

## **Chapter 15: Quality in qualitative research**

### Glossary

**Contextual constructionist qualitative research:** a form of research position suggested by Madill et al (2000); research that is based on the assumption that all knowledge is necessarily contextual and standpoint-dependent.

**Deviant case analysis:** A criterion for evaluating research from a radical constructionist perspective, suggested by Madhill et al (2000); constitutes a test of an emerging theoretical formulation and serves to delimit the context of its applicability

**Discursive qualitative research:** a type of research approach suggested by Reicher (2000); qualitative research that is concerned with the role of language in the construction of reality

**Documentation:** seen as an aspect of good practice in qualitative research; providing an inclusive and comprehensive account of what was done and why throughout the research process

**Experiential qualitative research:** a type of research approach suggested by Reicher (2000); a form of qualitative research that aims to gain a better understanding of people's experiences, ways of thinking and actions

**Importance of fit:** seen as an aspect of good practice in qualitative research; analytical categories should 'fit' the data well; to demonstrate good fit the research is encouraged to write explicit, clear and comprehensive accounts of why phenomenon have been labelled and categorised in particular ways

**Integration of theory:** seen as an aspect of good practice in qualitative research; relationships between units of analysis should be clearly explicated and their integration at different levels of generality should be readily apparent

**Internal coherence:** A criterion for evaluating research from a radical constructionist perspective, suggested by Madhill et al (2000); the extent to which an analysis 'hangs together' and does not contain major contradictions

**Negative case analysis:** seen as an aspect of good practice in qualitative research and a process associated with grounded theory; the researcher looks for instances that do not fit, to enable the qualification and elaboration of the emerging theory

**Objectivity:** a concept that can be used to evaluate more realist forms of qualitative research; refers to the absence of bias on the part of the researcher

**Radical constructionism:** an epistemological position; a form of research position suggested by Madill et al (2000); the focus of research is the discursive resources and practices that constitute 'knowledge', knowledge is seen as a social construction and the notion of representation is itself challenged.

**Reader evaluation:** A criterion for evaluating research from a radical constructionist perspective, suggested by Madhill et al (2000); the extent to which a study is seen to contribute insights and understanding on the part of its readers

**Realist qualitative research:** research that is characterized by a discovery orientation that can take more or less naive forms

**Reflexivity:** seen as an aspect of good practice in qualitative research; the practice by which researchers reflect upon their own standpoint in relation to the phenomenon they are studying and attempt to identify the ways in which such a standpoint has shaped the research process and findings.

**Reliability:** a concept that can be used to evaluate more realist forms of qualitative research; the convergence of different perspectives that then confirm one another's observations and interpretations.

**Sensitivity to negotiated realities:** seen as an aspect of good practice in qualitative research; being sensitive to the ways in which research may be interpreted by the participants who generated the data upon which it is based; awareness of participants' reactions and the differences between researcher interpretations and participant interpretations

**Theoretical sampling:** seen as an aspect of good practice in qualitative research and a process associated with grounded theory; involves the collection of further data in the light of categories that have emerged from earlier stages of data analysis; checking emerging theory against reality by sampling incidents that may challenge or elaborate its developing claims

**Transferability:** the degree to which a study may or may not have applicability beyond which the specific context within which the data were generated; a judgement made by readers given enough contextual details about the study

**Triangulation:** the use of different researchers, different data collection methods or different methods of analysis to explore a single phenomenon from multiple perspectives