Re: “Taking Your Qualitative Research to the Next Level: A Guide for the Medical Educator”

To the Editor:

The article by Schneider et al.¹ overviews qualitative research methods. Qualitative toolboxes attract many researchers and, as outlined in the article, three common research frameworks are used by academic emergency medicine researchers, namely, grounded theory, ethnography, and phenomenology. The “guide” seems to narrow a researchers choice to be either entirely quantitative or exclusively qualitative, leaving no room for mixed (quantitative and qualitative) research designs. The particular binary of Schneider et al. overlooks the comparative strengths of mixed (qualitative/quantitative) frameworks, over qualitative-only designs. For example, mixed quantitative/qualitative frameworks in higher education scholarship manifests “malleability”² of binary structures, wherein research designs may be built on over time to morph into a journal manuscript draft or PhD thesis for instance.³ Other mixed-methods emergency medicine research examples include, first, using Lean Six Sigma together with Define, Measure, Analyze, Improve, and Control algorithm.⁴ Second, a study on incorporating emergency medicine experience from residency to practice: Referrals between emergency department and orthopaedic department in a national trauma centre in

a tertiary hospital in a Southwest Asia developing country (Al-Musawi H, submitted for publication).

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