



*Readers should note that the paper below - penned by one of the journal's editorial panelists - is being published with the aim of stimulating debate around the issue of qualitative research in Psychology. This is especially important in view of the multiple methodologies that are prevalent within the broad scope of the social sciences and, equally important, the seemingly ever-changing methodological scenarios that do not necessarily usher in any paradigmatic changes.*

*Reader response is encouraged in the hope that a special issue dealing with Method in Phenomenology can be published in the short to medium term [Editor-in-Chief].*

### **Book Review**

#### **Is This The Turning Point?**

Paul M. Camic, Jean E. Rhodes and Lucy Yardley (Eds.). *Qualitative Research in Psychology: Expanding perspectives in methodology and design* (2003). Washington: American Psychological Association.

(ISBN 1-55798-979-6)

by **Rex Van Vuuren**

Type into any well-resourced university library database any combination of words such as Handbook, Guide, Sourcebook, Manual or Introduction to Qualitative Research Methods and one would be flooded with titles from a wide range of disciplines such as Anthropology, Education, Information Technology and Marketing, Nursing and Medicine, Mass Communication, Organizational Studies, Psychology, Sociology - and many more. In this regard, a slow trickle of publications on qualitative research methods began to arrive on the scene during the 1980s and then expanded dramatically during the 1990s, and still continues to do so. An assessment of available resources for psychology in particular reveals that while there are many journal articles - and chapters in books on specific qualitative methods - there is, to date, only a sprinkling of texts dedicated to qualitative research approaches *per se* in psychology. I shall return to this observation later.

The latest book on qualitative research methods edited by Camic, Rhodes and Yardley could thus be viewed as a landmark publication, not only for its structure and content but because it is published by the powerful professional and academic regulatory body, the American Psychological Association (APA). It would be interesting to explore an answer to the question why, after more than 25 years of scholarship that seeks alternatives to the dominance of the "measurement option" in psychology, did the APA only now see its way clear to support a publication of this nature. What has changed in American academic psychology departments and why? Such questions are important to non-American psychologists since even if we, as non-American psychologists, function within our own autonomous associations, American psychology's influence has been - and remains - dominant in many parts of the world. In this context, I do not know if one should attribute any significance to the fact that, of the 35 contributors to the edited text by Camic and

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colleagues, four are from the UK, including one of the editors, one from Canada and one from Denmark. The rest (29) are from various institutions in the USA.

Be that as it may, after reading the text I concur with the promotional blurb on the jacket of the book that claims that qualitative research methods should be “integrated into psychological research.” I can offer no evidence regarding to what extent and with what kind of emphasis this integration has already taken place or is in the process of taking place in the US and other countries. If the editors are correct in their claim that “few psychology departments in North America and Europe teach qualitative research as a significant part of their usual curriculum in research methods” (p. 13, my emphasis), then there is still a long way to go toward a respectful recognition and acceptance of paradigmatic and methodological pluralism and inclusiveness in psychology.

The structure and content of *Qualitative Research in Psychology* makes it an excellent text for the teaching of research methodology at the senior undergraduate level. The text can be used for laying a solid foundation for some of the most important issues of ontology and epistemology relevant to psychology (part I of the text). It can also be used to move to more nuanced and complex methodological issues at the postgraduate level. In this regard, ten different methods are presented, each with very meaningful connections between theory and practice (part II). This developmental pedagogical approach, leaving much space for innovation, creativity and reflection, is one of the major strengths of the book thus making it particularly suitable for Masters’ and Doctoral candidates who need to write research proposals while remaining mindful of Giorgi’s (1970) insightful articulation of the triadic inter-relationship between approach, method and content.

The book consists of 14 chapters divided into two parts:

Part I. Ways of Looking at the World: Epistemological Issues in Qualitative Research

1. *Naming the Stars: Integrating Qualitative Methods into Psychological Research*. Paul M. Camic, Jean E. Rhodes and Lucy Yardley;

2. *On the Art and Science of Qualitative Research in Psychology*. Elliot W. Eisner;

3. *Methodology Makes Meaning: How Both Qualitative and Quantitative Paradigms Shape Evidence and Its Interpretation*. Joseph E. McGrath and Bettina A. Johnson;

4. *Dancing Through Minefields: Toward a Qualitative Stance in Psychology*. Jeanne Marecek.

In the third of four sections of Chapter 1, *Naming the Stars*, the authors ask a very meaningful question: “What is qualitative research good for?” Students often think that they have asked a good and critically reflective question when they ask “What is the use of qualitative research?” Unfortunately, such a question reflects a uni-dimensional utilitarian approach. However, asking what is it good for opens up a richer debate which unfolds into pragmatic as well as aesthetic, moral and ethical, personal, transpersonal and spiritual concerns – all of which are more faithful to a complex, dynamic and holistic analytical approach to human phenomena. Just as there is no definitive answer to the question “What is a good description?”, the question “What is it good for?” poses a challenge which students and scholars should engage. Some years ago, Kenneth Gergen (1985) noted that the end product of qualitative research should “... invite, compel, stimulate and delight”.

At the end of Chapter 2, Elliot Eisner correctly raises seven concerns about “the usefulness of an arts-based approach to qualitative research” (p. 27). In the light of his question we should continue to recognise the tension between, on the one hand, the demands of being rigorous and systematic as well as the need to give an account of the path or method we follow in arriving at our research aim, and creativity and innovation on the other. The concerns that Eisner articulates require further critical reflection and should be pursued particularly in a culture which is being increasingly dominated by the visual or the “non-print”. In this regard, psychology should take note of the development of visual methodologies (Gillian, 2001).

In Chapter 3, *Methodology makes Meaning*, McGrath and Johnson make a plea for the need for multiple methodologies, “dual paradigms” and the “complementary use of quantitative and

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qualitative methods". They conclude by urging "a deliberate adoption of such a seemingly internally contradictory approach" (p. 46). This plea could be read in two ways: a) If it means strengthening the pool of craft skills in a department I concur or b) if it means "try to use various methods for your research", I would caution. The nature of the research question determines the method. To count - and to give account - are everyday occurrences but it has become an antinomy that we have not resolved. For better or for worse, we are heirs of a discipline moving on two tracks. Many researchers have attempted to lay the cross-ties between the two tracks. Unfortunately, I have not found many complementary and triangulated research projects which reflect that the researcher has more than a nodding acquaintance with the epistemological and philosophical issues underlying the multiple methodologies debate. The work of Don Kuiken and his colleagues at the University of Alberta (1989, 2001) demonstrating procedures for a numerically-aided phenomenology is an exception. This then raises the question whether it is indeed possible for an individual researcher to embark on a multiple methodology project. Multiple methodologies require multiple researchers. If we accept the McGrath and Johnson plea - as we ought to - we can only work collaboratively in teams.

Part I concludes with Jeanne Marecek's chapter aptly entitled *Dancing through Minefields*. She introduces the term qualitative "stance" which is a variant of the more familiar term "approach", and I suppose it is true that we stand somewhere before we approach and engage. In her chapter, Marecek expands on a familiar problem for qualitative researchers: The continued need to correct, and even defend, qualitative research because of misunderstandings and myths. Hopefully, this book announces a turning point so that we can move beyond a defensive stance to a much broader, enriched psychology but also so that we can teach - and insist that students appropriate - the basic principles of qualitative research in a more scholarly manner.

Part II. Methodologies for Qualitative Researchers in Psychology: The Nuts, the Bolts, and the Finished Product

Part II of the book is a collection of 10 qualitative methods (see below) of varying degrees of

stature and utility. Each chapter includes an elaborate and detailed example of how research is undertaken. One of the strengths of the book is the fact that most of the chapters are written by psychologists who developed the methods themselves. Here we can see the masters at work.

5. *Discourse Analysis and Discursive Psychology*. Jonathan Potter;

6. *Narrative Psychology and Narrative Analysis*. Michael Murray;

7. *Video Methods in Qualitative Research*. Donald Ratcliff;

8. *Grounded Theory in Psychological Research*. Karen Henwood and Nick Pidgeon;

9. *On the Listening Guide: A Voice-Centered Relational Model*. Carol Gilligan, Renee Spencer, M. Katherine Weinberg and Tatiana Bertsch;

10. *Participatory Action Research: From Within and Beyond Prison Bars*. Michelle Fine, Maria Elena Torre, Kathy Boudin, Iris Bowen, Judith Clark, Donna Hylton, Migdalia Martinez, Missy, Rosemarie A. Roberts, Pamela Smart and Debora Upegui;

11. *Balancing the Whole: Portraiture as Methodology*. Jessica Hoffmann Davis;

12. *Ethnographic Methods: Applications From Developmental Cultural Psychology*. Peggy J. Miller, Julie A. Hengst and Su-hua Wang;

13. *The Descriptive Phenomenological Psychological Method*. Amedeo P. Giorgi and Barbro M. Giorgi;

14. *The Psychoanalytical Interview as Inspiration for Qualitative Research*. Steinar Kvale.

I shall begin this part of the paper by allowing the contributors to speak for themselves through a few extracts:

**Discourse Analysis and Discursive Psychology**  
Discourse Analysis is the study of how "talk" and texts are used to perform actions while

Discursive Psychology is the application of ideas from discourse analysis to issues in psychology. In particular, the primary focus of discursive psychology is on the analysis of interaction considered in fine detail although its broader ambition is to provide a novel perspective on almost the full range of psychological phenomena. It is not a method as such; rather it is a perspective that includes meta-theoretical, theoretical, and analytical principles (p. 73).

One way of understanding discursive psychology is as an approach that is developing rigorous analytical procedures for studying performance in the form of video- and audio-recorded and transcribed records of interaction. Its ambit covers a wide spectrum of materials ranging from everyday phone calls between family members and relaxed mealtime conversations, to talk and texts in work and institutional settings, together with therapy and counseling talk (p. 73).

Additionally, discursive psychology provides a novel account of the relationship between psychology and discourse. Rather than seeing discourse as the product of psychological processes, it considers the ways in which psychology is produced in talk as parts of practices. Its *raison d'être* moves from the person to the interaction, and therefore from cognition to discourse. Discourse is conceptualized as (a) oriented to action; (b) situated sequentially, institutionally, and rhetorically; and (c) constructed from discursive resources and construction of events, actions, and minds (p. 89).

#### **Narrative Psychology and Narrative Analysis**

Narrative psychology is concerned with the structure, content, and function of the stories that we tell each other and ourselves in social interaction. It accepts that we live in a storied world and that we interpret the actions of others and ourselves through the stories we exchange. Narrative shapes both the world and ourselves (p. 95). [Moreover], the stories that we tell about lives are social constructions. In constructing a narrative account we make use of everyday language (p. 98). People are constantly engaged in a process of negotiating the connection between their personal narratives and these dominant societal narratives (p. 99) [so that] the telling of narratives is closely intertwined with the shaping and maintenance of personal identity.

Within the research context, the primary means of obtaining narrative accounts is through interviews, the aim of a standard narrative interview being to obtain a detailed account of a particular broad area of experience. [The chapter] goes on to point out that it is most frequently used in biographical and life-history research (p. 103) but that it can be extended to different developmental sequences such as exploring the process of becoming a psychologist or "leaving home."

There are a variety of narrative analytical strategies: Linguistic and literary narrative analyses, grounded narrative analysis, and social context and narrative analysis (pp. 105-109).

#### **Video Methods in Qualitative Research**

An increasing number of qualitative research studies make use of video data in the form of videotape, videodisks, recordable DVDs, and other visual media (p. 113).

One area of disagreement among video researchers is whether the camera should be used to reflect a more etic-distanced outsider-view of a social context, or a more emic-insider participant-perspective (p. 114). [Donald Ratcliff makes the observation that] reactivity is often a problem in video recordings [as] children made faces, grinned, used exaggerated movements, made obscene gestures, and even enacted drama for the camera (p. 115). Ratcliff proceeds to argue that these are some of the key issues that need to be considered in the creation of video research work that can be central to a research study by providing important data to be analyzed in detail. Video can also be used as a supplement to qualitative research (p. 116).

#### **Grounded Theory in Psychological Research**

The term *grounded theory* indicates, to us at least, an *intertwining* of research process and outcomes - where the *process* involves the detailed, systematic but flexible interrogation of (a range of) initially unstructured data selected for its close relationship to the problem under investigation, and the analytical *outcomes* ... combine a demonstrable relevance and "fit" to the substantive problem, phenomenon, or situation under investigation (p. 136).

Our view is that to survive, grounded theory ideas and practices must retain an openness to current thinking so that they retain their relevance

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within changing climates and conditions. Accordingly, we once again stress our belief that there is no set way of achieving the most difficult task of all in grounded theory research: getting out of the maze of detailed and complex codings, deciding on the limits to making constant comparisons, and reaching theoretical closure or integration. This is both the challenge and excitement that using grounded theory brings (p. 152).

#### **On the Listening Guide: A Voice Centered Relational Method**

The *Listening Guide* is a method of psychological analysis that draws on voice, resonance, and relationship as ports of entry into the human psyche. It is designed to open a way to discovery when discovery hinges on coming to know the inner world of another person. Because every person has a voice or a way of speaking or communicating that renders the silent and invisible inner world visible to another, the method is universal in application. The collectivity of different voices that compose the voice of any given person, its range, its harmonies and dissonances, its distinctive tonality, key signatures, pitches, and rhythm is always embodied, in culture, and in relationship with oneself and with others. Thus each person's voice is a distinct footprint of the psyche ... of that person's history, of culture in the form of language, and the myriad ways in which human society and history shape and thus leave their imprints on the human soul. The *Listening Guide* method comprises a series of steps, which together are the polyphonic voice of another person (p. 157).

The *Listening Guide* method has been used by many researchers interested in the psyche and in relationship, and it has been brought to bear in analyzing a range of phenomena within psychology, including girls' sexual desires ... adolescent girls' and boys' friendships ... girls' and women's experiences with anger ... women's experiences with anger ... women's experiences of motherhood and postnatal depression ... and heterosexual couples' attempts to share housework and childcare .... It has also proved useful in analyzing and interpreting U.S. Supreme Court decisions as well as a variety of literary and historical texts, including novels and diaries (p. 158).

The *Listening Guide* method offers a way of illuminating the complex and multilayered nature of the expression of human experience and the interplay between self and relationship, psyche and culture (p. 169).

#### **Participatory Action Research**

Participatory action research represents a stance within qualitative research methods - an epistemology that assumes knowledge is rooted in social relations and is most powerful when produced collaboratively through action. With a long and global history, participatory action research (PAR) has typically been practiced within community-based social action projects with a commitment to understanding, documenting, or evaluating the impact that social programs, problems, or social movements bear on individuals and communities. PAR draws on multiple methods, some quantitative and some qualitative, but at its core it articulates a recognition that knowledge is produced in collaboration with action (p. 173).

So, to the question, "What's to be gained from PAR?" we answer that all research is collaborative and participatory, even though typically, respondents are given code names and rarely acknowledged as co-authors. More researchers must acknowledge the co-construction of knowledge, and that material gathered from, with, and on any community including a prison constitutes a participatory process (p. 196).

#### **Portraiture as Methodology**

Portraiture in art is a process of representation through which the artist recreates the subject of the image, interpreting nuances of physicality and personality through artistic elements such as line, color, and composition. This artistic process results in a tangible imprint of the artist's understanding of and relationship with the subject of the portrait.

As a qualitative research methodology, portraiture is distinguished in part by this preoccupation with artistic coherence. The quest for coherence, for balancing a whole, plays a constant role in the researcher's efforts to construct a narrative that authentically portrays the central story of the subject or site. Portraiture is based on a belief in narratives or stories as primary and valid structures through which

personal and professional identities are framed, sustained, and shared (p. 199).

Note: *Portraiture* is a new method with which I am not familiar. I presented the above extract to a colleague, Gisela Winkler, who used *portraiture* as the method for her doctoral thesis, applying it to the process of composing the life of a teacher. I asked for her comments and she responded by writing:

The key idea with portraiture seems to be that the researcher creates a complex image of the person/situation/relationship that is to be researched. My understanding of portraiture is that the researcher is put up front as the “meaning maker” who creates an interpretation of a life. The interpretation, however, is not only theoretical, but works through shared images, metaphors and stories rather than abstract ideas. In this method, the balance between the creator (researcher as meaning maker) and the created (the text/image/case) is critical.

My difficulties with the method lie with the claim of coherence. There is a need for coherence of the portrait to be authentic, for the case descriptions to ‘ring true’, but I also believe the validity of the portrait depends on how open and self-conscious the ‘making’ of the portrait is discussed. If there is too much coherence (in text or art) the ‘making’ is hidden and the whole project works as an illusion that loses its connection to the experience of the real world (i.e., the research experience). So, in response to the extract I would immediately look for how the whole is created, but also how it is shattered again, to ensure we know it is a subjective portrait and not ‘the truth’.

Ethnographic Methods: Applications From Developmental Cultural Psychology

Like all interpretive methods, ethnographic approaches are oriented to the study of meaning, but, in the case of ethnographic methods, meaning is understood to be structured by culture - that is, by collectively shared and transmitted symbols, understandings, and ways of being (p. 219).

The recent renewal of interest in cultural psychology makes it timely to consider the nature of ethnographic methods, given the affinity of ethnography for problems in cultural psychology. Although psychologists from many corners of the discipline have contributed to recreating a cultural psychology, scholars of child development have played a particularly important role, and some have written extensively about ethnographic methods (p. 220).

Thus, the fundamental developmental question from this perspective is which children come to invest cultural resources with meaning? Born into a world of already-existing traditions and semiotic systems, children use their growing interpretive abilities to participate in cultural practices. This process is constructive and it is necessarily individual and collective. It is individual in that each child creates personal meaning out of the particular, necessary set of resources to which he or she is exposed. It is collective in that these resources were created by previous generations and are made available to the child by other people (p. 221).

One important characteristic of ethnographic methods is the sustained and engaged nature of data collection (p. 223). Through such sustained community contact, researchers necessarily become deeply engaged in the lives, practices, celebrations, and problems of their participants.

#### The Descriptive Phenomenological Psychological Method

By way of summary, the philosophical phenomenological method requires the assumption of the transcendental phenomenological reduction, the search for the essence of the phenomenon by means of the method of free imaginative variation, and, finally, a careful description of the essence so discovered. The scientific phenomenological method also partakes of description, essential determination, and the use of a phenomenological reduction, but with differences with respect to each criterion. The scientific method is descriptive because its point of departure consists of concrete descriptions of experienced events from the perspective of everyday life by participants, and the end result is a second-order description of the psychological essence of the phenomenon by the scientific researcher. As just stated, essential determination of the phenomenon is sought by means of the

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method of free imaginative variation, but it is a psychological essence rather than an addition, with the imaginative variation being elaborated on an empirical basis more so than with the philosophical implementation of the method, and thus is more contextually limited. Finally, there could be no phenomenological method without some sort of reduction, and with the performance of scientific phenomenological reduction, which is not transcendental reduction because only the intentional objects of consciousness are reduced, not the acts. The conscious acts are considered subjects engaged with, and related to, the world (p. 251).

The research always begins with a description of an experience to be understood psychologically. The description, more often than not, is obtained by means of an interview. The purpose of the interview is to have the participant describe in as faithful and detailed a manner as possible an experience of a situation that the investigator is assessing. The transcription of the interview, precisely as it took place, becomes the raw data of the research. Once the researcher has the description, [a series of specific steps] constitutes the analysis (p. 251)

When we encounter familiar objects we tend to see them through familiar eyes and thus often miss seeing novel features of familiar situations. Hence, by understanding that the given has to be seen merely as a presentational something rather than the familiar "object that always is there," new dimensions of the total experience are likely to appear. This is what is meant when phenomenologists say they want to experience things "freshly" or "with disciplined naiveté" (p. 249).

Respect for the complexity of the experience and the refinement of psychological understanding are two consequences of the phenomenological analysis (p. 255).

### **The Psychoanalytical Interview as Inspiration for Qualitative Research**

The science of psychology has, until recently, remained outside the qualitative research movement. This is rather odd because key modes of qualitative research, such as the interview, work through human inter-relationships which are the subject matter of psychology. In addition, substantial areas of current psychological knowledge were initially

brought forth through qualitative interviews. In particular, this pertains to Freud's psychoanalytical interview, which has also inspired subsequent interview research. Piaget's interviews of children's thought and Adorno and colleagues' interviews about the authoritarian personality illustrate this point. The Hawthorne interviews with industrial workers and the consumer interviews by Dichter were also inspired by the psychoanalytical interview (p. 275).

In an attempt to advance psychological interview research today, [Steinar Kvale] take[s] these historical interview inquiries as a point of departure. Rather than follow the methodological and paradigmatic direction of the qualitative research wave, [he] pursue[s] a pragmatic approach, taking the significant knowledge produced by psychoanalytical and other psychological interviews as a basis for this endeavor. Pointing to the paradox that knowledge originally produced by qualitative interviews has become generally accepted but the interview method producing this knowledge has generally been rejected, [he] also addresses the methodological marginalization of qualitative research in psychology.

[Kvale further] addresses the psychoanalytical therapeutic interview as a method of research, pointing out that the importance of the knowledge produced by psychoanalytical interviews does not imply a global endorsement of psychoanalytical theory .... Nor does it imply [he continues] an *in toto* acceptance of psychoanalytical case and interview research, which is beset with a multitude of methodological pitfalls (p. 278).

[Kvale concludes by arguing that] a focus on the therapeutic interviews as research situations highlights tensions in the use of human relationships for research purposes which, in less visible forms, also pertain to academic interview research - tensions between methodology, ethics, and politics in the production of knowledge of the human situation (p. 295).

### **A Few Concluding Comments**

It would be fair to say that phenomenological psychology took the lead in the design and development of qualitative methods. In the late 1960s, Adriaan van Kaam opened the landscape with his doctoral study on the phenomenon of

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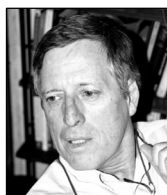
“really feeling understood”. Then, in the beginning of the 70s Amedeo Giorgi laid the foundations with a series of seminal writings in the field of qualitative research. Over the years I have flagged the landscape of book titles for teaching qualitative research at the Honours, Master’s and Doctoral levels from a phenomenological point of view and have made good use of key texts such as:

Amedeo Giorgi’s (1975) *An Application of Phenomenological Method in Psychology* as well as the work by Chris Stones (1979 & 1985) dealing with *Qualitative Research as a Phenomenological Praxis in Psychology*. Additional works have included Giorgi’s (1985) *Phenomenology and Psychological Research*, Rolf von Eckartsberg’s (1986) *Life-World Experience: Existential-phenomenological Research Approaches in Psychology*, Don Polkinghorne’s (1989) *Phenomenological Research Methods*, and Gunnar Karlsson’s (1993) *Psychological Qualitative Research from a Phenomenological Perspective*.

Moving beyond phenomenological psychology to multiple methodologies, Steinar Kvale’s (1996) *InterViews: An Introduction to Qualitative Research Interviewing* has been indispensable

The first comparison of qualitative methods that I encountered was Christopher Aanstoos’s attempt in May 1986, published as “A comparative survey of human science psychologies” in *Methods: A Journal for Human Science*. Aanstoos identified 5 principal methods and 7 auxiliary methods, of which Giorgi’s phenomenology is taken up in the book currently being discussed (as a catalyst to stimulate a formal publishable debate). Moreover, the first large study to appear in book form was that published by Renate Tesch (1990), entitled *Qualitative Research: Analysis types and software tools* which reviewed and compared over 30 methods from various disciplines.

#### About the Author



In 1999 Professor Rex van Vuuren left the University of Pretoria after spending 26 years in the Department of Psychology to take up the position of Academic Dean at St Augustine College, a new private higher education institution in South Africa. St Augustine College currently offers only post graduate programmes.

Over his extended academic career, Professor van Vuuren has published widely and has

The point is well-understood that in a text such as *Qualitative Research in Psychology: Expanding perspectives in methodology and design* one can include only so many methods, and – to be fair – the editors did present their reasons for including these ten methods. Yet, one could ask – and perhaps should ask – the following sorts of questions to deepen our understanding of the strengths and weaknesses of, and the similarities and differences between, qualitative methods:

What is the life-span of a method? Some methodologies are young, others more established. Some are widely-known while others are practised in a more narrow circle. Some of the methods in the Aanstoos (1987) survey have virtually disappeared from the research scene. The same applies to the long list that Tesch (1990) included in her analysis.

1. What is the nature of the phenomena being studied?;
2. What is the nature of the generation of data?;
3. What is the kind of analytical or explicating procedure used?;
4. What is the nature of the findings?

Is Aanstoos (1987) correct when he claims that psychology has the “ever-necessary process of devising methods originally, in dialogue with one’s phenomenon” (p. 29)? If he is correct what does it mean for the subject matter of psychology and our ever-expanding perspectives in designing methods with the aim of searching for truth or some form of truth?

If this book reflects a turning point, then we should bear in mind that we are in for many more turning points, even if they take some time coming – and even returning to previous points of “turning”.

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presented papers at both national and especially international conferences as well as having organized the 14<sup>th</sup> International Human Science Research Conference which was held in Midrand in 1995.

His professional and academic interests are to be found in the areas of personality psychology, psychotherapy and qualitative research methods as well as in multidisciplinary dialogues between a wide range of disciplines. Among these disciplinary dialogues are architecture and psychology, education and psychology, philosophy and psychology and, finally, theology and psychology. Professor van Vuuren's interests are grounded in existential-phenomenological and hermeneutic approaches.

Rex is registered with the Professional Board in South Africa as both a Clinical Psychologist and a Research Psychologist

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