How Can I Thank Scott Tunison, Keith D. Walker, and Janet Mola Okoko for Presenting Over 70 Qualitative Research Concepts? A Book Review of Varieties of Qualitative Research Methods: Selected Contextual Perspectives

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Abstract

More than 70 qualitative research concepts that have been used by academics and researchers in the social sciences and humanities are presented in the book *Varieties of Qualitative Research Methods: Selected Contextual Perspectives*. The concepts of qualitative research are collected in this book by academics and research practitioners from around the world. Whilst critically assessing the book, the field of qualitative research has grown more diverse and inclusive of a variety of ways of knowing and inquiring. Indigenous, context-specific, and more creative epistemologies are becoming more prevalent in qualitative research scholarship and practice as the world becomes smaller and more interconnected. This book offers a venue for authors at various stages of their academic careers to exchange location- and context-specific as well as broadly applicable concepts, theories, approaches, and techniques for qualitative research. In order to cover reputable practice and scholarly experience with the given concept or method, the authors of those concepts and methods were carefully chosen in the book. This book reveals theories and approaches that are employed internationally and exhibits various worldviews and modes of knowing with honesty, objectivity, and relevance. This book offers readable introductions to the background, goals, actual processes, advantages, disadvantages, references, and additional resources for a variety of concepts or approaches. The book is important, in my opinion, for making distinctions between the various qualitative research approaches and/or methodologies.

Keywords

qualitative research concepts, social sciences and humanities, diverse and inclusive, scholarship and practice, scholarly experience

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How Can I Thank Scott Tunison, Keith D. Walker, and Janet Mola Okoko for Presenting Over 70 Qualitative Research Concepts? A Book Review of *Varieties of Qualitative Research Methods: Selected Contextual Perspectives*

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More than 70 qualitative research concepts that have been used by academics and researchers in the social sciences and humanities are presented in the book *Varieties of Qualitative Research Methods: Selected Contextual Perspectives*. The concepts of qualitative research are collected in this book by academics and research practitioners from around the world. Whilst critically assessing the book, the field of qualitative research has grown more diverse and inclusive of a variety of ways of knowing and inquiring. Indigenous, context-specific, and more creative epistemologies are becoming more prevalent in qualitative research scholarship and practice as the world becomes smaller and more interconnected. This book offers a venue for authors at various stages of their academic careers to exchange location- and context-specific as well as broadly applicable concepts, theories, approaches, and techniques for qualitative research. In order to cover reputable practice and scholarly experience with the given concept or method, the authors of those concepts and methods were carefully chosen in the book. This book reveals theories and approaches that are employed internationally and exhibits various worldviews and modes of knowing with honesty, objectivity, and relevance. This book offers readable introductions to the background, goals, actual processes, advantages, disadvantages, references, and additional resources for a variety of concepts or approaches. The book is important, in my opinion, for making distinctions between the various qualitative research approaches and/or methodologies.

*Keywords:* qualitative research concepts, social sciences and humanities, diverse and inclusive, scholarship and practice, scholarly experience

**Introduction: About the Book**

The book, *Varieties of Qualitative Research Methods: Selected Contextual Perspectives* (Okoko et al., 2023), has three editors, all from Canada: Janet Mola Okoko, Scott Tunison, and Keith D. Walker, and contains contributions from 53 authors and more than 70 qualitative research approaches from Canada, New Zealand, Japan, and Australia. The book was published by Springer Cham on Springer Texts in Education in 2023. Based on the themes – organization of variety of qualitative research methods, uniqueness of varieties of qualitative research methods, possible uses of varieties of qualitative research methods, and engagement with varieties of qualitative research methods, this book is a collection of ideas about qualitative research that were written by researchers and academics from all over the world. Indigenous, context-based, and more innovative ways of knowing are making their way into the theory and practice of qualitative research. This book gives easy-to-read overviews of a variety of ideas or methods, including their history, goals, how they work, strengths,
weaknesses, references, and other resources. This book reveals ideas and methods that are used around the world. It also shows different ways of knowing and world views with integrity, rigor, and relevance. However, this book is not meant to tell readers how different methods or ideas might fit together or complement each other. Instead, it gives an overview of a variety of methods to consider.

The ideas include methods and approaches used in different kinds of qualitative research. Each idea is explained in its own chapter, written by a researcher or practitioner who has done academic work with that method. The book has ideas and methods for qualitative research that are sensitive to place and situation and can be used anywhere. The editors tried a variety of methods for utilizing. A "problem of inquiry," a research context, client specifications for the research, or a research goal may be presented by the instructor, and he or she may ask individuals or groups of students to suggest what they think may be the most suitable approaches from the available chapters. With the philosophy that researchers could learn a lot and retain it if they look more closely at the ontological, epistemological, and methodological presumptions that apply to these and all other approaches, there are several strategies that will expose students to innovative and critical qualitative research. This is healthy and will encourage numerous modifications and applications for researchers. I believe that well-equipped researchers will have various research skills under their belts, and that diversifying their research horizons may increase their capacity to contribute to the search for insights, thicker and more varied perspectives, and the pursuit of understandings, meanings, and wisdom.

Who Are the Book Editors?

At the University of Saskatchewan in Canada, Janet Mola Okoko teaches as an associate professor in the department of educational administration. Her research focuses on training and growing school leadership. She has investigated issues with school leadership in Canada as well as in several African nations, using qualitative research techniques like case studies, phenomenology, and phenomenography, with contextualized methods that include focus groups, interviews, mind maps, transect walks, and photo elicitation. She is currently researching school and system leaders' work with culturally and linguistically diverse Newcomer/Migrants and teacher leadership. She has written about the training and development of school leaders in Kenya as well as the interactions of Canadian school leaders with immigrants. She has also co-authored an analysis of teacher leadership and the training of school principals in Kenya, South Africa, and Canada. Her most recent works discuss how school leaders should be prepared for and develop in Kenya and the essentials of working with immigrant families from diverse cultural and linguistic backgrounds in Saskatchewan, Canada.

At the University of Saskatchewan in Canada, Scott Tunison teaches as an adjunct professor in the department of educational administration. His research focuses on strategic planning, Indigenous education, and leadership practice informed by evidence. He employs a wide variety of qualitative research techniques both independently and in conjunction with other methodologies. He is currently researching how instructional materials for citizenship education are used throughout the district and schools, how districts evaluate the effectiveness of their support for Indigenous students and families, and how school teams use data to show progress. He has written a book on techniques to improve K–12 leaders' use of academic research to guide their work. His other writings center on topics such as how to reframe research ethics frameworks as guidelines for education systems' use of data, K–12 leaders' perspectives on upholding children's best interests, educational administrators' perceptions of the value of using academic research to inform their practice, community building in online
learning environments, and strategies for encouraging and inciting improvement in educational systems.

At the University of Saskatchewan in Canada, Keith D. Walker has been a professor in the department of educational administration for about 30 years. Dr. Walker's academic interests, areas of specialization, and activities center on applied ethics in the education, public administration, and not-for-profit sectors, as well as effective leadership and organizational development, follower and community well-being, research methodologies, governance, and decision-making. Keith most closely associates the roles of a husband, a father, a grandfather, a teacher-scholar, an apprentice, a colleague, a mentor, and a friend. He is wed to physician Viv, who works for him (family and palliative medicine). Physical education, theology, philosophy, education, and educational administration are just a few of the subjects and fields of study that Professor Walker has received formal training in. In addition to authoring and co-authoring more than 200 chapters, books, and peer-reviewed articles, Keith has guided more than 100 graduate students to successful completion.

**Book’s Contents**

Starting with the *Introduction to a Variety of Qualitative Research Methods*, written by editors and authored by researchers and scholars worldwide, this book presents a wide range of approaches to a qualitative study. Qualitative research is a type of social science research that uses non-numerical data like words, pictures, and observations to determine what people do and how they act. The book covers the following qualitative research concepts:

1. Action Research
2. Actor-Network Theory
3. Affinity Research Approach
4. Appreciative Inquiry
5. Archival Research
6. Arts-Based Inquiry
7. Asset Mapping
8. Autoethnography
9. Biographic Narrative Interpretive Method
10. Case Study
11. Coding Qualitative Data
12. Comparative Analysis
13. Content Analysis
14. Critical Ethnography
15. Critical Race Theory
16. Critical Theory
17. Cultural Domain Analysis
18. Decolonizing Methodologies: A Pacific Island Lens
19. Decolonizing Autoethnography
20. Deliberative Public Engagement
21. Discursive Positioning
22. Document Analysis
23. Duo-ethnographic Methodology
24. Electronic Delphi Method
25. Embodied Research Methodologies
26. Ethnomethodology
27. Fa’afaletui Framework
28. Facet Theory Research Approach
29. Feminist Autoethnography
30. Focus Groups
31. Force-Field Analysis
32. Grounded Theory
33. Harnessing Insights with NVivo
34. Hermeneutics
35. Hermeneutic Phenomenology
36. Indigenous Métissage
37. Indigenous Participatory Action Research (PAR)
38. Interpretation and Expert Panels
39. Interpretive Analysis
40. Interpretive Description
41. Institutional Ethnography
42. Interpretative Phenomenological Analysis
43. Kakala Research Framework
44. Kaupapa Maori
45. Life History Narrative
46. Manual Transcription
47. Melanesian Tok Stori Research
48. Métissage
49. Metaphor Analysis
50. Narrative Inquiry
51. Naturalistic Decision-Making Method
52. Nominal Group Research
53. Observational Study
54. Online Focus Groups
55. Participatory Learning and Action
56. Phenomenography
57. Phenomenological Studies
58. Photo Elicitation Interviews
59. Photo Voice
60. Portraiture
61. Qualitative Longitudinal Research
62. Realist Analysis
63. Reception Theory
64. Reflective Journaling
65. Reflexive Bracketing
66. Rhizoanalysis
67. Situational Analysis/SWOT
68. Social Network Analysis
69. Structural Narrative Analysis
70. Symbolic Interactionism
71. Thematic Analysis
72. Transect Walk Research Method
73. Videovoice
74. World Café

More than 70 qualitative research ideas best fit the theoretical perspective, methodological framework/approach to research, data collection methods, data analysis
methods, and indigenous methodologies were discussed. From unit two to unit 75, each qualitative research concept was talked about in terms of its brief history, its description and process, and when and how it is used. The last part, the conclusion, is at 76 unit.

A Reviewer's Thoughts

This book is a collection of more than 70 qualitative research concepts used by social science and humanities researchers and practitioners. Methods and methodologies used in qualitative research in various contexts are included in the concepts. Each concept is a standalone chapter written by a researcher or practitioner with scholarly experience with it. To make it easier for readers, the chapters are alphabetized using the titles of the concepts. They adhere to a predetermined outline, ensuring consistency in the book's layout. Each chapter begins with a brief historical overview of the concept, followed by a concise description of the concept and the process used to apply it. Readers are then given examples of how the concept can be applied and its benefits. Each chapter concludes by providing readers with some of the concept's strengths and limitations and a list of references used by the authors in the chapter.

Using examples from the book to illustrate key points, the purpose of this review is to provide an honest and objective evaluation of the book. This review is intended to assist readers in deciding the book is worth reading, and an attempt is made to provide constructive feedback to the editors and contributors. In this regard, Dahal (2023) remarked:

A book review is a critical assessment of a book. It provides a summary of the content and assesses the book's value in terms of its relevance and quality. The purpose of a book review is to help readers decide whether or not they should read the book. (p. 69)

As a reader, I do have mixed views on this review. In one case, the book offers the 74 qualitative research concepts, but the book is still silent for other qualitative research concepts. By delving into the book's chapters, I offered a summary of the book's main points and then offered an evaluation of the book in the later section of the observations. The book's strength is based on bringing 74 qualitative concepts in one book. These collections help the readers to capture the deep nuances of 74 qualitative research concepts.

Guided by the questions, "what are the editors and contributors trying to accomplish with the book?", "is the book informative, persuasive, or fictional?", and "is the writing clear, engaging, and easy to follow?" The weakness of the book is that most of the contributors were from Canada, which might be limiting to another context to contextualize the research issue of the world. I would recommend this book to other readers to evaluate the main notion of qualitative research concepts as qualitative research is an emerging process.

To sum up, the book is a significant addition to the canon of literature and qualitative research concepts. On the whole, it's fascinating and thought-provoking. However, the topics are not really explored in depth, but they serve as a starting point for the reader to further
explore these topics with additional sources and conversations by providing relevant literature and resources. Likewise, this book offers an introduction to a variety of methods for consideration rather than instructing the reader on how various concepts or methods might align or complement one another. I am convinced that a book is worth reading to conceptualize the different qualitative research concepts. This book has a strong set of qualitative research tools and approaches because of the authors’ diversity and strengths. This volume will be very helpful to research practitioners, academics, students, and instructors of foundational research courses because of its accessibility and the nature of its contents.

References


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Niroj Dahal, Ph.D. Scholar in STEAM Education, works as a lecturer at Kathmandu University School of Education, Nepal, under the Department of STEAM Education. His research interests include ICT in education, qualitative research, mathematics education, open, distance & e-learning, STEAM education, research, and development, and ICT & e-Research. Mr. Dahal has been teaching graduate and undergraduate students for over a decade. He has also been continuously participating and presenting his research and practices in more than a dozen plus national and international conferences, workshops, and seminars. He has been continuously publishing articles, book reviews, and book chapters in various national and international journals and publication presses in the field of qualitative research, mathematics education, and STEAM education. You can directly write to Mr. Dahal at niroj@kusoed.edu.np.

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