LEARNING ACTIVITY SHEET
INFORMATION SYSTEM AND RESEARCH SP-ICT 10
Second Quarter, Week 1

Name of Learner: _____ Date: _____

Section: _____Grade Level_____

Qualitative Research Design

I   Background Information

Quantitative research refers to observations and measurements that can be made objectively and repeated by other researchers. Along with the development of social sciences: psychology, sociology, anthropology, etc., they were interested in studying human behavior and the social world. The social sciences found it difficult to measure human behavior in the simpler quantitative methods, therefore qualitative research methods were developed in order to look beyond how, how often and how many. it looks at why and attempts to further and deepen our understanding of the social world.

The Nature of Qualitative Research:

"An inquiry process of understanding a social or human problem, based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting" Cresswell (1994).

Methods of collecting qualitative data

Data collection approaches for qualitative research usually involves:

1. Direct interaction with individuals on a one to one basis
2. Or direct interaction with individuals in a group setting

Qualitative research data collection methods are time consuming, therefore data is usually collected from a smaller sample than would be the case for quantitative approaches - therefore this makes qualitative research more expensive.

The benefits of the qualitative approach is that the information is richer and has a deeper insight into the phenomenon under study

The main methods for collecting qualitative data are:

1. Individual interviews

Interviews can be

1. Unstructured
    a. Can be referred to as 'depth' or 'in depth' interviews
    b. They have very little structure at all
    c. The interviewer may just go with the aim of discussing a limited number of topics, sometimes as few as just one or two
    d. The interviewer may frame the interview questions based on the interviewee and his/her previous response
    e. This allows the discussion to cover areas in great detail
    f. They involve the researcher wanting to know or find out more about a specific topic without there being a structure or a preconceived plan or expectation as to how they will deal with the topic
2. Semi structured

    a. Semi structured interviews
    b. A series of open ended questions based on the topic areas the researcher wants to cover
    c. A series of broad questions to ask and may have some prompts to help the interviewee
    d. 'The open ended nature of the question defines the topic under investigation but provides opportunities for both interviewer and interviewee to discuss some topics in more detail'
    e. Semi structured interviews allow the researcher to prompt or encourage the interviewee if they are looking for more information or find what they are saying interesting
    f. This method gives the researcher the freedom to probe the interviewee to elaborate or to follow a new line of inquiry introduced by what the interviewee is saying
    g. Work best when the interviewed has a number of areas he/she wants to be sure to be addressing
3. Structured

    a. The interviewed asks the respondent the same questions in the same way
    b. A tightly structured schedule is used
    c. The questions may be phrased in order that a limited range of responses may be given - i.e. 'Do you rate our services as very good, good or poor'
    d. A researcher needs to consider whether a questionnaire or structured interview is more appropriate
    e. 'If the interview schedule is too tightly structured this may not enable the phenomena under investigation to be explored in terms of either breadth or depth.'

2. Focus groups

The use of focus groups is sometimes used when it is better to obtain information from a group rather than individuals.

Group interviews can be used when:

a) Limited resources (time, manpower, finances)
b) The phenomena being researched requires a collective discussion in order to understand the circumstances, behavior or opinions
c) Greater insights may be developed of the group dynamic - or cause and consequence

Characteristics of a focus group:

a) Recommended size of the sample group is 6 - 10 people as smaller groups may limit the potential on the amount of information collected, and more may make it difficult for all participants to participate and interact and for the interviewer to be able to make sense of the information given
b) Several focus groups should be used in order to get a more objective and macro view of the investigation. i.e. focusing on one group may give you idiosyncratic results. The use of several groups will add to the breadth and depth of information. A minimum of three focus groups is recommended for best practice approaches
c) Members of the focus group should have something in common which is important to the investigation
d) Groups can either be put together or existing groups - it is always useful to be mindful of the group dynamics of both situations

The aim of the focus group is to make use of participants' feelings, perceptions and opinions

This method requires the researcher to use a range of skills:

- group skills
- facilitating
- moderating
- listening/observing
- analysis

3. Observations

Observation involves may take place in natural settings and involve the researcher taking lengthy and descriptive notes of what is happening.

It is argued that there are limits to the situations that can be observed in their 'natural' settings and that the presence of the research may lead to problems with validity.

Limitations with observation include:

1. Change in people's behavior when they know they are being observed
2. A 'snap shot' view of a whole situation
3. Think Big Brother...
4. The researcher may miss something while they are watching and taking notes

5. The researcher may make judgements of make value statements or misunderstand what has been observed

Strengths of observation

1. Can offer a flavor for what is happening
2. Can give an insight into the bigger picture
3. Can demonstrate sub-groups
4. Can be used to assist in the design of the rest of the research

Sometimes, the researcher becomes or needs to become a participant observer, where they are taking part in the situation in order to be accepted and further understand the workings of the social phenomenon.

Observation can sometimes obtain more reliable information about certain things - for example, how people actually behave (although it may not find out the reasons for why they behave in a particular way).

Observation can also serve as a technique for verifying of nullifying information provided in face to face encounters.'

People or environment can be observed.

When environment is researched, it can provide valuable background information that may inform other aspects of the research.

Techniques for collecting data through observation

1. Written descriptions
   a. The researcher makes written descriptions of the people, situations or environment
   b. Limitations include
      i. Researcher might miss out on an observation as they are taking notes
      ii. The researcher may be focused on a particular event or situation
      iii. There is room for subjective interpretation of what is happening
2. Video recording

   a. Allows the researcher to also record notes
   b. Limitations may include people acting unnaturally towards the camera or others avoiding the camera
   c. The camera may not always see everything
3. Photographs and artefacts

   a. Useful when there is a need to collect observable information or phenomena such as buildings, neighborhoods, dress and appearance
   b. Artefacts include objects of significance - memorabilia, instruments, tools etc

Documentation

1. Any and all kinds of documentation may be used to provide information - a local paper, information on a notice board, administrative policies and procedures...etc previous research, even

4. Action Research / Case Study

Action Research doesn't just involve asking about it, it involves doing it.

Action Research is a framework that is:

1. Collaborative
2. There is a practical intervention made - i.e. you do something to make a change or intervention in a situation that you research (i.e. the work that we do in vcs...project monitoring and evaluation...use for bids)
3. The researcher will be actively involved in the planned intervention
4. Checklands FMA model
    a. F - framework of ideas
    b. M - methodology being applied
    c. A - area of concern

5. Ethnography

Ethnography has a background in anthropology and means 'portrait of a people'. Ethnography is a methodology for descriptive studies of culture and people and looks at the people, cultures and commonalities of shared experiences.

Ethnographic research entails extensive fieldwork by the researcher. Data collection includes:

1. formal and informal interviews
2. often interviewing an individual on several occasions
3. participative observations
    a. therefore, ethnography is very time consuming and involves the researcher spending a great deal of time in the field
4. analysis of ethnographic data = 'emic' - which means the researcher attempts to interpret data from the perspective of the sample that was studied, i.e. to understand the subjects themselves and the language and terminology they use, as well as the meanings behind this
5. the risk of using ethnographic research is that the researcher may not fully understand or be familiar with the social norms of those they are researching and therefore there is risk of misinterpretation
6. Payne and Payne *Key Concepts in Social Research,* 2004, describe ethnography as *'...the production of highly detailed accounts of how people in a social setting lead their lives, based upon systematic and long-term observation of, and conversation with, informants'*
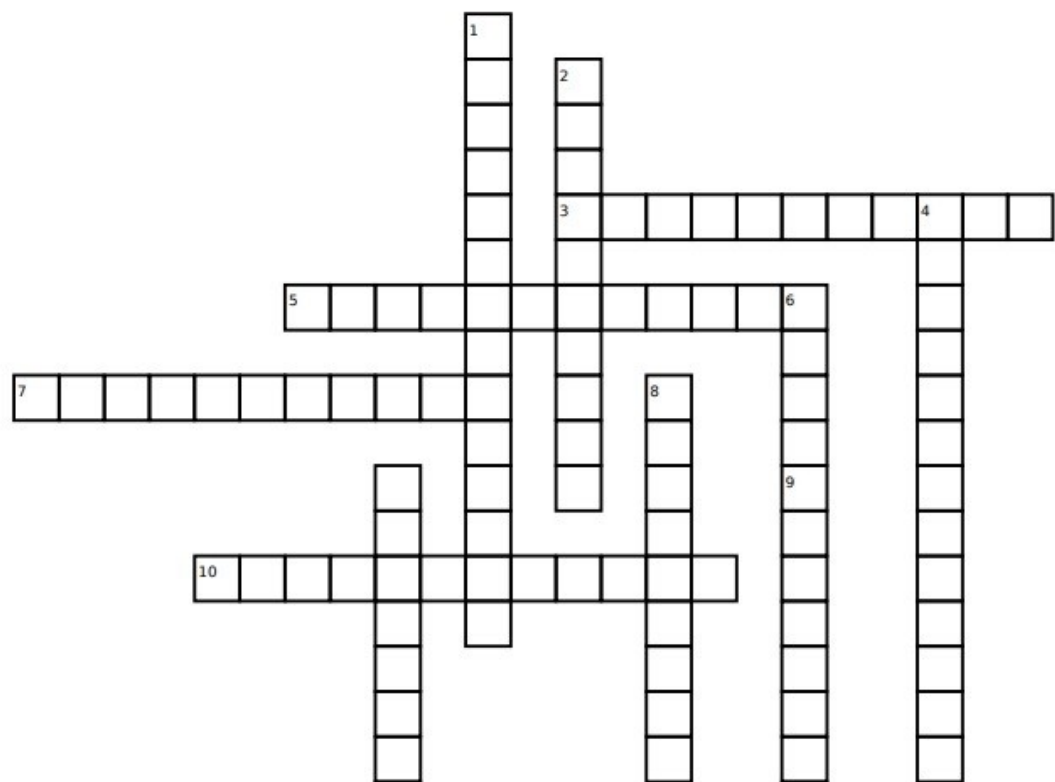
6. Phenomenology

   Phenomenology is an approach to qualitative inquiry that is grounded in certain traditions of philosophy and the humanities, and that aims to reflect on pre-reflective human experience. The phenomenological researcher attempts to recapture and express in language experiential meanings as lived through, before we conceptualize, abstract, or explain them

II   Learning Competency

Describes qualitative and quantitative designs and apply design principles and theories to create project study.

III   Activities

Directions: Complete the puzzle using the clues.

Down:
1. The researcher will be actively involved in the planned intervention
2. a skill required for the researcher when conducting a focus group.
4. is an approach to qualitative inquiry that is grounded in certain traditions of philosophy and the humanities, and that aims to reflect on pre-reflective human experience.
6. A series of open-ended questions based on the topic areas the researcher wants to cover for this type of interview.
8. a skill required for the researcher when conducting a focus group.
9. A tightly structured schedule is used for this type of interview.

Across:
3. has a background in anthropology and means 'portrait of a people'
5. this involves taking place in natural settings and involve the researcher taking lengthy and descriptive notes of what is happening.
7. is sometimes used when it is better to obtain information from a group rather than individuals.
10. Can be referred to as 'depth' or 'in-depth' interviews.

Activity 1.2: Using your Self Learning Modules, review triangulation and write your reflection on Qualitative Research Design. The following guide question will help you write your reflection.

Guide Questions

1. What is Qualitative Research Design?
2. How does one conduct a Qualitative Research?
3. How does Qualitative Research help you in solve a question in research?

IV Reflection

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Rubric for Activity 1.2 (Reflection)

Features	1	3	5
Organization	Information is not only organized but innacurate	Information is appears to be organized and factual	Information is very organized and factual
Content	Lacks development and self-reflection	Demonstrate a reflective analysis	Demonstrate a thorough self-reflective analysis
Sources	Sources are not documented	some sources are not accurately documented	Sources are documented

References:

https://fliphtml5.com/pkir/dorr/basic

https://www.le.ac.uk/oerresources/lill/fdmvco/module9/page_54.htm

https://www.sciencedirect.com/topics/social-sciences/phenomenology

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