

## Postgraduate School

### BOOKS ON ACADEMIC RESEARCH AVAILABLE IN THE LIBRARY

Compiled by R du Plessis

Adams, K.A. & E. K. Lawrence. 2014. *Research methods, statistics, and applications*. London: SAGE. **(001.422 ADA)**. This book is designed to introduce students to conducting and analyzing research. The book integrates research methods and statistics to use when analyzing data. Numerous examples and practical applications help readers gain interest in the material while diminishing the anxiety students experience while taking this course. In every chapter, the authors develop and apply research topics and examples from the current research literature across all aspects of the research process.

Andres, L. 2012. *Designing & doing survey research*. London: SAGE. **(001.433 AND)**. This book is an introduction to the processes and methods of planning and conducting survey research. With a focus on the impact of new technologies, author Lesley Andres provides a cutting-edge look at how survey research is conducted today as well as the challenges survey researchers face. Packed full of international examples from various social science disciplines, the book is ideal for students and researchers new to survey research.

Aveyard, H. 2010. *Doing a literature review in health and social care: a practical guide*. 2<sup>nd</sup> ed. Maidenhead: Open University Press. **(362.1072041 AVE)**. This book is a step-by-step guide to doing a literature review in health and social care. It is vital reading for all those undertaking their undergraduate or postgraduate dissertation or any research module which involves a literature review.

Badke, W. 2011. *Research strategies: finding your way through the information fog*. 4<sup>th</sup> ed. Bloomington: iUniverse. **(028.7 BAD)**. The author offers a clear, simple and often humorous roadmap for conducting research. The book

explains the skills and strategies needed to effectively complete a research project from topic to finished product. With the information provided here, research doesn't have to be frustrating or boring.

Biggam, J. 2011. *Succeeding with your master's dissertation: a step-by-step handbook*. 5<sup>th</sup> ed. Maidenhead: McGraw Hill/Open University Press. **(808.066 BIG)**. This book continues to demystify the dissertation writing process. Taking a step-by-step approach to the dissertation life cycle and highlighting examples of good and bad practice and the common mistakes that students often make, the book provides clear guidance on how to gain marks, as well as how to avoid losing them. This new edition offers additional advice on mind-mapping, note taking and speed reading techniques, as well as time management and how to make the most of your supervisor. There is also a new chapter on systematic reviews included. *Succeeding with Your Master's Dissertation* is essential reading for all students tackling dissertations on Master's courses or on short postgraduate courses, the social sciences, business and humanities.

Blackwell, J. & J. Martin. 2011. *A scientific approach to scientific writing*. New York: Springer. **(808.0666 BLA)**. This book systematically guides readers through the process of writing scientific papers for submission to peer-reviewed journals, and addressing referees' responses. Beyond merely listing elements required for successful scientific writing, *A Scientific Approach to Scientific Writing* offers researchers a full framework for constructing papers, starting from brief statements regarding the rationale, objectives, findings and implications of the study. The writing process is illustrated through four exemplar studies of increasing complexity, worked through from title to conclusions.

The book does not focus primarily on grammar, but includes sections on important facets, such as 'voices' and tenses. It also addresses problems associated with writing other texts (reports, reviews, emails, social/professional networking communications etc.).

Brinkmann, S. & S. Kvale. 2014. *InterViews: learning the craft of qualitative research interviewing*. 3<sup>rd</sup> ed. Los Angeles, Calif. : SAGE. **(301.0723 KVA)**. This book offers readers comprehensive and practical insight into the many factors that contribute to successful interviews. This edition expands its focus on the practical, epistemological, and ethical issues involved in interviewing, while maintaining the fluid and logical structure it has become known for throughout the text.

Collis, J. 2014. *Business research: a practical guide for undergraduate & postgraduate students*. Basingstoke: Palgrave Macmillan. **(650.072 COL)**. A practical and concise guide. Covering the entire process from reviewing the literature to writing up results, it has balanced coverage of quantitative and qualitative methods and a popular troubleshooting section. It provides all the tools needed to embark on and complete successful research, underpinned by academic rigour.

Connelly, M. 2012. *Get writing: paragraphs and essays*. 3<sup>rd</sup> ed. Australia: Wadworth Cengage Learning. **(808.042 CON)**. This book helps students learn to think and plan before they write, and evaluate their own and others' writing, with a focus on critical thinking. The text helps those who are struggling with writing requirements, including recent high school graduates, returning students, or those for whom English is a second language.

Creswell, J.W. 2014. *A concise introduction to mixed methods research*. Los Angeles, Calif. : SAGE. **(001.42 CRE)**. This book gives a brief overview of mixed methods research that takes readers through the essential steps in planning and designing a study. The book offers individuals in the social, behavioural, and health sciences a foundation for understanding mixed methods methodology.

D'Alleva, A. 2006. *How to write art history*. London: Laurence King Pub. **(707.22 ALL)**. Enables students to get the most from their art history course. This book introduces two basic art historical methods - formal analysis and contextual analysis - revealing how to use these methods in writing papers and in class discussion. It is particularly helpful for those considering a career in this rewarding discipline.

Davies, M. and N. Hughes. 2014. *Doing a successful research project: using qualitative or quantitative methods*. 2<sup>nd</sup> ed. Houndmills, Basingstoke, Hampshire: Palgrave Macmillan. **(001.42 DAV)**. This textbook provides students with the confidence to conduct their own research projects, whatever discipline they are from, and also the understanding required to identify the advantages and disadvantages of different strategies.

Davies, P.M., P. Francis & V. Jupp. (eds). 2011. *Doing criminological research*. 2<sup>nd</sup> ed. Los Angeles, Calif. : SAGE. **(364.072 DOI)**. Contextualising research with real-life examples of crime and criminal justice, the book looks at the processes, practicalities and problems of doing criminological research, ensuring students get to grips with preparing for and doing their own research. Thoroughly revised and updated, the book includes 12 new chapters and a

revised 3-part structure designed around the core elements of a research project (preparing, doing and reflecting). It explores designing criminological research, undertaking a criminological literature review, crime analysis and survey research, longitudinal and ethnographic research, research and the media, using the Internet to research crime and justice, ethics and politics of criminological research and doing critical criminological research.

Deane, M. 2010. *Academic reading, writing, and referencing*. Harlow, Essex: Pearson Education. **(808.02 DEA)**. This book will provide you with practical guidance and tips on searching for literature and referencing your sources in a scholarly manner, helping you to avoid plagiarism and to produce successful academic writing assignments whatever your course of study. With the in-depth understanding of the practice of integrating and referencing academic sources and research into your writing that this book delivers, you will be better prepared to deal with – and succeed in the full range of writing tasks that will be expected of you over the course of your academic studies.

Denicolo, P. 2012. *Developing research proposals*. Los Angeles, Calif. SAGE. **(001.44 DEN)**. This book will help readers to understand the context within which their proposal will be read, what the reviewers are looking for and will be influenced by, while also supporting the development of relevant skills through advice and practical activities. The book explores the nature and purpose of different kinds of proposals; focuses on the actual research proposed; discusses how best to carry out and structure the literature review; examines the posing and phrasing of research questions and hypotheses; looks at how methods and methodology should be handled in a proposal and discusses the crucial issues of planning, strategy and timing in developing proposals.

Flick, U. 2011. *Introducing research methodology: a beginner's guide to doing a research project*. Los Angeles, Calif. SAGE. **(001.42 FLI)**. In this book, specifically written for first time researchers the author focuses on the process of producing an undergraduate research project. He gives readers the fundamental data collection and analysis skills that they need for their first project, as well as a good understanding of the research process as a whole. The book covers both quantitative and qualitative methods, and contains real life examples from the author's own research. Topics include: reading and reviewing the literature; research design; writing up and research ethics.

Flick, U. (ed). 2014. *The SAGE handbook of qualitative data analysis*. **(001.42 SAG)**. The book includes chapters on traditional analytic strategies such as

grounded theory, content analysis, hermeneutics, phenomenology and narrative analysis, as well as coverage of newer trends like mixed methods, reanalysis and meta-analysis. Practical aspects such as sampling, transcription, working collaboratively, writing and implementation are given close attention, as are theory and theorization, reflexivity, and ethics.

Greasley, P. 2011. *Doing essays & assignments: essential tips for students*. Los Angeles, Calif. SAGE. **(808.066 GRE)**. This book provides students with information of what tutors and professors are looking for when they set essays and assignments. The tips are backed up by a survey of tutors, which highlights the things that markers are looking for in students' work, paying particular attention to areas in which students commonly struggle. Topics such as planning, time management, literature research, referencing and avoiding plagiarism are included.

Guest, G., E.E. Namey & M.L. Mitchell. 2013. *Collecting qualitative data: a field manual for applied research*. Thousand Oaks, Calif. : SAGE. **(001.42 GUE)**. Providing a practical and step-by-step guide to collecting and managing qualitative data, this book focuses on the three most often used forms of qualitative methods: participant observation, in-depth interviews, and focus groups. Designed to be very applied, this textbook includes many checklists and tips for how to use each technique while doing research. It also includes numerous real-life examples and cases so that the reader will benefit from seeing the broader picture. *Collecting Qualitative Data: A Field Manual* is intended both for beginning researchers and the more experienced research collector.

Holloway, W. & T. Jefferson. 2013. *Doing qualitative research differently: a psychosocial approach*. 2<sup>nd</sup> ed. London: SAGE. **(300.72 HOL)**. The new edition of this book critically reviews many of the assumptions, claims and methods of qualitative research and also acts as a 'how to' guide to the method the authors call the Free Association Narrative Interview. The authors situate their arguments firmly within a tradition of psychosocial research and show how their method has developed over the last decade. The book follows this approach through the phases of empirical research practice. At each stage they use examples from their own research and end with an extended case study which demonstrates the value of their method in producing a psychosocial research subject; that is, one with socially-imbued depth, complexity and biographical uniqueness.

Holt, N. & I. Walker. 2009. *Research with people: theory, plans and practicals*. New York: Palgrave Macmillan. **(150.1943 HOL)**. Whether analyzing attitudes, measuring opinions or observing habits, researchers who investigate people's behaviour need a wide range of techniques at their disposal. This book provides a unique introduction to these methods that is both clear and accessible. Through a series of sample practicals, the authors guide the reader step-by-step through the process of designing and carrying out research.

Jesson, J., L. Matheson & F.M. Lacey. 2011. *Doing your literature review: traditional and systematic techniques*. Los Angeles, Calif. : SAGE. **(300.72 JES)**. The literature review is a compulsory part of research and, increasingly, may form the whole of a student research project. This highly accessible book guides students through the production of either a traditional or a systematic literature review, clearly explaining the difference between the two types of review, the advantages and disadvantages of both, and the skills needed. It gives practical advice on reading and organizing relevant literature and critically assessing the reviewed field.

Jones, S.R., V. Torres & J. Arminio. 2014. *Negotiating the complexities of qualitative research in higher education: fundamental elements and issues*. 2<sup>nd</sup> ed. New York, N.Y. : Routledge. **(001.42 JON)**. This text addresses the fundamentals of research through discussion of strategies, ethical issues, and challenges in higher education. In addition to walking through the methodological steps, this text considers the conceptual reasons behind qualitative research and explores how to conduct qualitative research that is rigorous, thoughtful, and theoretically coherent. The authors combine high level theory with practical applications and examples, showing how research in higher education can produce improved learning outcomes for students, especially those who have been historically marginalized.

Keller, R. 2013. *Doing discourse research: an introduction for social scientists*. London: SAGE. **(306.42 KEL)**. This book provides an introduction to the basic principles of discourse research, offering practical research strategies for doing discourse analyses in the social sciences. The book includes guidance on developing a research question, selecting data and analyzing it, and presenting the results. The author has extensive practical experience in the field of discourse research and shows, throughout, how the methods suggested are compatible with numerous research questions and problems in sociology, cultural, political and social studies and related disciplines.

Kumar, R. 2014. *Research methodology: a step-by-step guide for beginners*. Los Angeles, Calif. : SAGE. **(300.72 KUM)**. This book has been written specifically

for those with no previous experience of research or research methodology in the social sciences. The book offers practical advice on aspects such as formulating a research question, carrying out a literature review, collecting and analysing qualitative and quantitative data and writing a research report.

Lategan, L.O.K., L. Lues & H. Friedrich-Nel. (eds). 2011. *Doing research*. Rev. ed. Bloemfontein: Sun Press. **(378.0072 DOI)**. This book's purpose is to give novice researchers a holistic view of what they will encounter when doing research. The interplay between scientific theory, academic research and professional practice is highlighted.

Lang, T.A. 2010. *How to write, publish, & present in the health sciences: a guide for clinicians & laboratory researchers*. Philadelphia, Pa. American College of Physicians. **(808.06661 LAN)**. This book teaches the skills and strategies to the major types of written and visual communications needed by clinicians and laboratory researchers to advance their careers. Other topics include how to write effectively and how to prepare drawings, photographs, and diagnostic images for publication in scientific journals. A chapter on tables and graphs includes a series of questions to guide authors in choosing the best way to communicate their data. The book also provides detailed insights on the ethics and procedures of publishing research in basic science and clinical research journals.

Laplante, P.A. 2012. *Technical writing: a practical guide for engineers and scientists*. Boca Raton, Fla. CRC Press. **(808.0665 LAP)**. Written by a renowned engineer and widely published technical author, this guide complements the traditional writer's reference manuals and other books on technical writing. It helps readers understand the practical considerations in writing technical content.

Larson-Hall, J. 2010. *A guide to doing statistics in second language research using SPSS*. New York, N.Y. : Routledge. **(418.0072 LAR)**. This book shows newcomers to both statistics and SPSS how to generate descriptive statistics, how to choose a statistical test, and how to conduct and interpret a variety of basic statistical tests. It covers the statistical tests that are most commonly used in second language research, including chi-square, t-tests, correlation, multiple regression, ANOVA and non-parametric analogs to these tests. The text is abundantly illustrated with graphs and tables depicting actual data sets, and exercises throughout the book help readers understand concepts (such as the difference between independent and dependent variables) and work out statistical analyses. Answers to all exercises are provided on the book's

companion website, along with sample data sets and other supplementary material.

Leedy, P.D. and J.E. Omrod. 2014. *Practical research: planning and design*. 10<sup>th</sup> ed. Harlow, Essex: Pearson. **(001.4 LEE)**. This manual is designed to help students understand the fundamental structure of research and the methodical process that leads to valid, reliable results.

Lichtman, M. 2014. *Qualitative research for the social sciences*. Los Angeles, Calif. : SAGE. **(300.721 LIC)**. The author guides readers, step by step, through the research process, addressing issues of analyzing data, presenting completed research, and evaluating research. Real-world examples from across the social sciences provide both practical and theoretical information, helping readers understand abstract ideas and apply them to their own research.

Locke, L.F., W.W. Spirduso & S.J. Silverman. 2014. *Proposals that work: a guide for planning dissertations and grant proposals*. 6<sup>th</sup> ed. Los Angeles, Calif. : SAGE. **(001.44 LOC)**. Covering all aspects of the proposal process, from the most basic questions about form and style to the task of seeking funding, this book offers clear advice backed up with excellent examples. The authors have included a number of specimen proposals to help shed light on the important issues surrounding the writing of proposals.

Lomas, R. 2010. *Mastering your business dissertation: how to conceive, research, and write a good business dissertation*. London: Routledge. **(808.066658 LOM)**. The ability to write to a high standard is a key skill that is often overlooked in the business world. The book helps business students to frame their research questions in a more helpful manner in order to achieve their research aims and write in a clear and top scoring way. Topics covered include collecting and measuring data, using business statistics, planning research projects and the real mechanics of writing a dissertation.

Lussier, R.N. 2010. *Publish don't perish: 100 tips that improve your ability to get published*. Charlotte, N.C. Information Age Pub. **(070.5 LUS)**. This is a comprehensive guide on research strategy, writing, seeking out journals, and all the associated tasks that go with academic writing, such as selecting a coauthor and meeting your school's requirements for tenure. Anyone who is interested in getting ideas that will help them get published, and those who would like to help others publish, can benefit from this book.



Mabbett, I.W. 2007. *Writing history essays: a student's guide*. Basingstoke: Palgrave Macmillan. **(808.0669 MAB)**. This practical guide covers all aspects of the essay-writing process, including: how to read sources critically, how to plan and draft your essay, the purpose of footnotes and referencing, the problems of inadvertent plagiarism and the importance of using good English. The author shows how history differs from other disciplines, outlines the methods of historical research and writing, and clearly illustrates their application to writing assignments, essays and dissertations in history.

Machin, A.M. & R. Ward. 2008. *Mirror images: reading and writing arguments*. New York: Pearson/Longman. **(808.0427 MAC)**. *Mirror Images* is a comprehensive argument rhetoric with readings that explains reading and writing as mirror images of each other and helps students develop skills by intentionally connecting these two processes. Students learn to analyze written arguments by detecting the writer's audience, purpose, and focus. Students then mirror this rhetorical thinking as they generate and strengthen their own written arguments.

Major, C.H. & M. Savin-Baden. 2010. *An introduction to qualitative research synthesis: managing the information explosion in social science research*. New York, N.Y. : Routledge. **(300.72 MAJ)**. This book is broad in scope yet practical in approach. It will be beneficial to those working in social science disciplines, including researchers, teachers, students and policy makers, especially those interested in methods of synthesis such as meta-ethnography, qualitative meta-analysis, qualitative meta-synthesis, interpretive synthesis, narrative synthesis, and qualitative systematic review.

Maree, K. (ed). 2012. *Complete your thesis or dissertation successfully: practical guidelines*. Claremont: Juta. **(808.066378 COM)**. The book provides fundamentally important information to students of the social sciences completing their master's or doctoral studies, as well as to their supervisors and study leaders. Eminent scholars have contributed to the book and have created a text that is easy to read and use, yet does not water down the conceptual and terminological complexities of the process. For the very first time the most recent and current perspectives on how to complete master's or doctoral studies have been brought together in one publication that will equip relatively inexperienced researchers to write a thesis or dissertation.

Mitchell, C. 2011. *Doing visual research*. Los Angeles, Calif. : SAGE. **(301 MIT)**. offers an innovative introduction to the use of photography, collaborative

video, drawing, objects, multi-media production and installation in research. Claudia Mitchell explains how visual methods can be used as modes of inquiry as well as modes of representation for social research. Topics covered include: photographs and memory work studies; drawing as a participatory visual methodology; working with images/writing about images and can visual methods make a difference? From practice to policy. The book takes an interdisciplinary approach to the subject of visual research, producing a practical introduction to the subject that will be of great use to students and researchers across the social sciences, and in particular in education, communication, sociology, gender, development, social work and public health.

Muijs, D. 2011. *Doing quantitative research in education with SPSS*. 2<sup>nd</sup> ed. Los Angeles : SAGE. **(370.72 MUI)**. Using datasets from real-life educational research and avoiding the use of mathematical formulae, the author guides students through the essential techniques that they will need to know, explaining each procedure using the latest version of SPSS. The datasets can also be downloaded from the book's website, enabling students to practice the techniques for themselves. This revised and updated second edition now also includes more advanced methods such as log linear analysis, logistic regression, and canonical correlation. Written specifically for those with no prior experience of quantitative research, this book is ideal for education students and researchers in this field.

Neville, C. 2010. *The complete guide to referencing and avoiding plagiarism*. 2<sup>nd</sup> ed. Maidenhead: Open University Press. **(808.027 NEV)**. *The Complete Guide to Referencing and Avoiding Plagiarism* is essential reading for all students and professionals who need to use referencing in academic writing to reflect their own ideas, constructively apply the work of others, and to avoid plagiarism. A unique feature of the book is the comparisons it makes between different referencing styles, which are shown side-by-side. This provides a useful guide, particularly for students on combined studies courses who may be expected to use two, and sometimes three, different referencing styles.

O'Reilly, M. 2013. *Research with children: theory & practice*. Los Angeles, Calif. : SAGE. **(305.23072 ORE)**. The book provides an overview of every aspect of carrying out research with children. The book is unique in its particular focus on vulnerable groups of children such as those with mental-health problems, physical health problems and disabilities, along with young offenders and looked after children. It introduces the main elements of doing research with children, including seeking ethical approval for sensitive research topics. It also

outlines the data collection, data analysis, writing up and dissemination stages of research and covers both quantitative and qualitative methods.

Oruç, A. Y. 2012. *Handbook of scientific proposal writing*. Boca Raton, Fla. CRC Press. **(808.0665 ORU)**. Investigators, their home institutions, and funding agencies play significant roles in the development and outcomes of scientific projects. Submitting a proposal to a funding agency is only one dimension of a multivariable and complex funding process, and understanding this is a good first step toward unlocking the puzzle behind why some research proposals receive awards while others are declined. The **Handbook of Scientific Proposal Writing** offers researchers and research administrators a broad perspective on the process of initiating and conducting funded scientific research projects. Written for students and researchers in all fields and disciplines, this reference offers a holistic approach to conceiving and then converting new ideas into effective proposals. It focuses on the technical aspects of writing proposals rather than the fund-raising issues. Chapters provide full coverage of the scientific method, including information on how scientific research should be conducted.

Pyrzczak, F. 2008. *Evaluating research in academic journals: a practical guide to realistic evaluation*. 4<sup>th</sup> ed. Los Angeles: Pyrczak Publishing. **(300.72 PYR)**. The book is a guide for readers on the process of reading and evaluating original research reports published as articles in academic journals. Prospective authors will also benefit from reading this text.

Redman, P. & W. Maples. 2011. *Good essay writing: a social sciences guide*. 4<sup>th</sup> ed. Los Angeles, Calif. SAGE. **(808.0663 RED)**. The authors focus on answering key questions students face when preparing essays – What do tutors look for when marking my essay? What kind of skills do I need as I progress through my course? How can I avoid inadvertent plagiarism? What are the protocols for referencing?

Riley, K., Campbell, K.S., Manning, A. & F. Parker. 2011. *Revising professional writing in science and technology, business, and the social sciences*. Hilton Head, SC. Parlay Press. **(808.0666 REV)**. This is a textbook for courses in scientific and technical writing, business writing, and other types of advanced writing. Each chapter explains principles for revising or editing a single feature of a draft.

Riley, S.C.E., C. Sullivan & S.F. Gibson. (eds). 2012. *Doing your qualitative psychology project*. Los Angeles, Calif. : SAGE. **(150.72 DOI)**. This book is for students who are embarking on a qualitative research project in psychology or

a related discipline. While focusing mainly on undergraduate dissertations, the book will also be useful for postgraduate students. It is packed full of examples from student projects to help new researchers put theory into practice. In addition, the book will help students with time management and working with their supervisors, as well as providing guidance on how students can use their projects as the basis for publication or further study.

Roberts-Holmes, G. 2011. *Doing your early years research project: a step-by-step-guide*. London: SAGE. **(305.233072 ROB)**. The author shows readers how to organize and structure a project, write a literature review, interpret findings and present/write up your project.

Roulston, K. 2010. *Reflective interviewing: a guide to theory and practice*. Los Angeles: SAGE. **(300.723 ROU)**. This book provides a theoretically-informed guide for researchers learning how to interview in the social sciences. This book provides a practical approach to interviewing, helping researchers to learn about themselves as interviewers in ways that will inform the design, conduct, analysis, and representation of interview data. The author takes the reader through the practicalities of designing and conducting an interview study, and relates various forms of interview to different underlying epistemological assumptions about how knowledge is produced. The book concludes with practical advice and perspectives from experienced researchers who use interviews as a method of data generation.

Rudestam, K.E. & R.R. Newton. 2015. *Surviving your dissertation: a comprehensive guide to content and process*. Los Angeles, Calif. : SAGE. **(808.066378 RUD)**. This guide covers topics that other dissertation guides often miss, such as the many types of quantitative and qualitative research models available, the principles of good scholarly writing, how to work with committees, and how to overcome task and emotional blocks. This edition features an expanded discussion of online research, data collection and analysis, and the use of data archives, as well as expanded coverage of qualitative methods and added information on mixed methods.

Schmidt, D.E. 2010. *Writing in political science: a practical guide*. 4<sup>th</sup> ed. Boston: Longman. **(808.06632 SCH)**. This is a practical guide for writing and arguing about political events, ideas, passions and agendas. A collection of actual student essays show students how to write their way to a better grade.

Shore, B.M. 2014. *The graduate advisor's handbook: a student-centered approach*. Chicago, Ill. : University of Chicago Press. **(378.194 SHO)**. The

handbook highlights the importance of a partnership in which both the advisor and student need to be invested. The book covers subjects such as transparent communication, effective motivation, and cooperative troubleshooting. It also tackles touchy subjects, including what to do when personal boundaries are crossed and how to deliver difficult news. Sample scripts help advisors find the right words for even the toughest situations.

Silverman, D. 2010. *Doing qualitative research*. 3<sup>rd</sup> ed. Los Angeles: SAGE. **(300.72 SIL)**. The contributors reflect on the analysis of various types of qualitative data – observations, interviews, focus groups, documents, talk, visual data and the internet – using helpful case-studies. The book also includes new important topics such as using grounded theory, working with secondary data, systematic reviews, writing qualitative research, gender research, ethical issues and qualitative data analysis

Smith, K.G., N. Woodbridge & M. Pretorius. 2008. *Academic writing and theological research: a guide for students*. Johannesburg: South African Theological Seminary Press. **(808.02 SMI)**. This guide aims to introduce the freshman as well as the postgraduate student to the academic requirements for scholarly writing required at college and university for term papers, projects, book reviews and reports. More importantly, the volume provides ample guidelines to the crafting of the all important research proposal. The section on the research plan is especially useful as it examines the design, methodology and the bibliography.

Stewart, D.W. & P.N. Shamdasani. 2014. *Focus groups: theory and practice*. 3<sup>rd</sup> ed. Los Angeles, Calif. : SAGE. **(300.723 STE)**. This edition offers a unique blend of focus group theory and practice in a single, easy-to-read source. It provides systematic treatment to the design, conduct, and interpretation of focus group data within the context of social science research and theory. The book examines every facet of focus group research, from the selection and recruitment of group participants, to the selection of a moderator and conducting interviews, to the analysis of focus group data.

Swales, J.M. & C. Feak. 2011. *Navigating academia: writing supporting genres*. Ann Arbor, Mich. University of Michigan Press. **(808.02 SWA)**. The book focuses on the supporting genres that facilitate the more public genres that form the building blocks of an academic and/or research career. Included are statements of purpose for graduate school applications, letters of recommendation, and responses to journal reviewers. One feature that these genres have in common is that they are largely hidden from public view; it is

difficult to find examples of them in university libraries. Although guidance about these genres can increasingly be found on the Internet, this guidance is often too general to be helpful in an individual particular situation. This is unfortunate because in almost all cases, the individual needs to be seen as both a serious scholar, researcher, or instructor (whether beginning or getting established) and as a collegial but objective person. Because of the roles of these genres, this volume also differs somewhat from the others in that it is as much concerned with social academic practice as it is with more formal academic texts.

Symon, G. & C. Cassell. 2012. *Qualitative organizational research: core methods and current challenges*. Los Angeles, Calif. : SAGE. **(302.350721 SYM)**. The first part of the volume considers common challenges in the design and execution of qualitative research, examining key contemporary debates in each area as well as providing practical advice for those undertaking organizational research. The second part of the volume looks at contemporary uses of core qualitative methods in organizational research, outlining each method and illustrating practical application through empirical examples. Written by internationally renowned experts in qualitative research methods, this text is an accessible and essential resource for students and researchers in the areas of organization studies, business and management research, and organizational psychology.

Van Hoecke, M. (ed). 2011. *Methodologies of legal research: which kind of method for what kind of discipline?* Oxford: Hart. **(340.072068 MET)**. Until quite recently questions about methodology in legal research have been largely confined to understanding the role of doctrinal research as a scholarly discipline. In turn this has involved asking questions not only about coverage but, fundamentally, questions about the identity of the discipline. Is it (mainly) descriptive, hermeneutical, or normative? Should it also be explanatory? Legal scholarship has been torn between, on the one hand, grasping the expanding reality of law and its context, and, on the other, reducing this complex whole to manageable proportions. Consequently many attempts have been made to conceive legal research differently. Social scientific and comparative approaches have proven fruitful. However, does the introduction of other approaches leave merely a residue of 'legal doctrine', to which pockets of social sciences can be added, or should legal doctrine be merged with the social sciences? What would such a broad interdisciplinary field look like and what would its methods be? This book is an attempt to answer some of these questions.

Wallace, M. 2011. *Critical reading and writing for postgraduates*. 2<sup>nd</sup> ed. London: SAGE. **(378.170281 WAL)**. The authors show students how to read critically and how to write using critical techniques. This book is a 'must-have' resource for postgraduate students and early-career academics. It has been expanded and updated to include a range of examples encompassing disciplinary areas including linguistics, education, business and management as well as commentaries on using e-resources and features of e-research.

Wilson, J.H. & B.M. Schwartz. 2015. *An EasyGuide to research presentations*. London: SAGE. **(001.42 WIL)**. This book will help readers learn the ropes of presenting original research and experience the thrill of becoming part of a strong scientific community. With coverage from poster presentations and symposia to oral and video presentations, the book offers a concise guide on professionally presenting research in virtually all formats. Drawing from their own experiences as researchers, the authors use a conversational style to address such topics as how to connect with an audience, presentation pitfalls, publishing and sharing results, and more. Examples of using presentation software such as PowerPoint, Prezi and Keynote are included.

Yin, R.K. 2014. *Case study research: design and methods*. 5<sup>th</sup> ed. Los Angeles, Calif. : SAGE. **(300.722 YIN)**. This book offers comprehensive coverage of the design and use of the case study method as a valid research tool as well as discussion of design and analysis techniques. The book also includes exemplary case studies drawn from a wide variety of academic fields.

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