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# Contemporary Methodological Approaches to Qualitative Research: A Review of The Oxford Handbook of Qualitative Methods

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## Contemporary Methodological Approaches to Qualitative Research: A Review of The Oxford Handbook of Qualitative Methods

### **Abstract**

Researchers can discover the dynamism of new methods of qualitative inquiry and discover new applications for the established methods. *The Oxford Handbook of Qualitative Methods* (2014), edited by Patricia Leavy examines topics ranging from the politics of knowledge to researcher prejudice and bias extant in qualitative research. History, ethics, philosophy, and theoretical approaches of qualitative research are presented in a cogent manner. Topics include grounded theory, feminist research, indigenous methodologies, narrative inquiry, ethnography, case studies, oral history, content analysis, Internet research, photography and arts-based research, community-based research, qualitative disaster research, and mixed-methods. Chapters are devoted to skill-building techniques for interviewing, focus groups, coding and analysis strategies, writing, and evaluating qualitative research. This book will become a valued resource for scholars.

### **Keywords**

Qualitative Research, Politics, Indigenous Methodologies, Ethnography, Internet Research

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## Contemporary Methodological Approaches to Qualitative Research: A Review of *The Oxford Handbook of Qualitative Methods*

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*Researchers can discover the dynamism of new methods of qualitative inquiry and discover new applications for the established methods. The Oxford Handbook of Qualitative Methods (2014), edited by Patricia Leavy examines topics ranging from the politics of knowledge to researcher prejudice and bias extant in qualitative research. History, ethics, philosophy, and theoretical approaches of qualitative research are presented in a cogent manner. Topics include grounded theory, feminist research, indigenous methodologies, narrative inquiry, ethnography, case studies, oral history, content analysis, Internet research, photography and arts-based research, community-based research, qualitative disaster research, and mixed-methods. Chapters are devoted to skill-building techniques for interviewing, focus groups, coding and analysis strategies, writing, and evaluating qualitative research. This book will become a valued resource for scholars. Keywords: Qualitative Research, Politics, Indigenous Methodologies, Ethnography, Internet Research*

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Qualitative researchers expanding their boundaries of inquiry into interdisciplinary contexts can discover and employ the dynamism of new methods of inquiry thoroughly explained in *The Oxford Handbook of Qualitative Methods* (2014), edited by Patricia Leavy. It provides a contemporary perspective that embraces the evolving and emerging fields of qualitative analysis. Leavy has authored numerous texts related to qualitative research, as well as having written expansively on popular culture. Within the past ten years alone, Leavy has published an assortment of seemingly disparate subjects with numerous publishers, proving her appeal to diverse disciplines and audiences. The author and public speaker moves fluidly between academia and pop culture. Her ability to maintain high respect from both ends of the spectrum is a tribute to her intense scholarly research dedication and her style of approachability and practicality that appeals to general audiences. Her books reflect her independent nature and embrace the contributions found in other voices. This position makes Leavy a popular blogger for *HuffPost*, and a sought-after source for media relations and keynote presentations. Leavy's work has been recognized. Her achievements have been recognized by the International Congress of Qualitative Inquiry (ICQI) and the American Creativity Association. In 2010, she was named Sociologist of the Year by the New England Sociological Association.

Leavy identifies as an independent scholar, and a difficult woman, maybe a difficult and nasty woman. Her most recent call for book proposals are those with topics related to the proposed ban on words for the Centers for Disease Control (CDC): vulnerable, entitlement, diversity, transgender, fetus, evidence-based, and science-based.

Fascists always go after our words. Words are powerful. Words are disruptive. Words are dangerous. Let's show them just how powerful our words are. Let's use these words and other words to create an intellectual and artistic militia. Let's out-create the destruction around us. (Leavy 2017a)

She has not entirely left the classroom. She frequently Skypes in as a visiting scholar to university classrooms and community book clubs to connect with today's students and learners. And, she serves as co-editor in chief of the newly formed *Art Research International: A Transdisciplinary Journal*, now in its third edition.

This book review will focus on Leavy's *Oxford Handbook of Qualitative Research* (2014), a hefty tome of 784 pages offered through the Oxford Press Handbook of Psychology. So hefty, the first thing I did to the paperback version is to crack the spine, so the book would lay flat. The text is conveniently available in multiple formats at varying price points. Compared to other handbooks, even the hardback edition is moderately priced at two-hundred and fifty-five dollars. The E-book and paperback editions are considerably less. The online version can be accessed with academic credentials. The resource is located here - <http://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780199811755.001.0001/oxfordhb-9780199811755>. *The Oxford Handbook of Qualitative Research* (2014) was nominated for the 2015 Outstanding Qualitative Book of the Year by the American Educational Research Association Qualitative Special Interest Group (SIG).

Leavy's foci on multi-disciplinary approaches, intersectionality, and evolving understandings of qualitative research methods has led her to being named editor for multiple book series where she takes an active role in developing the content and message for the projects. She is the series creator and editor for *Research to the Point* with Oxford University Press where book proposals are being accepted by invitation only.

Rigorously researched, Leavy's editorial skills are demonstrated by the continuity of style present in *The Oxford Handbook of Qualitative Research* (2014). The book follows an easy to read format that would not intimidate a young scholar at either the undergraduate or graduate level. Definitions are provided for key research terms. Prominent theoretical perspectives are concisely explained. Fundamental contributions from the canonized scholars are presented to the reader and can be particularly helpful for new scholars. Yet, the text presents the perspectives with an eye towards a contemporary evaluation that makes the Handbook an equally important resource for established scholars. This is especially so for those intent on considering newer approaches to qualitative inquiry, such as approaches that embrace indigenous, marginalized, or global perspectives. In the discussion regarding the repressed history of qualitative research, the argument proposes that qualitative inquiry has been around much longer than what credit is given for. Take another look at Freud's dream analysis, Piaget's interviews with children, Gestalt's research on perception, or William James' study of religious experience. These titans have been formative in the discipline of psychology "but their qualitative research methods are almost always neglected or repressed" (Brinkmann, Jacobsen, & Kristiansen, 2014, p. 32). This singular paragraph in the textbook caused me to take out my own copy of James. Soft penciled highlights reminded me of my original study that occurred over twenty years ago. Had it not been for reading *The Oxford Handbook of Qualitative Analysis* (Leavy, 2014), I probably would not have been inspired to consider new ways of knowing James' writing. "There never can be a state of facts to which new meaning may not truthfully be added, provided the mind ascend to a more enveloping point of view" (James, 1936, p. 419). The established scholar can read Leavy's text and ascend the mind to new ways of knowing and new ways of practicing qualitative research.

Other examples of qualitative inquiry are demonstrated through an understanding of what is considered some of the early art that was intended to make a bold political statement. French artist Théodore Géricault (1791–1824), painted *The Raft of the Medusa* in 1816-1817 in response to the political ineptness and cronyism demonstrated by the French government in their handling of the wreck of the French ship, *Medusa*. Lives were lost from a preventable accident. The media did not fairly inform the citizens of the true nature of the events. Géricault's art, predicated on a book written by one of the few shipwrecked survivors outraged

by its [government's] callousness, he had publicized his misfortune, writing *The Shipwreck of the Frigate, the Medusa*" (Miles, 2007, p. 3). Géricault took his role as a teller of truth seriously. He interviewed survivors and absconded with dead body parts to study in order to accurately provide the realism of death and dying. His research "compelled him to observe the effects of deprivation and violence....The artist had become...an advocate for a fundamental shift in human rights" (Miles, 2007, pp. 169 & 180). The painting became a part of the permanent collection at the *Louvre* in 1824. Examples such as this one demonstrates how Leavy's Handbook can guide the scholar, artist, activist in reaching their goals of making a difference for the establishment. "Many participants find institutional officials unacceptable arbiters because of substantial evidence which shows that they represent the rich and powerful of the communities they serve...their decisions thus representing class bias as much as aesthetic logic" (Becker, 2008, p. 152).

In addition to a thorough examination of the impact of art in qualitative research, students and sages looking for inspiration and education will find the textbook has chapter contributions by both established and emerging scholars from diverse fields including psychology, sociology, social work, counseling, communication, media, film, and theatre, curriculum research and development, education, creative arts therapy, nursing, health and social development, environment, disaster, fire and emergency management, technology, politics, social policy, political science, international studies, philosophy, community and culture, sport management, management, and museum studies. For instance, the chapter on oral history is provided by Valerie J. Janesick, an educational and curriculum professor who is an established author on the subject of oral history (Janesick, 2010).

Divided into seven sections, each chapter can be read independently or within the frame of the section it resides within. Parts One and Two introduce the reader to the historical overview of qualitative methods research, beginning by answering the simple question "What is qualitative research?" Which is followed by a clear discussion and an easy to understand table that summarizes the basic elements of research. Most notable is the discussion on recognizing marginalized and repressed histories. A powerful section addresses the ethics involved in conducting research with a focus on the changing climate related to qualitative research. Leavy further identifies who the qualitative researchers are. Not unlike quantitative researchers, qualitative researchers are known to create lasting professional and personal alliances through their creative processes that can involve working with others. These strong alliances can lead to future projects. Leavy identifies the qualitative researcher, in part, as a person that may combine not only the scientific elements of research but one whom embraces the contributions provided through humanistic, artistic, or other forms of disciplinary benefits.

The chapter on feminist research highlighted that one of the roles of such was to serve as a corrective action in criticism "for the development of sexist research theory and practice (McHugh, 2014, p. 138). McHugh goes on to explain the contributions of advocacy and empowerment. "Participatory researchers work with communities to develop 'knowledge' that can be useful in advocacy and provide the basis for system change" (McHugh, 2014, p. 147). When considering the text in relation to other readings, it is clear to see the theory in the practice. The Ellis and Gullion research focuses on the experiences of support, policy, and practice for mothers working in academia.

Departmental support is expressed in a number of ways, including attendance policies, the timing of course offerings, the availability of distance and hybrid learning options, and expectations for face time in the department. While mothers said they were often able to miss class to care for an ill child, faculty were not so understanding when they wished to miss class to attend an important event, such as a recital or for sports. Likewise, faculty often have different

policies on bringing children to class when childcare arrangements fall through. (Ellis & Gullion, 2015, p. 161)

Feminist based research is but one example of how the student or established scholar can benefit from the new methods presented in Leavy's textbook. The E-Interview represents an even newer opportunity that becomes available through modern communication technology. It eliminates travel time and expense and transcription service fees. It broadens the research participant pool allowing for interviews to occur with those that would not be able to accept a face-to-face interview request (Brinkmann, Jacobsen, & Kristansen, 2014). The chapter is one example that highlights the newest innovations in qualitative and social research.

Internet-mediated research (IMR) related to e-mail, chat rooms, discussion boards, and other Internet applications for qualitative research are covered in-depth in Hewson's (2014) chapter. Emerging internet technologies and shifting patterns of Internet use are considered. Such as, how Skype can replace telephone interviews and is particularly advantageous for international calling. Skype more closely mimics face to face interviewing, when compared to telephone interviewing with the advantages of visual clues demonstrated by the participants. This chapter could have been a good place to discuss the emerging influence of Internet influence related to the importance of environmental justice and policy issues that can connect science with citizens. Protests of pipelines and fracking and awareness of honey bee colony collapses, the migration patterns of Monarch butterflies, access to clean water, and numerous other social science issues are ripe for discussion. For a deeper discussion on social responsibility and action see Majchrzak and Markus, *Methods for Policy Research* (2014). For a treatise on teaching oral history in the digital age see Woodard (2013), *The Digital Revolution and Pre-Collegiate Oral History: Meditations on the Challenge of Teaching Oral History in the Digital Age*. These intersections of interests are being considered on some levels.

Feminist researchers have taken their inquiry into the realms of including contexts of intersectionality. The process of an "innovative approach that applies an analytical lens to research on gender, racial, ethnic, class, age, sexual orientation and other dimensions of disparity [Dill & Zambrana, 2000]" (McHugh, 2014, p. 155). Pursuing feminist research resulted in a far-reaching developing consciousness "Through group discussions, women recognized commonalities in their experiences that they had previously believed to be personal problems...and led the realization that the personal is political" (McHugh, 2014, p. 155).

Decolonizing Research Practice: Indigenous Methodologies, Aboriginal Methods, and Knowledge/Knowing (Evans, Miller, Hutchinson, & Dingwall, 2014) is a chapter that deserves specific comment. The chapter focuses on case study research from Australia and Canada though the principal learnings can be applied to global perspectives of indigenous knowledge. Additionally, some grants funding agencies are calling for programs that provide "a service that is culturally imbued or familiar with the expectation that such familiarity increases participation in and the effect of the program" (Evans, Miller, Hutchinson, & Dingwall, 2014, p. 187).

In light of the historical treatments of indigenous populations, ethics is a topic of the book that deserves a revisit. A summary is presented of the historical events [Nuremberg Code of 1947] that have led to the increased regulation and bureaucracy of Institutional Review Boards (IRBs) and the resulting benefits as well as the criticisms found in overreach. The concluding observations for the discussion should leave every qualitative researcher considering the required ethical virtues in pursuit of inquiry "openness to unpleasant facts that are at odds with one's preferences, a willingness to consider and address criticism, a commitment to objectivity, in the sense of seeking to minimize the chances of one's own values and interests leading to error....These values and virtues are indeed central to the practice of research, of any kind" (Trainou, 2014, p. 73). This discussion can be read in context with the

chapter on participatory action research. “For scientific knowledge to be the basis for social action, [Kurt] Lewin wrote, ‘fact-finding has to include all the aspect of community life – economic factors as well as political factors or cultural tradition’” (Zeller-Berkman, 2014, p. 520).

Part of the rise in interest and application of alternative ways of knowing is a result of increasing graduate student demographics that include international students and students that previously have not had access to higher education. “These newcomers hungered for a research agenda that resonated with their lives and lived experiences” (Bochner & Riggs, 2014, p. 201). Narrative inquiry has been a popular method that meets this agenda and is extensively described in Chapter 11 of Leavy’s book. Graduate students’ financial stability, often tenuous, has recently been at risk with the current tax reform proposals that intended to tax graduate student tuition waivers (Sullivan, 2017). Leavy’s text proposes genres and models of narrative inquiry and research practice application. It is followed by an in-depth look at ethnographic methods, another qualitative research practice gaining in popularity. See *Writing Ethnography* (Gullion, 2016) in Leavy’s Teaching Writing series with Sense Publishers. Gullion sets the stage for the reader by describing the ethnographic context of Kevin Carter’s Pulitzer Prize winning news photograph of a buzzard stalking a starving Sudanese child “What is the purpose of writing ethnography? I’d like to think it is to change the world. To connect with others. To make things better. Ethnographers are the witnesses” (Gullion, 2016, p. 143). If gut-wrenching photographs of starving children transcend the public domain, can poetry in academic journals equally spur research thought? “The editors of *Qualitative Health Care (QHC)* recently published an editorial against transforming data into poetry or free verse” (Denzin, 2010, p. 90). Photography as a research method, autoethnography, oral history, interviewing, focus groups, case study research, and content analysis are all covered in a thorough, organized manner that leads the reader to an understanding of the methods, the historical perspective, an example, a discussion of the analytical applications, and future possibilities for the fields.

Qualitative disaster research is an emerging field that warrants its own chapter in Leavy’s book. Again, the chapter can be read independently or considered along with chapters of similar significance.

Feminist researchers start with the understanding that gender stratifies societies and that this stratification has clear implications for life chances....Queer theory also remains underused in QDR [qualitative disaster research], with only a few published accounts of how lesbian, gay, transgendered, and bisexual individuals and families experience disaster. (Phillips, 2014, pp. 540-541)

Following extensive research following Hurricane Katrina, government officials recognized the value of timely research opportunities and quickly declared emergency research funding available to study effects of Hurricane Irma “Research proposals relating to a better fundamental understanding of the impacts of the storm (physical, biological and societal), human aspects of natural disasters (including first responders and the general public)...are welcome” (Olds et al., 2017).

Another emerging trend in qualitative research is the chapter which delves into the broadening application of museum studies. Traditionally considered places more of exclusion rather than inclusion; museums are regularly repurposing their holdings to be accessible to the masses. Internet access at low or no cost is one method. Museums are broadening their physical appeal to casual and general audiences with interactive displays, lectures and programming that are designed to encourage active museum participation and study. “Processes of knowledge creation are present in the choices curators and other museum personnel make about what to display and how to display it, as well as the voices that are given authoritative status

through signage, labels, reconstructions, and video footage [Gurian, 1991]” (Tucker, 2014, p. 341). This understanding of evolving place for the museum as a provider of knowledge aligns with the understanding of Leavy’s editorial choices for the book chapters.

This is best understood while considering the corpus of her other works that are likely derived from her own sense of place:

The stories to which we are exposed tell us who we are; where and how we are located in ethnic, family, and cultural history; where we have come from, where we may be going, and with whom. Passed to us by our elders and significant others, these stories become our narrative inheritance [Goodall 2005]. (Bochner & Riggs, 2014, p. 197)

Another book series under Leavy’s direction is *Understanding Qualitative Research*, also with Oxford University Press. The series includes her book *Oral History: Understanding Qualitative Research* (2011), as well as books she has selected for the Series: *Video as Method* (Harris, 2016), *Qualitative Disaster Research* (Phillips, 2014) and *Autoethnography* (Adams, Jones, & Ellis, 2014). Other publications by Leavy on qualitative research include *The Practice of Qualitative Research* (Sage Publications, 2011), *Essentials of Transdisciplinary Research: Using Problem-Centered Methodologies* (Left Coast Press, 2011), *Hybrid Identities: Theoretical and Empirical Examinations* (Haymarket Books, 2008), *Iconic Events: Media, Politics, and Power in Retelling History* (Lexington Books, 2007), and *Handbook of Emergent Methods* (Guilford Press, 2013). It is co-authored with Sharlene Nagy Hesse-Biber. This book revitalizes their earlier collaborations: *Emergent Methods in Social Research* (2006), *Feminist Research Practice: A Primer* (Sage Publications, 2007), *The Practice of Qualitative Research* (2005), and *Approaches to Qualitative Research: A Reader on Theory and Practice* (2003).

Her stable of writing goes beyond qualitative research methods. Five of Leavy’s book series are under the direction of Sense Publishers. The breadth of discipline includes: *Personal/Public Scholarship* which Leavy envisions maintaining a focus on social subjects of bullying, public education, globalization, politics, popular culture, sexuality, and violence. Her *Teaching Race and Ethnicity* series is directed towards including social justice perspectives when teaching race and/or ethnicity. Leavy also publishes specific titles under the Series. In *Teaching Gender*, you will find her book *Gender & Pop Culture* (2014) coauthored with Adrienne Trier-Bieniek.

Recognizing an increasing interest in arts-based research, Leavy published the *Handbook of Arts-Based Research* (2017), *Research Design: Quantitative, Qualitative, Mixed Methods, Arts-Based, and Community-Based Participatory Research Approaches*, and *Fiction as Research Practice: Short Stories, Novellas, and Novels* (2016) all with Guilford Press. My first experience with Leavy was when I read her best-seller, *Method Meets Art: Arts-Based Research Practice* (2009). *It was a surprising hit when it crossed over the boundaries between academia and general interest.* In an early review of the book, the reviewer asks, “But is it research?” (Chenail, 2008, p. 1). It is Leavy’s illumination of alternative ways of knowing and ways of creating knowledge that broadens the field for other scholarly presentations of other knowledges. Routledge’s *Innovate Ethnographies* series has produced *Water in a Dry Land* that proposes creating “new maps that produce alternative stories and practices” (Somerville, 2013, p. 3). These “embodied theories of knowledge do not entail universalist or determinist approaches to questions of motivation, and may provide a foundation for a more culturally relative approach” (Ignatow, 2007, p. 128). Writers are reiterating the value of other ways of knowing “Aboriginal cultural knowledge is being lost and policy tends to ignore cultural ways of knowing that are often in a ‘language’ of art, drawings, map signs and stories” (Jordan-Werhane, 2014, pp. 9-10). As additional arts-based learnings are produced, the second printing



of *Method Meets Art* (2015) demonstrates the readers have agreed with Chenail's assessment. Leavy's book is both relative to understanding arts-based academic research and it appeals to general audiences. The book explains narrative inquiry, fiction-based research, poetry, music, dance, theatre, film, and visual art. It led me to a better understanding of how I could design my arts-based research that needed academic structure but was aimed at the dual audiences of academia and the general public. Shortly thereafter, I had the opportunity to hear Leavy provide the keynote at an international arts conference. Leavy's vocal support of public scholarship and the importance of recognizing the effects related to social change are central messages conveyed in her keynote addresses.

This message makes Leavy a natural choice for having been named editor of the *Personal/Public Scholarship* book series in Springer's education and language collection. *Privilege Through the Looking-Glass* (Springer, 2017) is her edited collection of essays that reflect the personal connections and public issues of culture, social, political, and economic circumstances. Always relevant, emotive chapters include essays such as *Men Hug Me at Work* by Adrienne Trier-Bieniek (2017). It illuminates understanding of her white, educated privilege and experiences with everyday sexism. The chapter, *Transcending Gender Binarization* by Shalen Lowell explores gender identity. Mayme Lefurgey's essay, *Buying a Better World? The Intersections of Consumerism, Class, and Privilege in Global Women's Rights Activism*, discusses the importance of recognizing and addressing oft-neglected counterpoints to mass awareness campaigns for women's global rights.

Perhaps considered one of Leavy's first successes in writing are her titles found in the *Social Fictions* series. While categorized as fiction, *Low-Fat Love* (2011), *American Circumstance* (2013) and *Blue* (2015) all emanate from the lived experience of the author. These books are excellent sources for guiding students into memoir and autoethnographic writing. *Low-Fat Love* was later expanded into *Low-Fat Love, Expanded Anniversary Edition* (2015), and later served as inspiration for *Low-Fat Love Stories* (2017) which Leavy co-authored with Victoria Scotti. Popular with students, fiction is relatable and when combined with cogent questions and discussion topics from professors, Leavy's *Social Fictions* series brings learning to a heightened level of engagement for new students. For instance, I have used the Series selection *October Birds* (Gullion, 2014) in a Sociology of Work course. The fictional story of the next global influenza pandemic follows the work and personal lives of healthcare and emergency management workers as the escalating health care crisis unfolds.

Emerging ways of knowing are reflected throughout Leavy's text. And with the emergence of new perspectives for qualitative research, the text concludes with two important thoughts. First, an important discussion elucidates the degree in which politics collide with methodologies and that students and scholars should consider "how and to what extent is the research act impinged upon by such particularities as institutional review boards, national funding councils, scholarly journals, and the promotion and tenure process" (Giardina & Newman, 2014, p. 699). Lastly, Leavy offers the reader a hopeful light as to the future possibilities of qualitative research. "There is a widespread move from a disciplinary to a transdisciplinary research structure...[and] the broader move toward public scholarship is propelling both the practice of qualitative research and the teaching of qualitative methods" (Leavy, 2014, p. 724).

*The Oxford Handbook of Qualitative Research* (Leavy, 2014) is an enjoyable read from beginning to end. Likewise, it is equally suitable to read selected chapters. The context is not lost or predicated on having read previous chapters. "Qualitative research encourages us as investigators to be mindful of who we are and how our perspectives can influence how we interact with others and make sense of the world around us" (Chenail, 2010, p. 1635). Recognizing researcher prejudice and bias extant in ethnographic qualitative research is important for understanding ways to minimize these perspectives. For the reader that finds any

topic of the Oxford Handbook of importance, they only need to turn to the extensive references list provided for every chapter for further opportunities. Readers will find hundreds – yes hundreds – of additional sources to explore. There were 158 references on the section of feminist qualitative research and 286 references on the chapter for narrative inquiry. The extensive index also provides the reader with a quick tool from which to locate information. The index could have been more helpful if it too fully listed author names contained within the chapter reference section. For instance, [Robert K.] Yin, an imminent scholar related to case study research is my go-to author for case study information (Yin, 2014). Yet, his work is not found in the index and can only be found in the chapter reference section. Another example is [Earl] Babbie, my source for *The Basics of Social Research* (2011) is cited and referenced in the chapter for content analysis. The index fails to identify both the page of the citation and the page of the reference for which the reader could quickly turn to all the pages that would inform them on Babbie's contributions. The same is true for [Klaus] Krippendorff (2013). Being omitted from the index forces the reader to only know of his excellent resource by perusing the reference section of the chapter for content analysis.

One small distraction was found in the text. It was the forced use of feminist gendered language, when a gender-neutral pronoun would be preferred. "A great deal of the researcher's work consisted of making records on her experiences in the field" (Brinkmann, Jacobsen, & Kristiansen, 2014, p. 35) caused me to pause and reflect; are we discussing a specific female researcher or are we inferring researchers in general are female. Writers are still battling the common use of male pronouns, but the overreach to forced female pronouns served only to complicate the reading. Nevertheless, students and professors alike will find Leavy's handbook a source of guidance and reassurance that the methodologies they intend to employ for their own research will be presented to them in a manner that is readable, cogent, and balanced. Independent scholars and researchers will be able to cite the *Oxford Handbook of Qualitative Research* (2014) as a source of authentication for their methods if they follow the content in a manner that supports their methodological approaches.

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