and publishing qualitative research	Chapters 17-19	
Week 11	Presentation of Research Proposals		Assignment 2
Week 12	Presentation of Research Proposals		Assignment 2

\* The chapter numbers are from the required textbook. Additional required and recommended readings from journal articles will be listed on Canvas.

## Learning and teaching

The class will meet for three hours each week (36 hours over the semester). Class time will be used for a combination of lectures, discussions of qualitative research articles and practical exercises. In addition to attending classes, students should be prepared to spend about another six hours per week on activities related to this course. To succeed, students need to read the required and recommended readings for the course before class and come prepared to discuss them during class. The lectures, class discussions and in-class exercise will help them to prepare for assignments and the final exam.

## Teaching staff

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## Learning resources

Required textbook:

Myers, Michael D. *Qualitative Research in Business & Management*. Sage Publications, 2nd edition, 2013.

## Recommended readings:

1. Lee, A.S., Liebenau, J. and DeGross, J.I. (eds.). *Information Systems and Qualitative Research*, Chapman and Hall, London, 1997.
2. Myers, Michael D. "Qualitative Research in Information Systems", *AISWorld Section on Qualitative Research*, [www.qual.auckland.ac.nz](http://www.qual.auckland.ac.nz)
3. Myers, Michael D., and David Avison (eds.). *Qualitative Research in Information Systems: A Reader*. Sage Publications, 2002.
4. Urquhart, C. 2012. *Grounded Theory for Qualitative Research: A Practical Guide*. London: Sage Publications.
5. Walsham, G. *Interpreting Information Systems in Organizations*. John Wiley and Sons, Chichester, 1993.
6. Wolcott, H. *Writing up Qualitative Research*. Third edition. Sage Publications, Thousand Oaks, CA, 2009.
7. Yin, Robert K. *Case Study Research: Design and methods*. Fourth edition. Sage Publications, 2009.

As well as the textbook, students are required to read the articles that are listed in the course schedule for each lecture. Additionally, students are expected to read more widely including articles from any recognised journal in IS or OM. Many useful citations can be obtained from the AIS E-Library, the ACM Digital Library, Google Scholar, and other bibliographic databases such as ABI/Inform, Science Direct or the Emerald Library. Most of these libraries and databases are available online from the University of Auckland Library.

## Assessment information

Assessment task	Weight %	Group and/or individual	Submission
Assignment 1	25%	Individual	Canvas
Assignment 2	25%	Group	In class
Final Exam	50%	Individual	Exam venue

## Pass requirements

To pass the course students need to obtain an overall grade for the assignments and final exam of more than 50%.

## Description of assessment tasks

Assessment task	Learning outcome to be assessed
Assignment 1 involves writing a comprehensive review of a published piece of research that uses one or more qualitative research methods. The review should address the following issues, amongst others: The assumptions which informed the research; the research question(s) being addressed; the unit(s)	L01, L03, L04, L05

Assessment task	Learning outcome to be assessed
of analysis; the appropriateness of the research method; the quality of the research method adopted; the validity and usefulness of the results obtained; the overall contribution of the article.	
Assignment 2 involves developing and presenting a research proposal. Students develop a proposal and then make an oral presentation to the class.	L01, L03, L04, L06
The final exam will test students' knowledge and understanding . It will also assess students' competence in critical thinking and their ability to evaluate arguments in an academic fashion.	L01, L02, L03, L04

### Inclusive learning

Students are urged to discuss privately any impairment-related requirements face-to-face and/or in written form with the courses convenor/lecturer and/or tutor.

### 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.

### Student feedback

Students will be asked to provide course and teaching evaluations towards the end of the course. In addition, I welcome feedback from any student and the class representatives.

### 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 BCom (Hons)

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.

## Bachelor of Commerce (Honours)

### Graduate Profile

1. **Disciplinary knowledge and practice**

Graduates will be able to apply specialised knowledge within their 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 develop well-reasoned arguments that demonstrate advanced and diverse thinking.

3. **Solution seeking**

Graduates will be able to identify, frame and analyse issues and develop innovative evidence- based solutions.

4. **Communication and engagement**

Graduates will be able to engage, communicate and collaborate with diverse groups using multiple formats.

5. **Independence and integrity**

Graduates will be able to demonstrate 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.