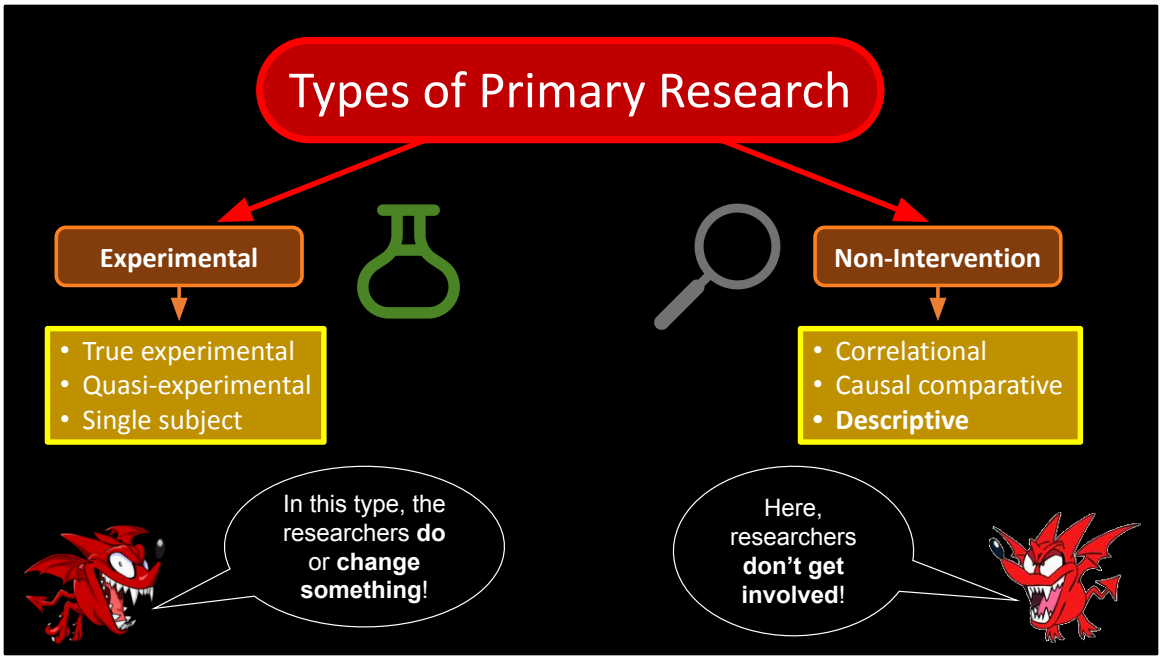
Primary Research

Information you collect yourself

Special request Lesson!

We're going to be getting a sneak-peek at what you will be doing in GS2B because your GS1A teacher specially asked me to cover this topic. Since this is an extra lesson, you don't have to take notes (of course, if you do, you'll look really smart when it's introduced next year).


Types of Primary Research
Experimental
• True experimental
• Quasi-experimental
• Single subject
Non-Intervention
• Correlational
• Causal comparative
• Descriptive
In this type, the researchers do or change something!
Here, researchers don't get involved!

Primary Research ~~Procedure~~ Checklist

- ☑ Do you have a clear topic?
- ☑ Do you have a research question?
- ☑ Is it *possible* for you to do primary research?
- ☑ Do you want to do a survey, experiment, or interview?
- ☑ Do you have participants?
- ☑ Did you give your supervisor a copy of your survey/interview questions/experiment plan to check, and did you change it if needed?
- ☑ Have you explained your research to the participants and asked them to participate? (About participation)
- ☑ **Did they consent?**

Descriptive research

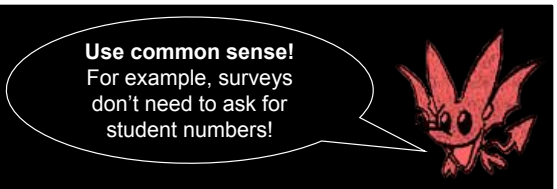
- Research to “describe characteristics of the group being studied”
  - E.g. the periodic table it was categories based on descriptive research of elements
- used for frequencies, averages and other statistical calculations
  - i.e. cannot describe what causes a situation, but can be used to predict how the target group will react to something
- Includes surveys, interviews, and focus groups

Tips for making a good survey

- Prior research Has anyone done a similar topic, so you can based your survey organization / questions off of theirs?
- Keep the end in mind Have an idea of how you will organize the data when you are planning questions. This will make analyzing it easier.
- Keep it short The longer a survey is, the less likely it is that people will answer it fully and honestly. Aim for no longer than 10 minutes.
- Keep it simple Begin with short, easy-to-answer questions. When possible, place the open-ended and more sensitive questions at the end. Avoid too many open-ended questions. They require more effort from respondents & produce results that are difficult and time-consuming to analyze.
- Use skip-patterns *e.g. Do you have a pet? 1. Yes 2. No (skip to question 5)*
- Avoid double-barrel & loaded questions
  - Double-barrel: *Do you like dogs and drink coffee, or do you like cats and hate coffee?*
  - Loaded: *When you cheat on tests, how to you avoid getting caught?*

Double-barrel: Participants might agree with one of the things mentioned, but not the other, yet they have no way to answer that.
Loaded: Assumes something is true of the participant, and doesn't provide a way to disagree (in this example, assumes participant cheats on tests. Best to ask that first, using a separate question.)

Asking for Participation



Explain:

- (Be specific): What will you be asking/doing/recording, and why
- (Be respectful): No pressure to agree, they can stop any time, or choose to not answer some questions
- (Be professional): Collect only relevant information. Respect their privacy.
- (Be honest): How the data will be used, who will be able to see it, privacy exceptions

Some information should not be kept private. If you have worries, talk to your teacher.

Back to checklist

From the UK Research Ethics Guidebook (http://www.ethicsguidebook.ac.uk/What-information-should-you-provide-164):

You ought to cover the following information:

- who you are (the members of the research team and their contact details in case they have further questions);
- what you are doing and why (the aims of the research, what's happening, and what will be done with the research);
- what the research involves:
    - how participants have been chosen and approached;
    - what participation involves (including any risks, inconvenience or discomfort (if appropriate) or any benefits. But be careful not to promise benefits if there are none; and
    - what happens to the information they provide (including confidentiality, and any limits on that).