

Master of Education (M.Ed.)

Title of the Course: R4.1: Grounded Theory Research [GTR] (Semester: III)

Credits: 4
MM: 100 (External 70 Internal 30)
Contact Weeks: 15

Introduction of the Course

This course provides an opportunity to develop a conceptual understanding of grounded theory research, which is a highly successful and practical approach within the qualitative paradigm for investigating topics in social sciences, such as education. The course begins by providing a historical and philosophical context for grounded theory, examining how this method has been portrayed in the field of social sciences and identifying the specific kind of research issues it is most suitable for addressing. This program aims to simplify the initial process of creating and refining your own unique grounded theory, which offers an alternate approach to current research methods in the field of education, where theory takes precedence. It offers the chance to develop theoretical ideas based on real-world experiences. Grounded theory is a research methodology that aims to develop theories based on empirical data collected from observations and interviews. It involves systematically analyzing the data to identify patterns and concepts, which are then used to generate theories that explain the phenomena being studied. In essence, it involves constructing theoretical assertions from research locations using evidence-based procedures. This course is characterized by its practicality and offers a valuable opportunity for students to engage in hands-on collaborative research. It offers assistance in understanding the field, creating tools, coding data analysis, and deriving theory from the main category identified. The culmination of this course involves the production of a grounded theory paper focused on a topic of personal interest.

Learning Outcomes

After completion of the course, student will be able to:

1. Understand the basic dispositions of grounded theory research in Education
2. Analyzing qualitative data via using code paradigm (Coding)
3. Develop critical understanding that incorporates the data presentation, knowing what is enough data to make evidence based claims and arguments.
4. Generate theoretical propositions and theoretical claims
5. Familiarize with ethical concerns of grounded theory research

Number of Units: 3

Weeks 15 = 60 hours



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Unit 1: Conceptualizing Grounded Theory Research in Education (4 Weeks = 16 hours)

- The Historical Development of Grounded Theory
- Situating Grounded Theory in Qualitative Tradition
- "All is Data" Knowing Perspective of Field to Theory

Unit 2: Approaches to Grounded Theory Research (5 Weeks = 20 hours)

- The Systematic Design Approach (Strauss and Corbin, 1998)
- The Emerging Design (Glasser, 1992)
- The Constructivist Design (Charmaz, 1990,2000,2006)
- Integrated Approach to Grounded Theory

Unit 3: Doing Grounded Theory Research (6 Weeks = 24 hours)

- Conceptualizing Field and Process of Research
- Contextualizing Theoretical Sampling
- Generating Core Category, Memos: Using in theorization
- Tools and Collection of Data, Analysis via Coding: Open, Axial, and Selective Coding: Concept and Process
- Theorizing: forms of theorization
 - a. Visual Coding Paradigm
 - b. Series of propositions (or hypotheses)
 - c. Story written in narrative form
- Process of Validation
- Ethical Concern in Grounded Theory

Practicum/ Suggested Projects / Assignments (Any Two)

1. Scholars are required to peruse the offered content and subsequently compose a contemplative remark following a discussion.
2. Scholars are required to do a small-scale grounded theory investigation and deliver a presentation on their findings.
3. Students are required to compose a term paper that is founded on grounded theory research.

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Essential/ Recommended Readings

- Birks, M., Mills J. (2015). *Grounded Theory: A Practical Guide* (2nd ed.). Los Angeles, CA: Sage.
- Breckenridge, J., Jones D. (2009). Demystifying Theoretical Sampling in Grounded Theory Research. *Grounded Theory Review*, 2, 113–126. <http://groundedtheoryreview.com/2009/06/30/847/>
- Bryant, A. (2017). *Grounded Theory and Grounded Theorizing: Pragmatism in Research Practice*. Oxford University Press.
- Butler, A. E., Copnell B., Hall H. (2018). *The Development of Theoretical Sampling in Practice*. *Collegia*. 561–566. <https://doi.org/10.1016/j.colegn.2018.01.002>
- Charmaz K. (2006). *Constructing Grounded Theory. A Practical Guide Through Qualitative Analysis*. London: Sage.
- Charmaz, K. (2014). *Constructing Grounded Theory* (2nd ed.). Los Angeles, CA: Sage.
- Corbin, J., & Strauss, A. (1990). Grounded Theory Research: Procedures, Canons, and Evaluative Criteria. *Qualitative Sociology*, 13, 3-21.
- Corbin, J., & Strauss, A. (2008). *Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory (3rd ed.)* (Vol. xv). Thousand Oaks, CA, US: Sage Publications, Inc.
- Corbin, J., Strauss A. (2015). *Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory* (4th ed.). London: Sage.
- Coyne, E. I. (1997). Sampling in Qualitative Research: Purposeful and Theoretical Sampling; Merging or Clear Boundaries? *Journal of Advanced Nursing*, 26, 623–630. <https://doi.org/10.1046/j.1365-2648.1997.t01-25-00999.x>
- Creswell, J.W. (2012). Grounded Theory Design. In J. W. Creswell (Eds.) *Educational Research- Planning, Conducting and Evaluating Quantitative and Qualitative Research*. Boston : Pearson Publication
- Glaser, B. G. (1978). *Theoretical Sensitivity: Advances in the Methodology of Grounded Theory*. Mill Valley, CA: Sociology Press.
- Glaser, B. G. (2014). Memoing: A Vital Grounded Theory Procedure. *Sociology Press*, Mill Valley.
- Glaser, Barney G. and Anselm L. Strauss (1967). *The Discovery of Grounded Theory: Strategies for Qualitative Research*. New York: Aldine. (Chapter 1, 3, 5, 8) <https://doi.org/10.1093/acprof:oso/9780199922604.001.0001>
- Kumar, S. (2019). Frameworks to Theorizations: A Ray of Hope in Qualitative Research. *HIGHBROW*, Vol 5(1), Sri Sathya Sai College for Women, Bhopal
- Kumar, S. (2021). Upabdh Praroopon Se Pare Samajik Sidhant: Ek Vimaarsh. *Samsamayik Srijan*, vol: 23, pp 386-389, Hansraj College, University of Delhi.

- Kumar, S. (2024). Grounded Theory Research. In Kumar, S. (Eds). *Strengthening Qualitative Research in Education*. India: Muktibodh.
- Morse, J. M. (2007). Sampling in Grounded Theory. In Denzin N., Lincoln Y. S. (Eds.), *Strategies of Qualitative Research* (pp. 56–85). Sage. DOI: <https://doi.org/10.4135/9781526485656>
- Timmermans, S., Tavory I. (2012). Theory Construction In Qualitative Research: from Grounded Theory to Abductive Analysis. *Sociological Theory*, 30, 167–186. <https://doi.org/10.1177/0735275112457914>
- Timonen, V., Foley G., Conlon C. (2018). Challenges when using Grounded Theory: A Pragmatic Introduction to Doing GT Research. *International Journal of Qualitative Methods*, 17, 1–10. <https://doi.org/10.1177/1609406918758086>
- Urquhart, C. (2013) Grounded Theory for Qualitative Research - A Practical Guide, Sage Publications. DOI: <https://doi.org/10.4135/9781526402196>
- Ylona, C. T., Birks, M. & Francis, K. (2023). Grounded Theory Research: A Design Framework for Novice Researchers. *Sage Open Medicine*. <https://orcid.org/0000-0001-6069-8074>

Additional Readings

- Aslipour, H. & Zargar, M. R. (2022). Mohamad Reza Zargar Developing Grounded Theory Systematic Approach for Public Policy Researches. *International Journal of Qualitative Methods*, Vol: 21. <https://doi.org/10.1177/16094069221090357>
- Brusaglioni, L. (2015). Theorizing in Grounded Theory and Creative Abduction. *Quality & Quantity*, 50, 2009–2024. <https://doi.org/10.1007/s11135-015-0248-3>
- Bryant, A. & Charmaz, K. (Eds.). (2019). *The SAGE Handbook of Current Developments in Grounded Theory*. Sage. DOI: <https://doi.org/10.4135/9781526485656>
- Charles, C. R. (1994). *Constructing Social Research: The Unity and Diversity of Method*. California: Pine Forge Press.
- Charmaz, K. (2006). *Constructing Grounded Theory: A Practical Guide through Qualitative Analysis*. Thousand Oaks: California: Sage
- Conlon, C., Carney G., Timonen V., Scharf T. (2015). “Emergent reconstruction” in grounded theory: Learning from team-based interview research. *Qualitative Research*, 15, 39–56. <https://doi.org/10.1177/1468794113495038>
- Draucker, C. B., Martsof D. S., Ross R., Rusk T. B. (2007). Theoretical Sampling and Category Development in Grounded Theory. *Qualitative Health Research*, 17, 1137–1148. <https://doi.org/10.1177/1049732307308450>
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Head/Dean

विभागाध्यक्ष एवं संकाय अध्यक्ष
शिक्षा विभाग/Deptt. of Education
दिल्ली विश्वविद्यालय, दिल्ली-110007
University of Delhi, Delhi-110007

- Glaser, B.G. (1992) Basics of Grounded Theory Analysis: Emergence vs. Forcing. *Sociology Press*, Mill Valley.
- Oliver, C. (2012). Critical Realist Grounded Theory: A New Approach for Social Work Research. *The British Journal of Social Work*, 42, 371–387. <https://doi.org/10.1093/bjsw/bcr064>
- Timonen V., Conlon C., Scharf T., Carney G. (2013). Family, State, Class and Solidarity: Re-Conceptualising Intergenerational Solidarity Through the Grounded Theory Approach. *European Journal of Ageing*, 10, 171–179. <https://doi.org/10.1007/s10433-013-0272-x>
- Trainor, A. & Graue, E. (2013). *Reviewing Qualitative Research in the Social Sciences* (1st ed.). New York: Routledge.
- Whiteside, M., Mills J., McCalman J. (2012). Using Secondary Data For Grounded Theory Analysis. *Australian Social Work*, 65, 504–516. <https://doi.org/10.1080/0312407X.2011.645165>

Teaching Learning Process

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, collaborative learning tasks which enhance reading comprehension of core writings in the area and innovative projects. Reflective expression and learning will be encouraged.

Assessment Method

The assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through end-semester examination.

Key words: Grounded Theory, Research, Qualitative Tradition, Education

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शिक्षा विभाग/Deptt. of Education
दिल्ली विश्वविद्यालय, दिल्ली-110007
University of Delhi, Delhi-110007