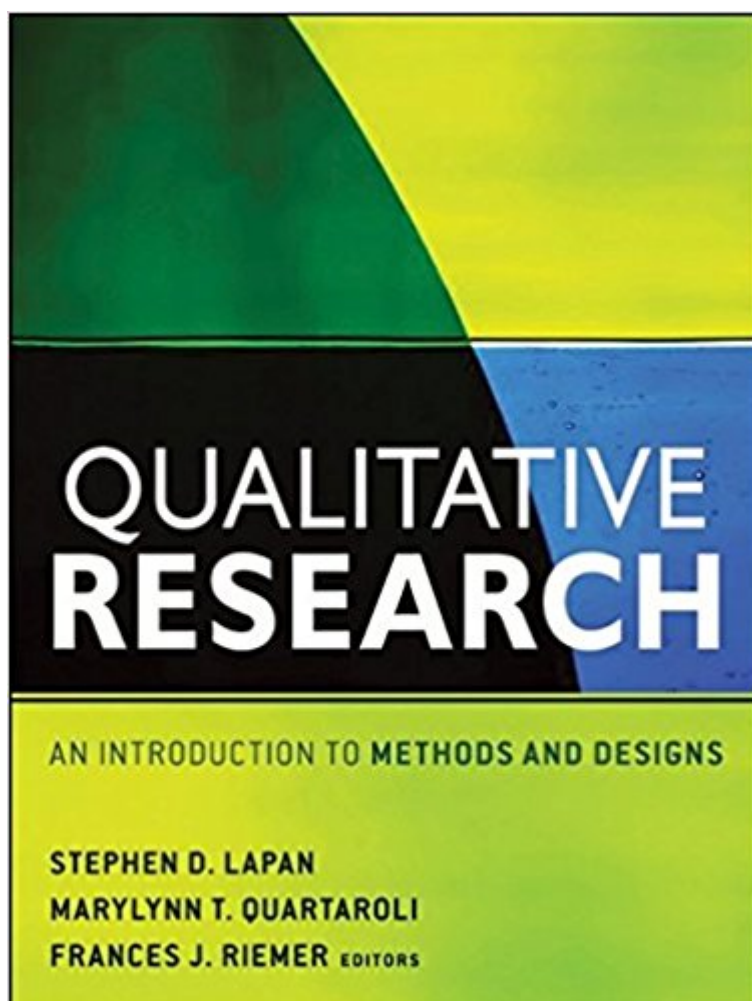


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Qualitative Research: An Introduction To Methods And Designs



Synopsis

The authors—•noted scholars and researchers—•provide an up-to-date guide to qualitative study design, data collection, analysis, and reporting. Step by step, the authors explain a range of methodologies and methods for conducting qualitative research focusing on how they are applied when conducting an actual study. The book includes methods of data collection, specific approaches to qualitative research, and current issues in the field. Specifically, chapters cover the methods, designs, and analyses related to the methodologies of history, case study, program evaluation, ethnography, autoethnography, narrative, life histories, emancipatory discourses, feminist perspectives, African American inquiry, indigenous studies, and practitioner qualitative research.

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Stephen D. Lapan, PhD, is Director, C & I Doctoral Program, College of Education, Northern Arizona University. He has developed and taught courses in statistics, tests and measurements, program evaluation, action research, introduction to research, paradigms for research, and currently teaches introductory and advanced research courses. Recent awards include the Arizona Association for Gifted and Talented Honor Board Life Achievement Award, Northern Arizona University College of Education Distinguished Service Award for Research, and Northern Arizona University first campus wide Teaching Scholar award. MaryLynn T. Quartaroli, PhD, is Project Director of the NEXUS Math/Science NAU grant for Science Foundation Arizona. She is also

evaluating programs funded by the U.S. Department of Education in projects as diverse as the Math Science Partnership and the Carol M. White Physical Education Program. Frances Julia Riemer, PhD, is Associate Professor in the College of Education at Northern Arizona University and Director of the University's Women and Gender Studies Program. She is the recipient of a Fulbright Scholar Award, a dissertation fellowship from the Spencer Foundation, a post-doctoral fellowship from the National Academy of Education/Spencer Foundation, and an Elva Knight research grant from the International Reading Association.

I had to buy this book for my doctoral study, so I cannot tell you that I particularly like it. It is a textbook, nothing more, nothing less.

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