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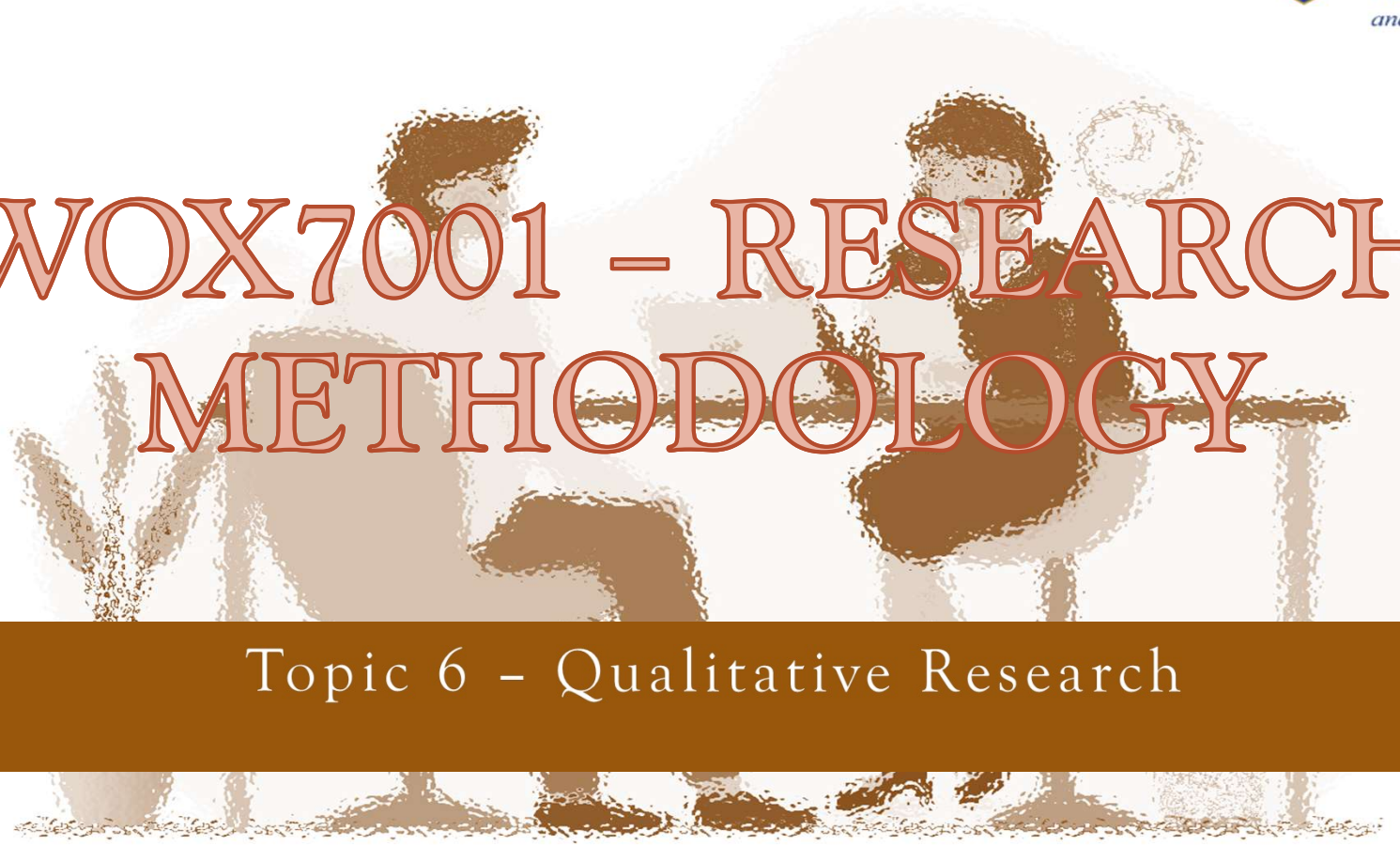

WOX7001 – RESEARCH METHODOLOGY

Topic 6 – Qualitative Research

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Agenda

01 PARTICIPANTS

02 INFORMATION

03 RESEARCH DATA AND INSTRUMENT

04 CLASS ACTIVITIES

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Population and Sample

Random "Quantitative" Sampling

Select Representative individuals

To generalize from sample to population

To make claims about the population
To build/test "theories" that explain the population

Purposeful "Qualitative" Sampling

Select people/sites who can best help us understand our phenomenon

To develop detailed understanding

That might be "useful": information
That might help people "learn" about the phenomenon
That might give voice to "silenced" people

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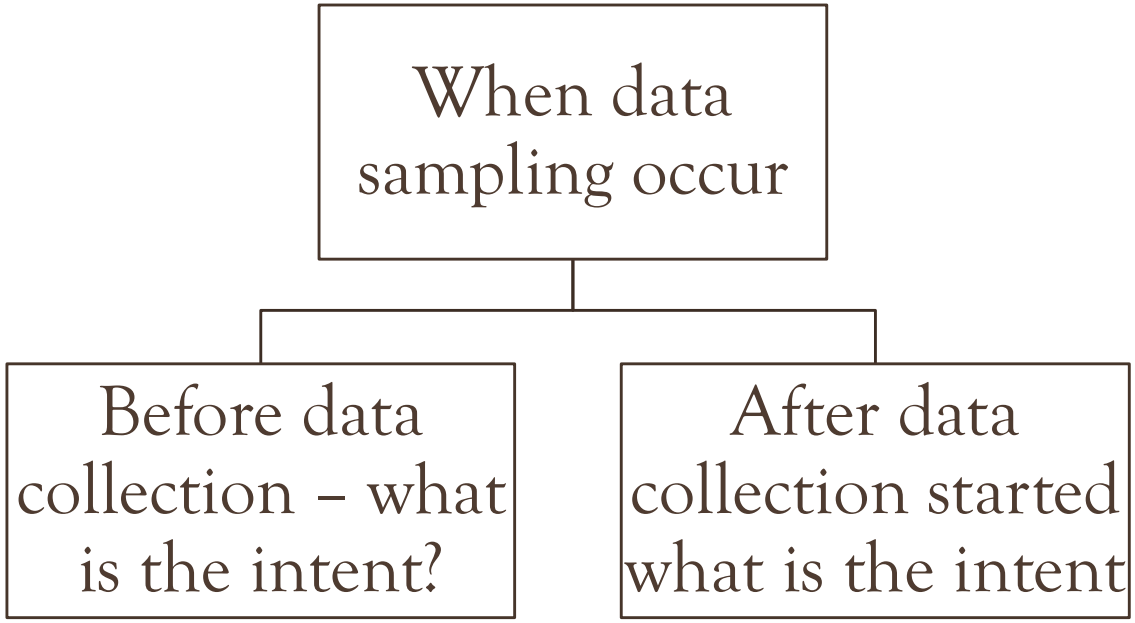
Purposeful Sampling



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Before Data Collection

To develop many perspective	Maximal variation sampling	A researcher is conducting a door to door survey to find attitudes towards single parents.
To describe particularly Troublesome or enlightening cases	Extreme case sampling	if you were studying inner city violence, you could study a city with high violence and compare it to a city with low violence
To describe what is "typical" to those unfamiliar with the case	Typical sampling	spending habits of a city in a middle-class suburb (typical) rather than from a poor or rich suburb
To generate a theory or concept	Theory/concept sampling	Grounded theory
To describe some sub-group in depth	Homogeneous sampling	people in a homogeneous sample might share the same age, location or employment.

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After Data Collection

To take advantage of whatever case unfolds	Opportunistic sampling	standing on the street asking passers by to join the research.
To locate people or sites to study	Snowball sampling	a researcher who is seeking to study leadership patterns could ask individuals to name others in their community who are influential.
To explore confirming or disconfirming cases	Confirming/disconfirming sampling	Confirmatory cases are additional examples that fit already emergent patterns to add richness, depth and credibility. Disconfirming cases are a source of rival interpretations as well as a means for placing boundaries around confirmed findings

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Sample Size

Small for in-depth perspective

1 individual
4 cases
20-30 interviews

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What permission are needed

Gain permission from Institutional Review Board (IRB)

Gain permission from "gatekeepers" at the research site

Gatekeepers: individuals at the site who provide site access, help researcher locate people and identify places to study. The gatekeeper may require written permission about the project

Think of some sample of research gatekeeper

Information (Qualitative)

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Information for the gatekeeper

Why their site was chosen
What time and resources are required
What will be accomplished at the site
What potential there is for your presence to be disruptive
What individuals at the site will gain from the study
How you will use and report the results

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What Information will you collect?

Observation

Interviews

Documents

Audio-video materials

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Observations

An Observation is the process if gathering first-hand information by observing people and places at a research site.

Observational roles

- Participant observer
- Non-Participant observer

Observational roles can be changed

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Observations

Conduct multiple observations

Record both descriptive and reflective field notes during the observation

Descriptive field notes describe the events, activities and people
Reflective field notes record personal reflections that relate to their insights, hunches or broad themes that emerge

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Interviews

Types: Personal, Phone, e-mail, Focus Group

General open-ended questions are asked

- allows the participant to create options for responding
- participants can voice their experiences and perspectives

Information is recorded then transcribed for analysis

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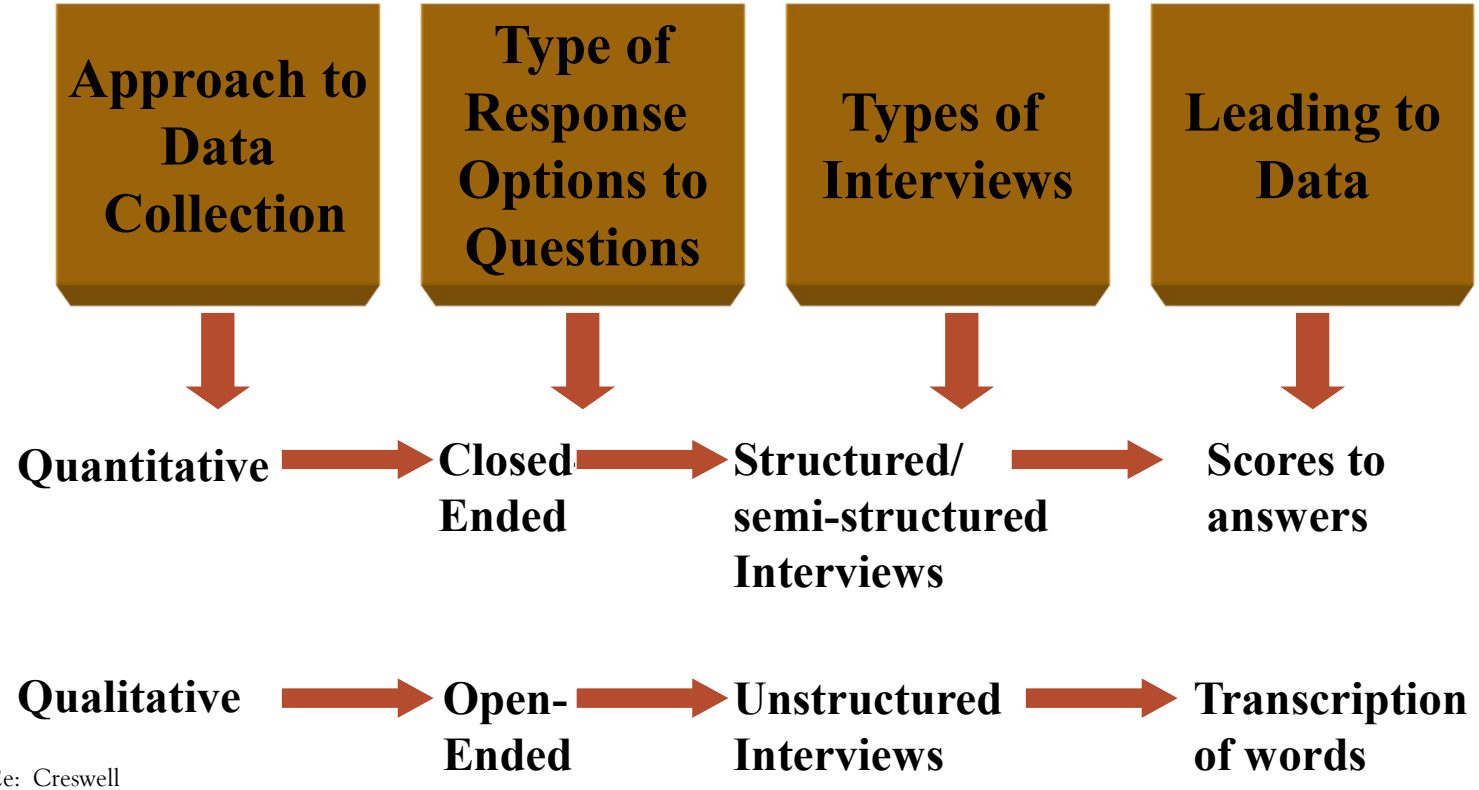
Structured, unstructured, and semi-structured interviews



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Documents

Public and private records

Good source for text data

You must obtain permission before using documents

Optically scan documents when possible

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Audio-Visual materials

Determine the material that can provide evidence to address your research questions

Determine if the material is available and obtain permission to use it

Check the accuracy and authenticity of the material if you do not record it yourself

Collect the data and organize it

Stopped here

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How will you record data?

Using protocols

- Observation protocols
- Interviewing protocols

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Interview protocols

The header: essential information about the interview

Open-ended questions include

- "ice-breaker"
- ones that address major research questions
- probes that clarify and elaborate

Closing comments thanking the participant

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Observational protocols

The header: essential information about the interview

Left column to record descriptive notes
Right column to record reflective notes
A picture of the site may be sketched

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How do you administer data collection?

Time needed for data collection
- Limit initial collection to one or two observations or interviews
- Time is needed to establish a substantial data base

Obtaining permission to use materials

Ethical issues
- Anonymity of participants
- Convey true purpose of study without deception

Research Data and Instrument

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Research Instrument

An instrument is a tool for measuring, observing, or documenting qualitative

Types of Instruments

- Interview questionnaire
- Checklist for observation
- Document analysis

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A SNIPPET OF RESPONSES TO ONE INTERVIEW QUESTION POSED TO THREE RESEARCH PARTICIPANTS

Researcher question (open ended): I understand all of you have been teaching high school continuously for 40 years or more. What advice do you have for teachers beginning their first year of teaching?

Teacher 1: I was scared the first year or two, almost every day. Not for my safety or anything like that, but I kept thinking I might fail, maybe my students wouldn't learn anything. I was not that much older than my students. Now, of course, I'm more like a grandmother figure to them. I was worried they would not take me seriously—you know, cut up and take advantage of a young, first-year teacher. Maybe my insecurity showed, maybe they saw my lack of confidence or figured I didn't know what I was doing because I was not very experienced. Now, of course, I think how silly to have worried about such things. So, to answer your question, I would say, "Don't worry, be happy."

Code: Overcome insecurity

I know some people say "Forget everything you learned in your teacher prep program [pause], real learning goes on in the trenches." Sure, you learn by doing, but some old ideas in teaching textbooks are time honored and priceless.

Code: Use learning theory

I recall one theory that focused on time, you know, all kids can learn if given enough time. That's so true. If new teachers know that fact, then they won't get frustrated. They will know that learning algebra, for example, will eventually happen with more time, maybe after school, maybe during the summer. New teachers have to know some kids learn really fast; others, really slow. But they do learn. But there is a clock with a buzzer, so I know time runs out. Before time runs out, the teacher should try something new, maybe explaining it with a sketch on paper—yeah, that's it. Try something new.

Code: Experiment with methods

Teacher 2: I remember I marched into my classroom full of vigor and ready to conquer the world. Boy, did those rascals put me in my place! I remember that I thought about quitting my whole first year, crying on the way home sometimes. My dad was a teacher, and he kept saying the first year is hard—just keep going, he would say. That was hard. [Now, what was your question? Laugh.] Oh yeah, I would tell new teachers that it gets better and better every year, like a fine wine! If it didn't, then why would I stay in the classroom for 40 years!

Code: Brace yourself; it only improves

They have to know that the first year is trial and error. Well, not just the first year; you have to experiment all the time to find the right approach with some students.

Code: Experiment with methods

They should know that you won't be teaching the same way year after year. You can't be a repeating robot. People change with the times; every year can be different. What is that motto? Change is good, or something like that. Sometimes you have to be creative.

Code: Be flexible; adapt to change

I used to complain about chalk on my clothes; now I complain about lugging my laptop to school. You never know when the school's computer—I think it's a 1988 Apple IIe or something—will crash on you. I use my computer a lot to update grades, make changes to assignments and all that. My students can go to a website 24/7 and learn what to do for homework. So, I guess my advice is to roll with the punches and don't expect a routine. Routines get boring after a while anyway. Yeah, I would say keep changing with the times and welcome new ways of doing things.

Code: Welcome innovation

Everything changes so fast these days anyway.

Teacher 3: I would say prepare to wear many hats. That is because teaching today is very different than when I first started. I would say something like, you are a part-time teacher, part-time counselor, part-time social worker, part-time therapist, even part-time parent! Teaching in the old days was pretty much teaching; today it is far more and new teachers must be prepared for that.

Code: Brace yourself for multiple roles

I don't think they train new teachers to be social workers, but what else can you do when a student comes in hungry and holds back tears? What did she just experience? What do you do when another student comes in acting high on drugs? You see, teaching becomes harder and harder when you know that some students cannot concentrate on learning.

Code: Be prepared for challenges beyond teaching

Many have huge problems that they deal with. I do what I can, but with so many other students, it's just a hard job. I think they call it compassion fatigue, or something like that. I'm one of the lucky ones; I can go to the mountain cabin for most of the summer. Others, I know, take on other jobs during the summer to pay bills. New teachers should know about the challenges from Day 1, challenges that are not related to lesson plans or technology. The problems are not insurmountable. If they were, I would have started a business or something like that instead. I've loved every class, every semester, because you can make a difference in kids' lives. Students comes back sometimes

Instrument Open ended questions - sample

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Data interpretation strategies

Method 1: Hierarchy

Example after interview the answers transforms into hierarchy as follows. The samples shows Parents' Attitudes Toward Education Displayed as a Hierarchy

Higher Priority			Lower Priority		
Economic	Tradition	Self-Efficacy	Economic	Tradition	Self-Efficacy
Escape|Thrive	Continuity|Values	Ability|Personality	Futility|Survive	Expectation|Information	Barriers|Helplessness

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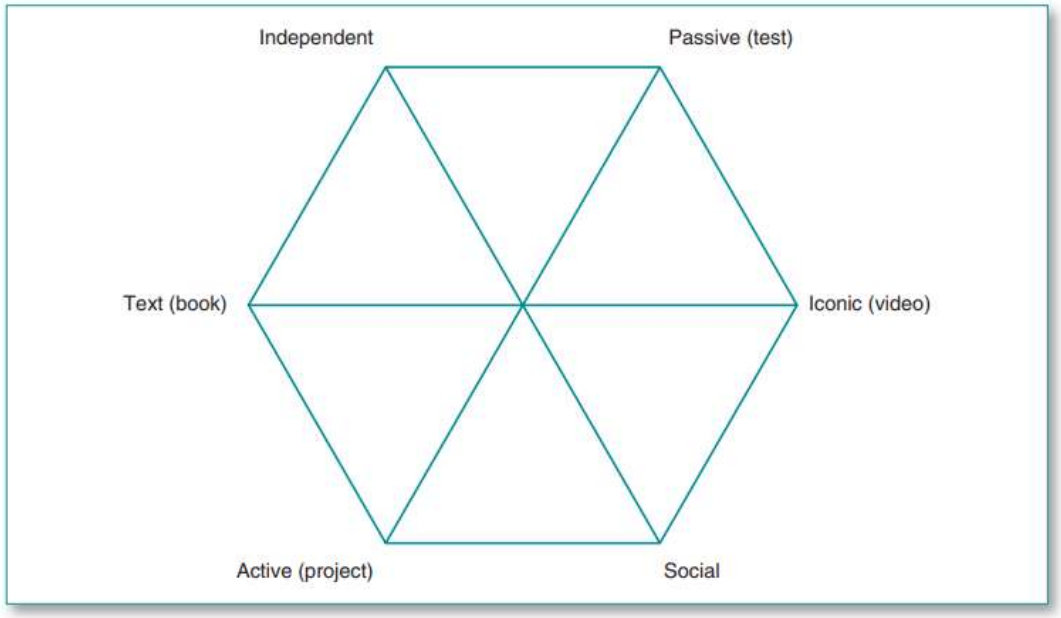
Data interpretation strategies

Method 2: Taxonomies

Example after interview the answers transforms into Taxonomies as follows. The samples shows A hypothetical example of different styles of online learning



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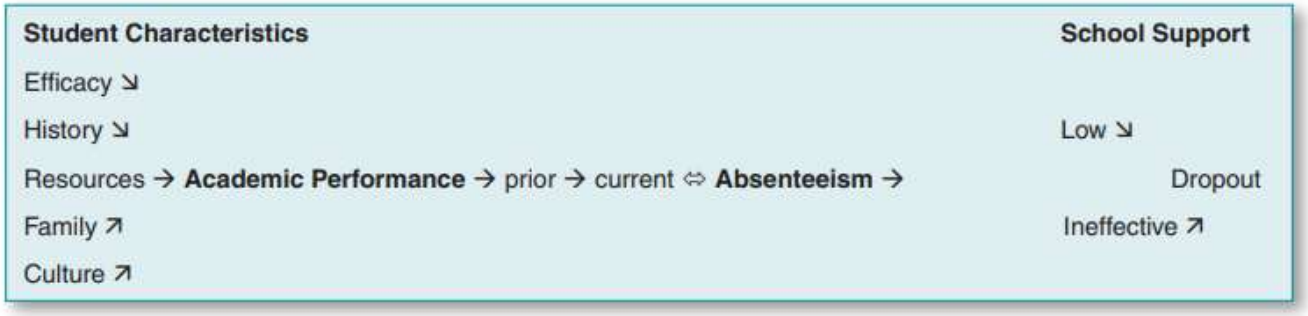
Data interpretation strategies

Method 3: Network

Example after interview the answers transforms into networks as follows. Network represent the organizational systems that reveal connections with a process that occurs over time. The sample shows the A hypothetical example of a network that reveals linkages in the process of dropout.



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Data interpretation strategies

Method 4: Tables and Cross Tabulations

Example after interview the answers transforms into cross tabulations as follows. The sample shows the Hypothetical Cross Tabulation of Type of Dishonesty and Type of Course.

Type of Dishonesty	Type of Course	
	F2F	Online
Social	Lower	Higher
Nonsocial	Same	Same

THANK YOU

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