

THE EIGHTH INTERNATIONAL
INTERDISCIPLINARY CONFERENCE

Advances in Qualitative Method.



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CONFERENCE PROGRAM



INTERNATIONAL INSTITUTE FOR
QUALITATIVE METHODOLOGY



D.6 Methodological Issues 1

i. A unified view about qualitative and quantitative methods by the structural constructivism

Hirofumi Takagi

Toho University

In order to resolve the problem of belief antagonism between qualitative and quantitative methods, the structural constructivism originated with Saijo (2005; *What is the structural constructivism?*, Kita-ohji Shobo, Japan), basic concepts of which are derived from the phenomenology and the philosophy of science by structuralism by Ikeda (1990; *Adventure of the philosophy of science by structuralism*, Mainichi-Shinbunsha, Japan).

We could prove that qualitative method is scientific as well as quantitative method, and that the results of qualitative methods must give us scientific evidences logically explained by the use of the structural constructivism as well as the concepts of langue by Saussure and the reliability structure of conversation by Takeda (2001; *To language thinking – deconstruction and phenomenology*, Japan).

ii. Is it genuine qualitative research or an imitation?

Frances Gallagher

Denise St-Cyr Tribble

Université de Sherbrooke

Over the years, qualitative research seems to be gaining in popularity. A growing number of researchers mention turning to qualitative research approaches. When we look closer we find out that it often resumes to using qualitative data to solve a research problem. The decision of collecting data by interviewing participants creates the impression that the study belongs to a qualitative paradigm. In those cases, we observe methodological flaws such as no mention of a qualitative research design. These approximate designs instead of a more classical approach arise questions, for instance: How is it so? Can those studies be considered as a special kind of qualitative research? If so, under which conditions? The authors try to answer these questions by interviewing some researchers to better understand their methodological decisions, by examining the academic preparation of graduate students to conducting qualitative research, and by discussing challenges and ways of considering these studies.

iii. How does my research question come about? The impact of funding agencies in formulating research questions

Massimiliano Tarozzi

University of Trento

It is a widespread myth that the research question should

primarily come from a careful literature analysis. Actually it is basically a good suggestion, mainly for novices, to avoid the mistake of choosing a research method only for ideological reasons, far from the phenomenon that one is willing to explore.

However, this idea does not take into account some other complex phenomena which are involved in constructing a research question. First of all the epistemological framework, which is never neutral and it performs what I am supposed to investigate and secondly, the kind of funding agency which have an indisputable impact not only on the ethical-political level, but also on the methodological choices.

In this paper I will compare, in the light of some researches I have conducted, the *methodological* impact of different types of funding agency in particular on the formulation of the research question itself.

D.7 Writing for Publication

Janice Morse

Dori Fortune

University of Utah

In this session, we will discuss the process and procedures for writing an article for publication. The session will include hints for writing, for responding to the editor's and reviewers' comments, and strategies for ensuring greatest opportunity for acceptance. We will discuss how to diagram a theory, and how to produce an acceptable figure for publication.

D.8 Grounded Theory 3

i. Swimming the River of Care: The use of a participant-directed group activity as a data collection tool for a grounded theory project

Allison Cammer

Debra Morgan

Norma Stewart

Bonnie Janzen

University of Saskatchewan

Grounded theory is widely used in health science studies. As a methodology, it remains flexible and open to a wide variety of data collection strategies and techniques, the most common being the participant interview. This presentation will address the use of a participant-directed group activity for data collection. Data generated through this activity was multifaceted and included participants' discussion when performing the activity, the words participants chose to record on paper during the activity, and the final product of the activity: a visual representation of the process of accessing care for Aboriginal Older Adults with dementia. As well, individual and group interviews