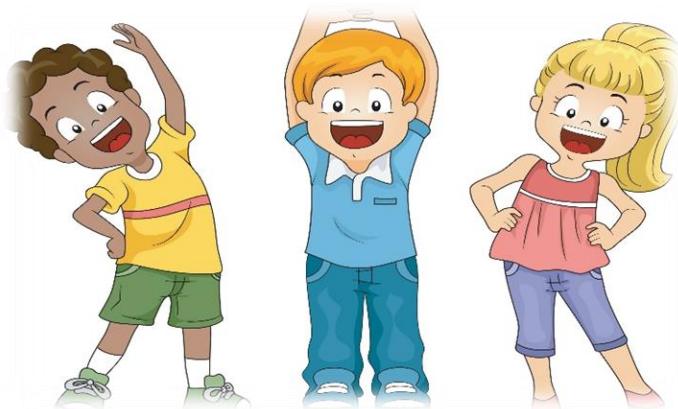


Qualitative Research Design

MILDRED V. ULAN, MAEd



What is Research?

A systematic process of collecting and analyzing data to increase the understanding of a topic (DepEd Order #39, s. 2016)

Research is the process of looking for a specific question in an organized, objective, reliable way (Payton, 1979).

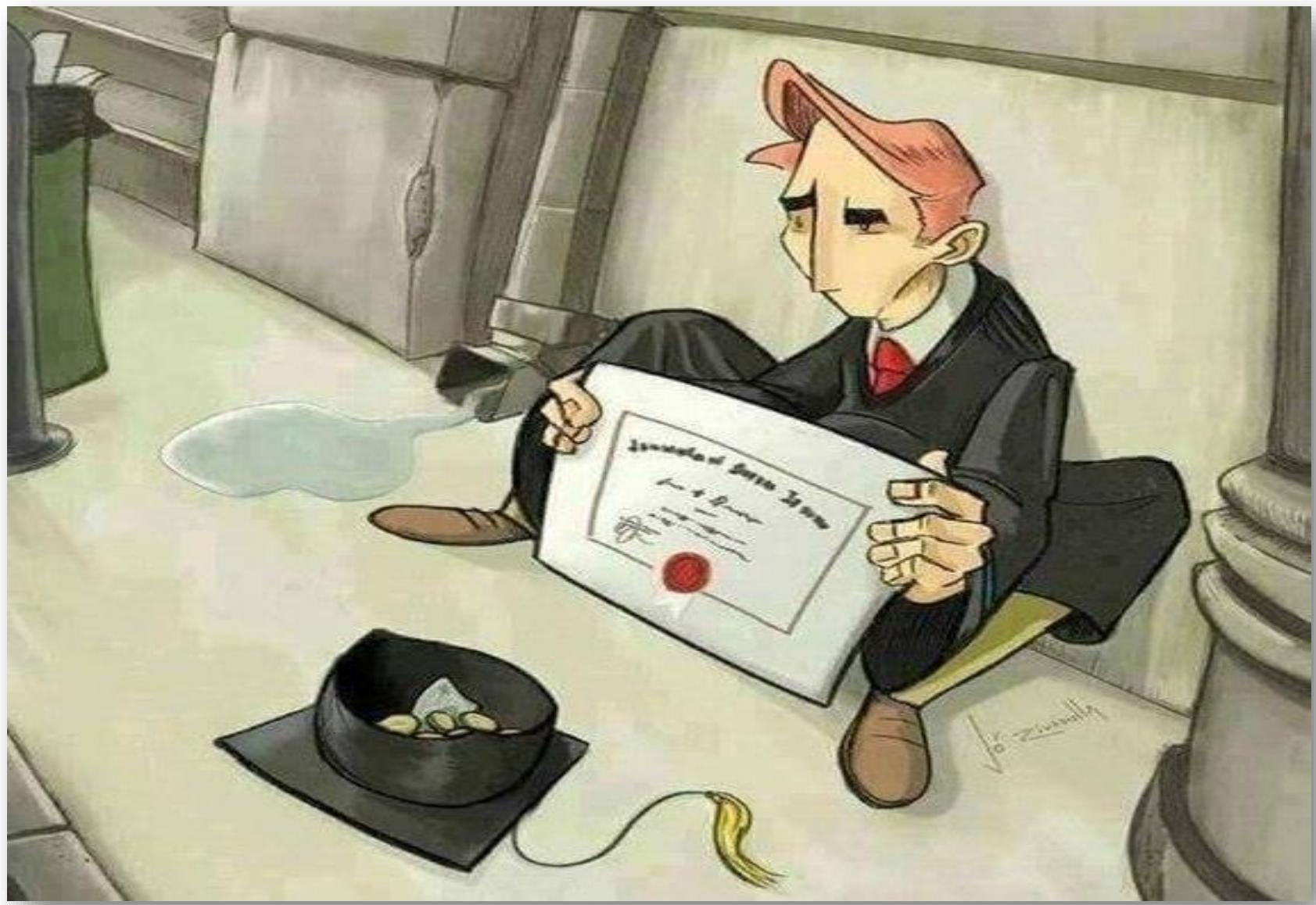
Research is a pursuit of truth with the help of study, observation, comparison and experiment, the search for knowledge through objective and systematic method of finding solutions to a problem (Kothari, 2006).

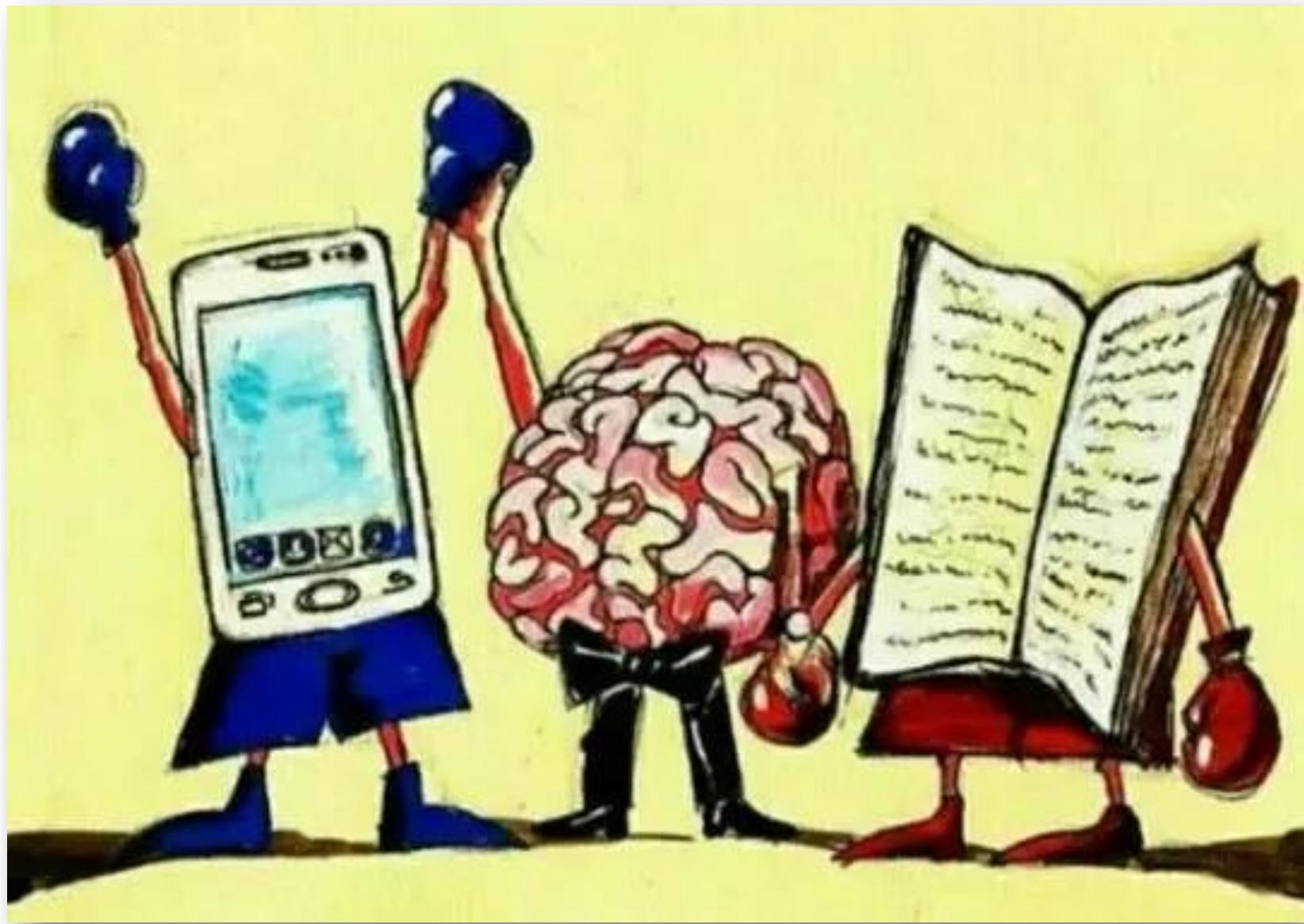




Infer on the
following
pictures









Qualitative Research

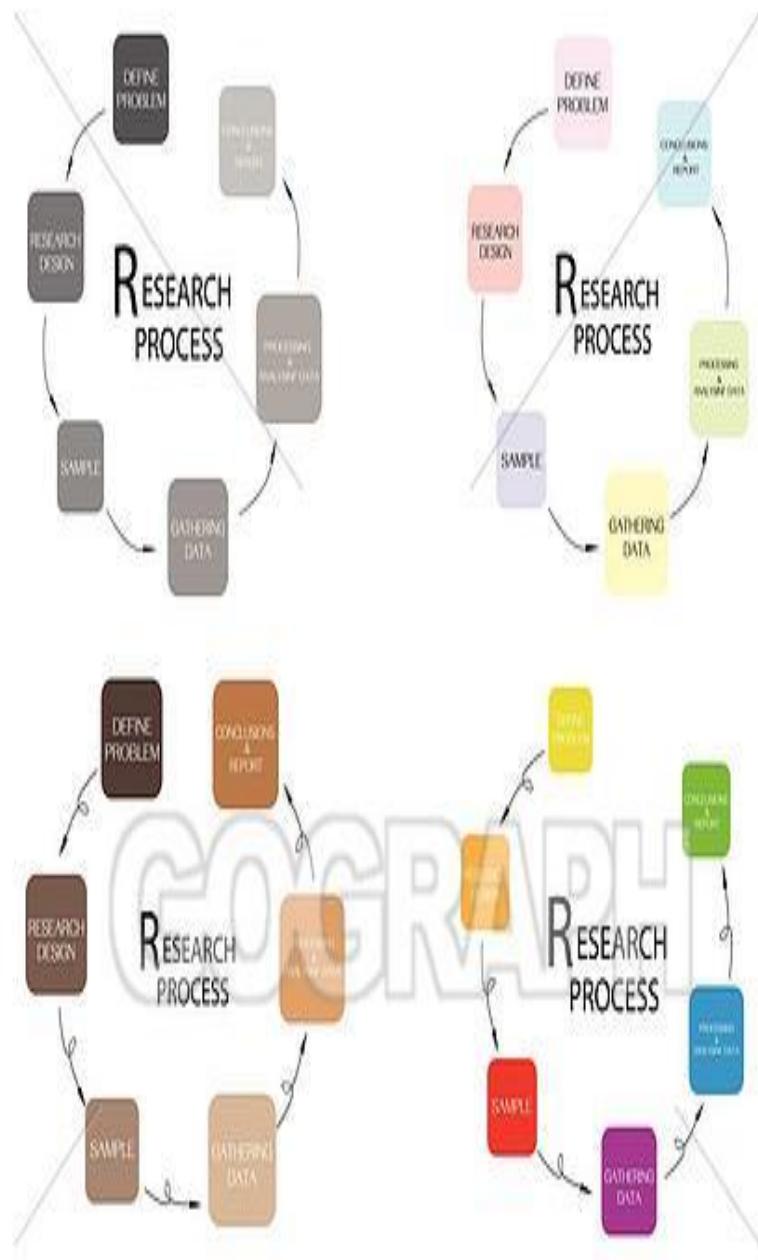
A kind of exact observational examination concerning meaning (Shank, 2002).

A type of social science research that collects and works with non-numerical data and that seeks to interpret meaning from these data that help us understand social life through the study of targeted populations or places (Crossman, 2019).

Used with greater frequency as interdisciplinary teams attempt to understand and explain complex problems (Cobb & Forbes, 2002).

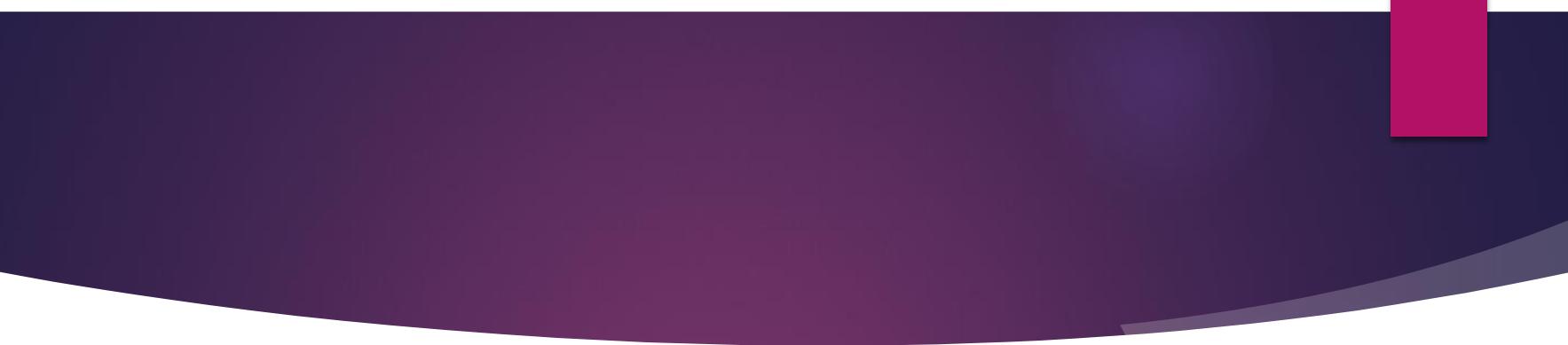


Qualitative Research Designs



Narrative/ Narratological

A design of inquiry from the humanities in which the researcher studies the lives of individuals and asks one or more individuals to provide stories about their lives (Riessman, 2008). This information is then often retold or restoried by the researcher into a narrative chronology. Often, in the end, the narrative combines views from the participant's life with those of the researcher's life in a collaborative narrative (Clandinin & Connelly, 2000).

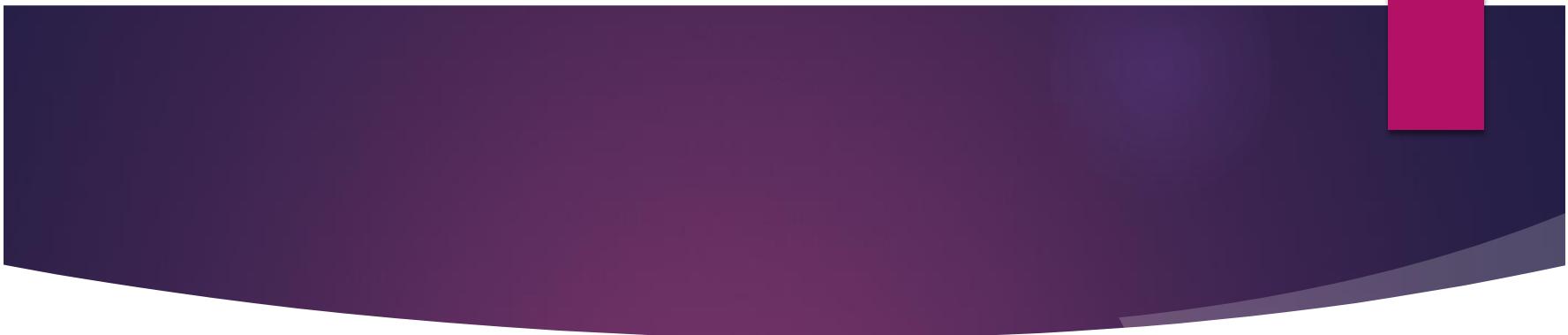


SPOKEN STORIES: A NARRATIVE INQUIRY ON THE LIVES AND EXPERIENCES OF “OUTSIDER TEACHERS”

(Makris,2012)



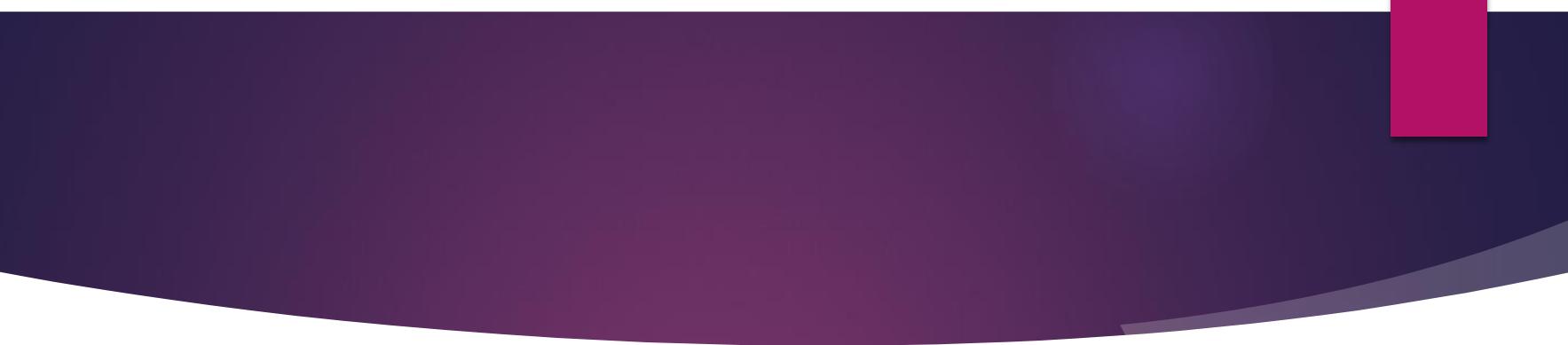
THE BOMB EXPLODED: A NARRATOLOGY OF THE MILLENIALS WHO ARE VICTIMS OF MARAWI SIEGE



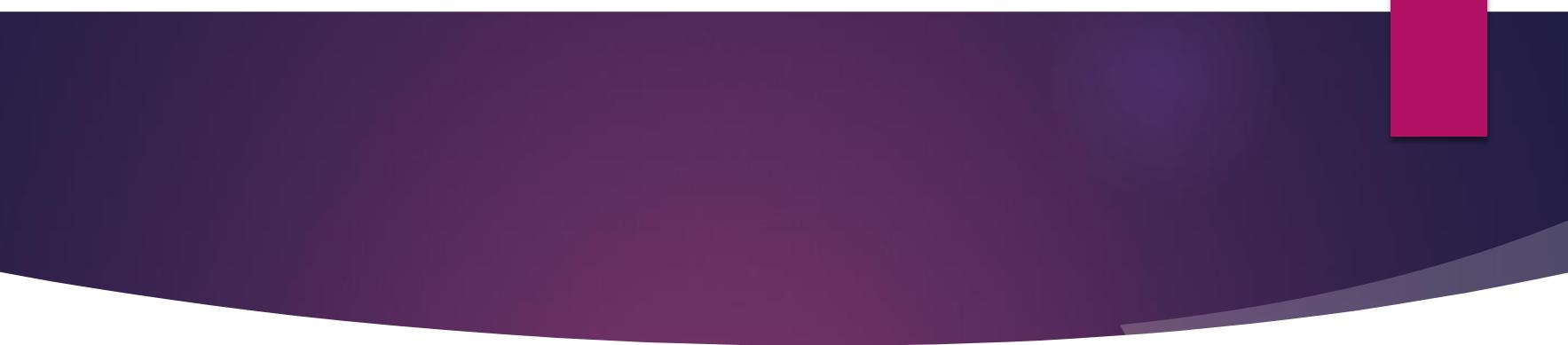
LEADERSHIP JOURNEYS: A NARRATIVE RESEARCH STUDY EXPLORING WOMEN SCHOOL SUPERINTENDENT'S MEANING- MAKING OF LEADERSHIP DEVELOPMENT EXPERIENCES

Phenomenological

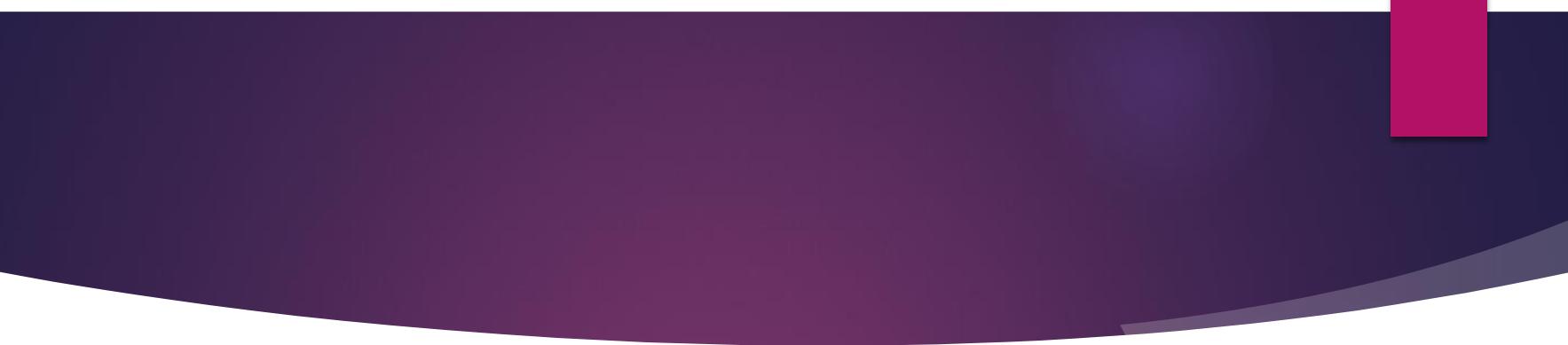
A design of inquiry coming from philosophy and psychology in which the researcher describes the lived experiences of individuals about a phenomenon as described by participants. This description culminates in the essence of the experiences for several individuals who have all experienced the phenomenon. This design has strong philosophical underpinnings and typically involves conducting interviews (Giorgi, 2009; Moustakas, 1994).



The Lived Experiences of Being a Sole Mother in the Philippines



Katorse: The Lived Experiences of the Millenials who Became Young Mothers



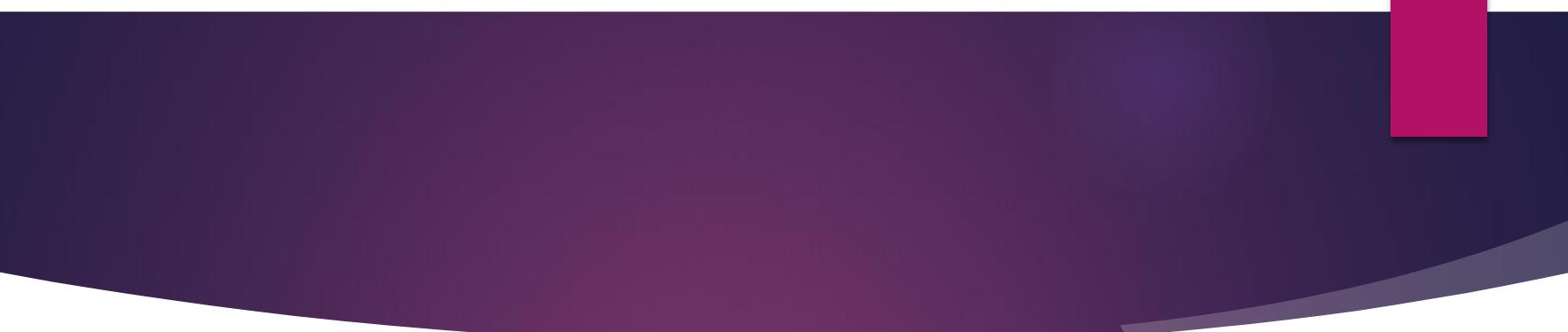
A Phenomenological Study of the Lived Experiences of Elementary Principals Involved in Dual-Career Relationships with Children

Grounded Theory

A design of inquiry from sociology in which the researcher derives a general, abstract theory of a process, action, or interaction grounded in the views of participants. This process involves using multiple stages of data collection and the refinement and interrelationship of categories of information (Charmaz, 2006; Corbin & Strauss, 2007)



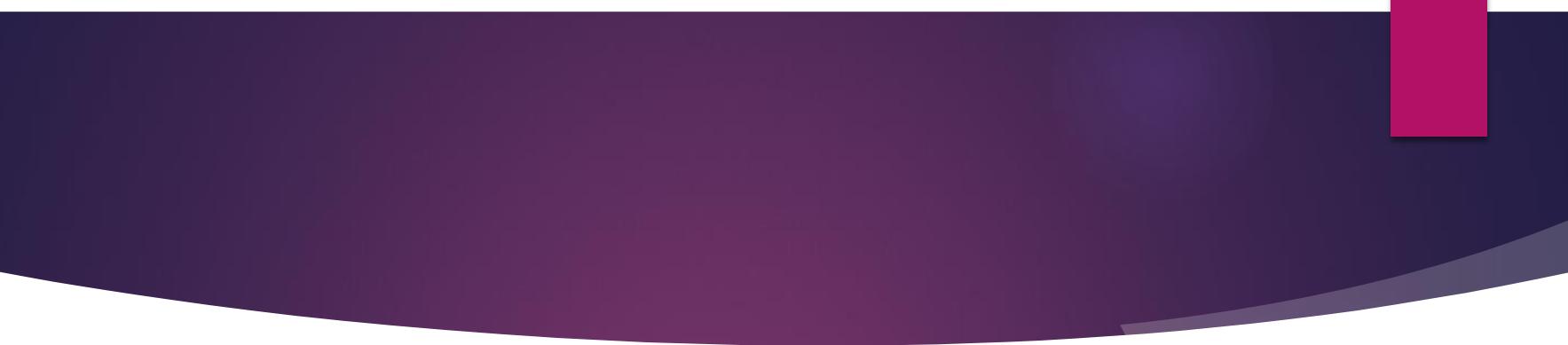
A GROUNDED THEORY STUDY OF THE MULTICULTURAL EXPERIENCES OF SCHOOL PSYCHOLOGISTS



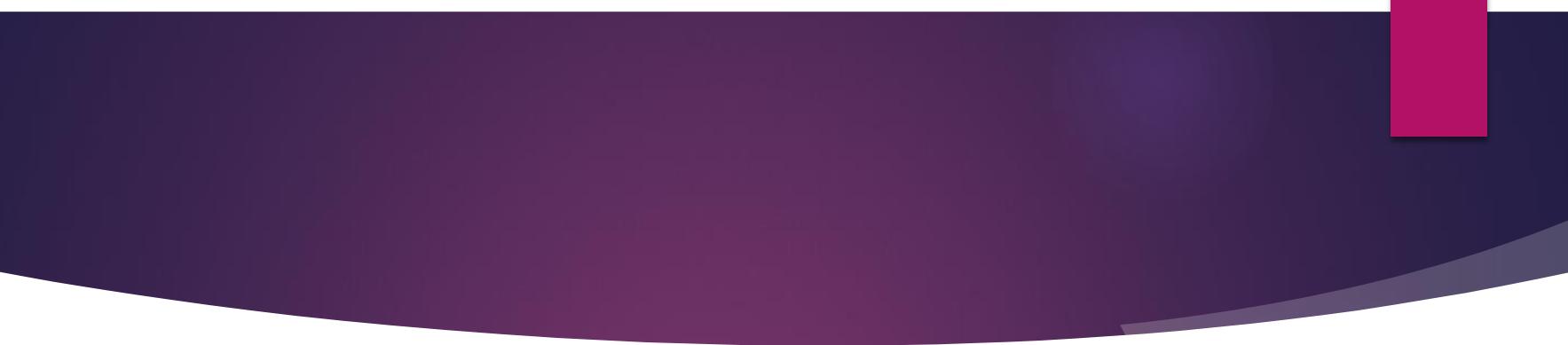
Being There: A Grounded- Theory Study of Student Perceptions of Instructor Presence in Online Classes

Ethnography

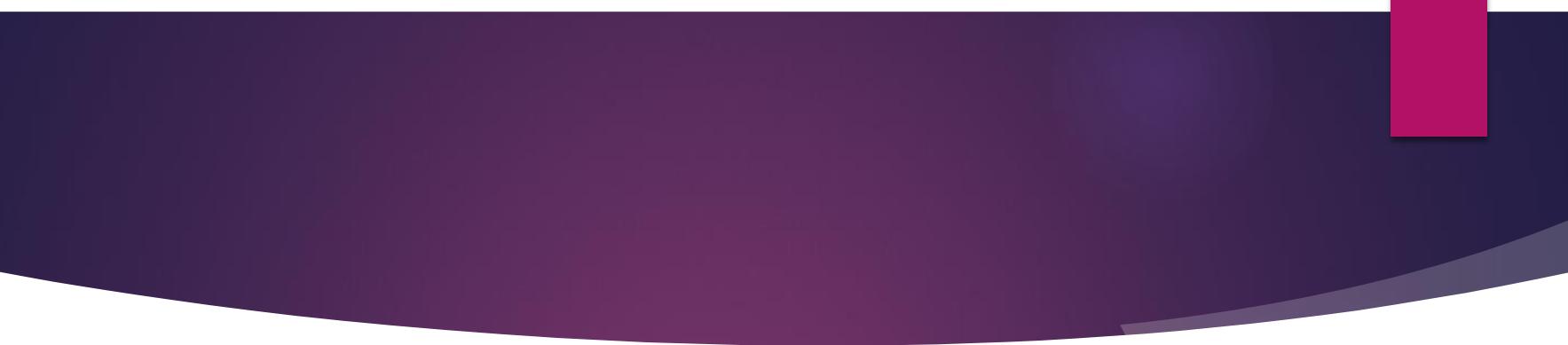
A design of inquiry coming from anthropology and sociology in which the researcher studies the shared patterns of behaviors, language, and actions of an intact cultural group in a natural setting over a prolonged period of time. Data collection often involves observations and interviews.



An Ethnographic Study of the Qualities and Characteristics of Democratic Elementary Classrooms Which Motivate Students to Civically Participate



The Everyday Lives of Men: An Ethnographic Investigation of Young Adult Male Identity

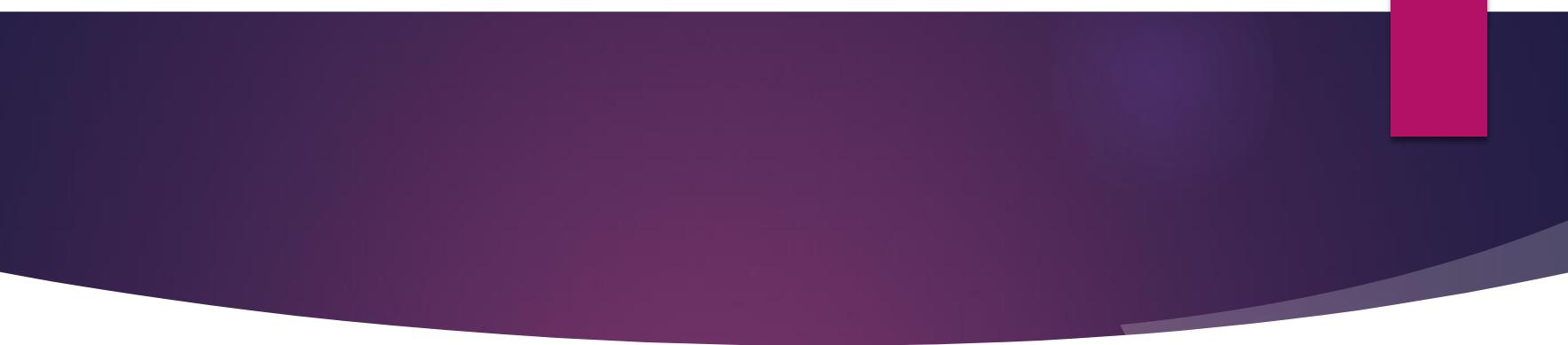


What I Speak is Not Mine, What is Mine is Forgotten: A Qualitative Study on the IP's Language Attrition

Ajibun, 2019

Case Study

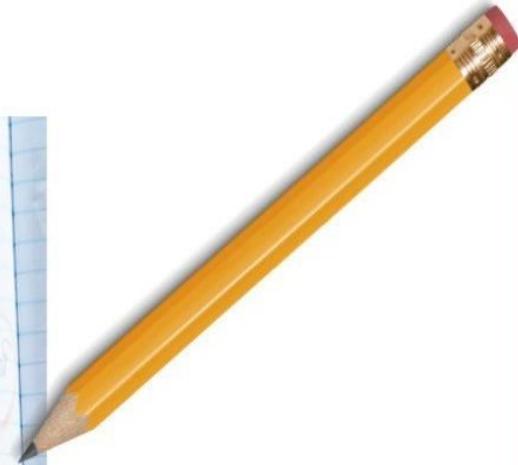
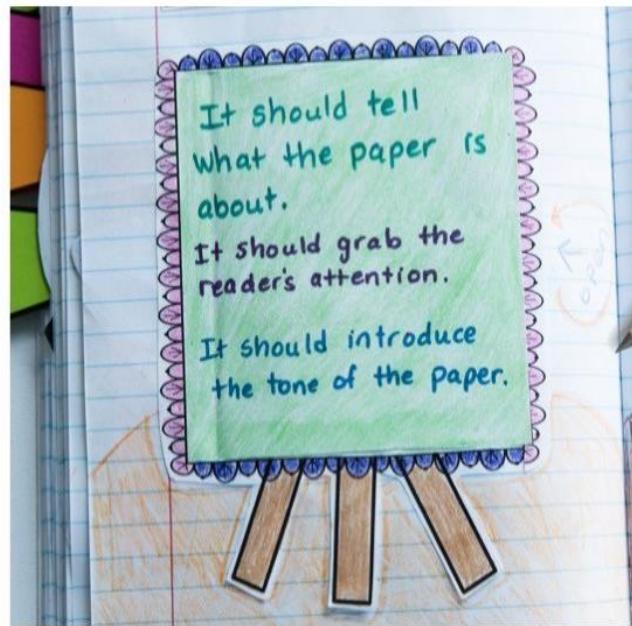
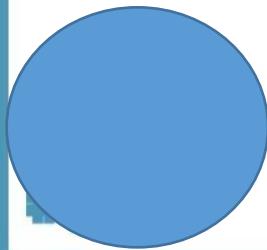
A design of inquiry found in many fields, especially evaluation, in which the researcher develops an in-depth analysis of a case, often a program, event, activity, process, or one or more individuals. Cases are bounded by time and activity, and researchers collect detailed information using a variety of data collection procedures over a sustained period of time (Stake, 1995; Yin, 2009, 2012).



A Case Study on Diabetes Mellitus-II with Chronic Kidney Disease- IV

Child Observation: Case Study of an Elementary Student with Aggressive Behavior

CRAFTING A TITLE



Attributes of a Good Title

- ❖ Informs the reader accurately about the contents of the article.
- ❖ Simple, direct, clear, brief and attractive.
- ❖ It is in line with the tenor of the paper.

Good Title

The Life of 80
year-old teacher:
A Case Study

Difficulties in
Grammar among
students: A
Phenomenology

Improved Title

Woman of
Transcendence: The
Biography of 80
year-old teacher

The Phenomenology
of Ungrammaticality
among Grade 12
students: A Sequential
Explanatory Inquiry



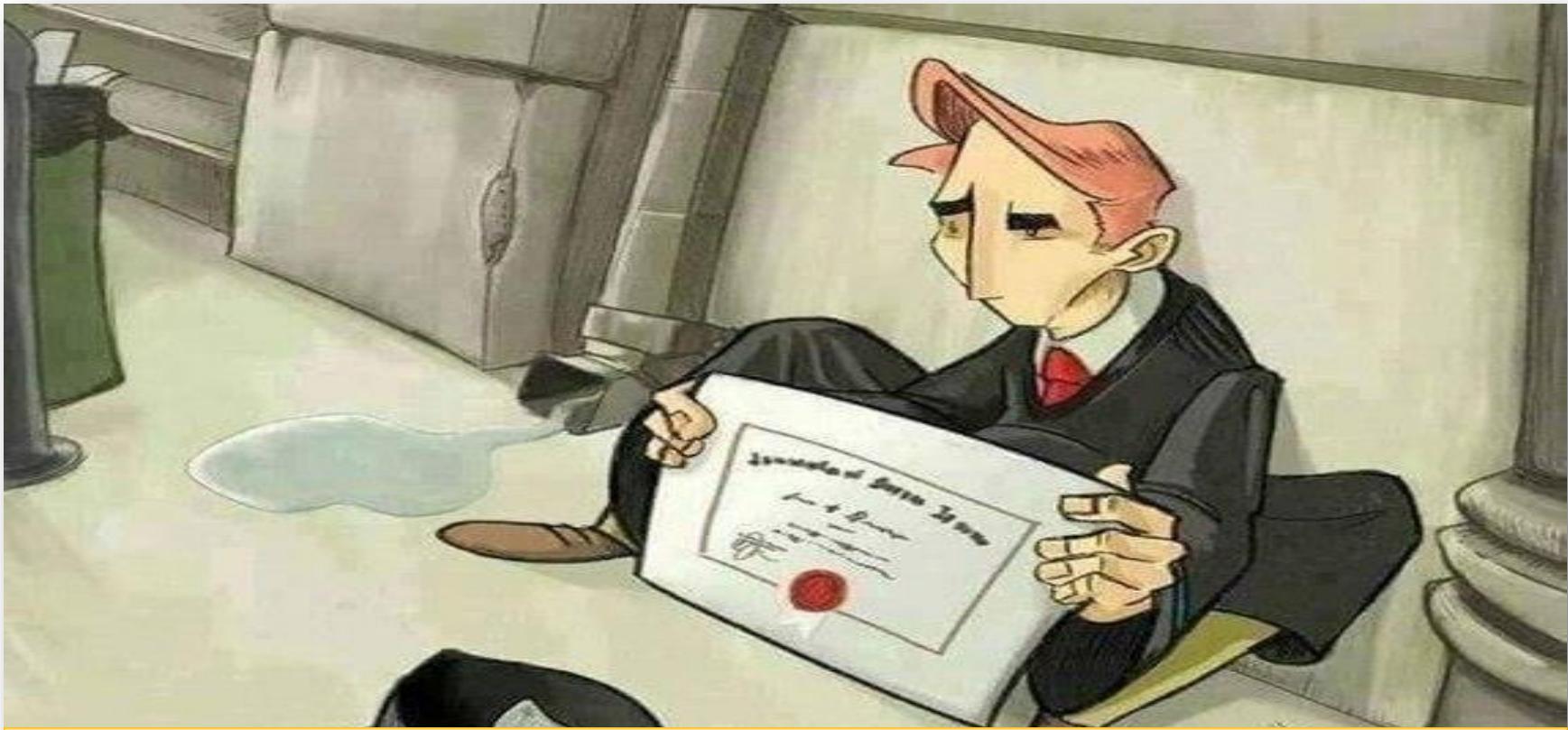
Let's try!



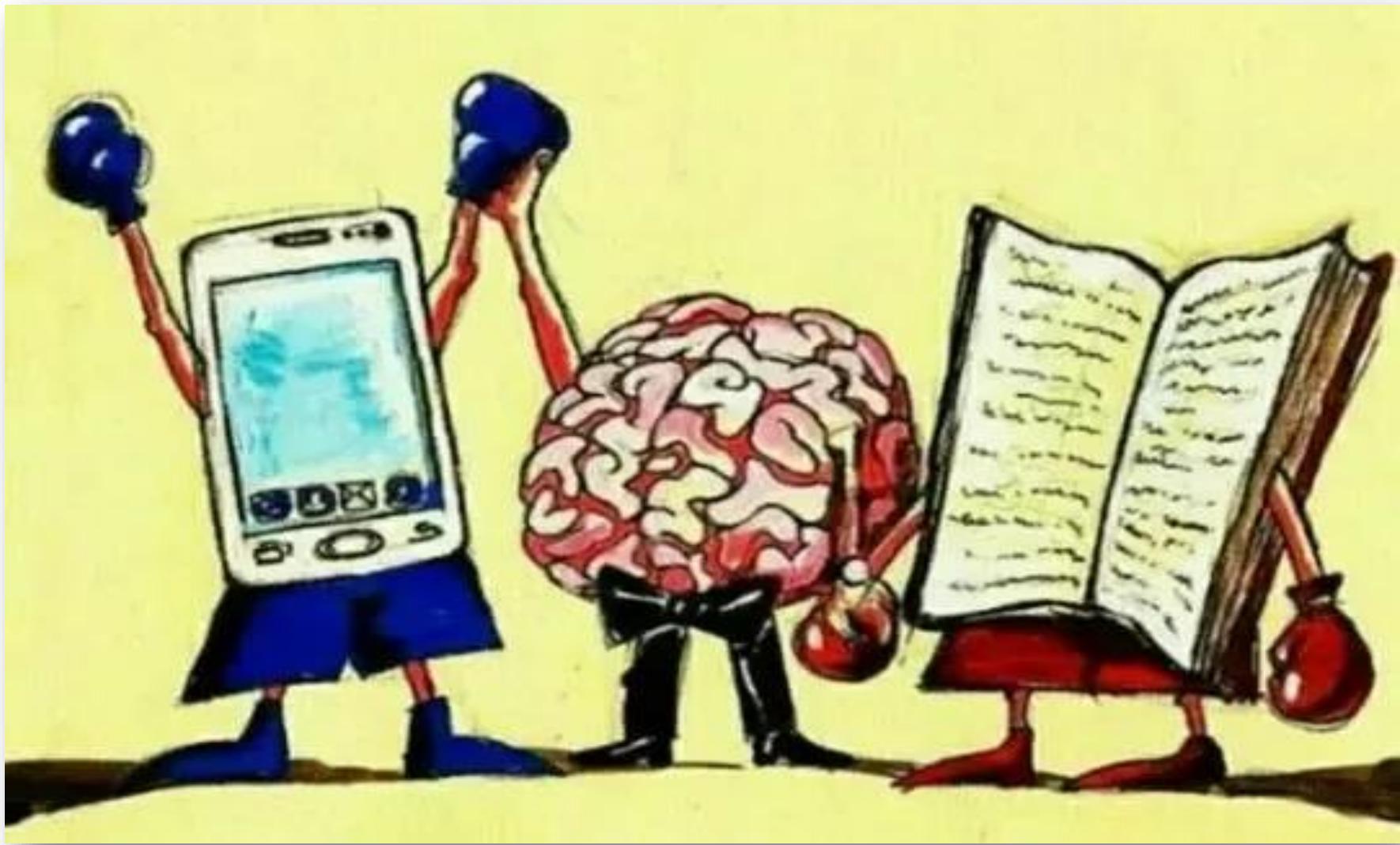
Look back on the following pictures and come up with a good research title.



Hypocrisy: A Common Experience in
The Charity Concept Nowadays



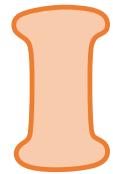
The Road Not Taken: The Phenomenological Study of Mismatched Career



?



?



- Introduction

1. Purpose of the Study
2. Theoretical Lens
3. Importance of the Study
4. Definition of Terms

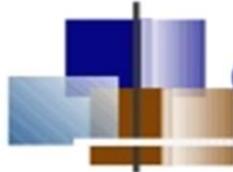
Introduction

An introduction should announce your topic, provide context and a rationale for your work, before stating your research questions. Well-written introductions set the tone for the paper, catch the reader's interest, and communicate the thesis statement.

Consider the following:

- International setting
- National setting
- Local setting
- Research gap
- Urgency

Purpose of the Study



Qualitative Purpose Statements

- A good qualitative purpose statement contains:
 - The central phenomenon
 - The participants
 - The research site

- Include language drawn from qualitative inquiry
 - Use words such as purpose, intent, or objective
 - Use action verbs such as describe, understand, develop, examine the meaning of, or discover
 - Use neutral, nondirectional language
 - Indicate the strategy of inquiry
 - Provide a tentative definition of the central phenomenon

The purpose of this (strategy of inquiry, such as ethnography, case study, or other types) study is (was? will be?) to (understand? describe? develop? discover?) the (central phenomenon being studied) for (the participants, such as the individual, groups, organization) at (research site).

Example:

The purpose of this ethnography will be to develop a greater understanding of the cultural influence on young immigrants at a northeastern community college.

Theoretical Lens

It consists of concepts and, together with their definitions and reference to relevant scholarly literature, existing theory that is used for a particular study. The theoretical framework must demonstrate an understanding of theories and concepts that are relevant to the topic of the research paper and that relate to the broader areas of knowledge being considered.

It should determine who benefits from the study and how that specific audience will benefit from its findings. The significance of the study could be simply reflected by the following two questions: **Why should my study be published?** **What significant scientific contribution is my study making to my field of research.**

Importance of the Study

Definition of Terms

An important part of Research paper in which the key or important terms in the study are clearly defined.

CONCEPTUAL - is the universal meaning that is attributed to a word or group of words and which is understood by many people. It is abstract and most general in nature. Its usual source is the **DICTIONARY**.

OPERATIONAL - is the meaning of the concept or term as used in a particular study. Unlike the conceptual definition, it is stated in concrete term that it allows measurement.



**Let's
try!**



Is intelligence related to happiness?

Intelligence: The capacity for abstract thought, understanding, communication, reasoning, learning, planning and problem solving. **CONCEPTUAL**

Intelligence: The score resulting from performing the Raven's Progressive Matrices Test. **OPERATIONAL**

II

REVIEW OF RELATED LITERATURE

- A discussion of your knowledge about the topic under study that is supported by the research literature.
- A foundation for the study.



Writing the Literature Review

- Begin with an introduction to the review and end with a summary.
- Make the connection for the reader between the subtopics and the topic
- Use direct quotations infrequently
- Always cite your sources
- Present your knowledge on the topics and subtopics
- Summarize each subtopic
- Include a transition paragraph from one subtopic to the next.

Citation

- It is a way of strengthening or concretizing one's idea by citing the similar or relevant ideas or findings of other researchers and authorities. Documentation was done through footnoting or parenthetical reference citation. Modern writers is now using parenthetical reference style. The style is called "American Psychological Association style" or APA style

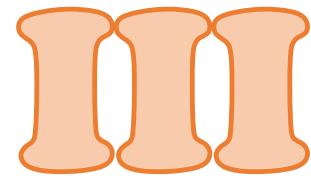
Works by single author

- According to Flippo (1984) proper job performance is achieved only if employees are trained because they will improve their skills.
- Flippo (1984) stated the relationship or training and performance, thus:
- “After personnel have been obtained, they must be to some degree developed. Development has to do with the increase of skill through training, that is necessary for proper job performance.”
-

Works by multiple authors

- When a work has two authors, always cite both names every time the reference occurs in the text. In parenthetical material join the names with an ampersand (&).

- According to **Crowe and Stanford (2010)**, students need enough time to think, form ideas, share, and respond to others
- Teachers are more effective when they act as a facilitator of talk--instead of a primary source of classroom talk (**Bourdage & Rehark, 2009**).
- **Michaels, O'Connor, Resnick, and Hall (2010)** found Accountable Talk to be an effective approach to verbal discourse.
- In modern and diverse classrooms, it is not enough for students to be passive participants; their learning depends on their active involvement (**Bourdage & Rehark, 2009, Michaels, O'Connor, Resnick, & Hall, 2010**).



RESEARCH QUESTIONS



A research question is the fundamental core of a research project, study, or review of literature. It focuses the study, determines the methodology, and guides all stages of inquiry, analysis, and reporting (Gilani, 2017).

Research Questions

Research questions serve to narrow the purpose. There are two types:

Central

- The most general questions you could ask

Sub-questions

- Subdivides central question into more specific topical questions
- Limited number





Use good qualitative wording for these questions.

- Begin with words such as “how” or “what”
- Tell the reader what you are attempting to “discover,” “generate,” “explore,” “identify,” or “describe”
- Ask “what happened?” to help craft your description
- Ask “what was the meaning to people of what happened?” to understand your results
- Ask “what happened over time?” to explore the process

Avoid words such as: relate, influence, impact, effect, cause

Scripts to help design qualitative central and sub-questions:

Central question script (usually use only one):

- “What does it mean to _____ (central phenomenon)?”
- “How would _____ (participants) describe (central phenomenon)?”

Sub-question script:

- “What _____ (aspect) does _____ (participant) engage in as a _____ (central phenomenon)?”

Cresswell, J. W. (2007). *Qualitative inquiry & research design: Choosing among five approaches*. Thousand Oaks: Sage Publications

Creswell, J. W., & Plano Clark, V. Principles of qualitative research: Designing a qualitative study.



LET'S
TRY
IT!

Teacher Professionalism: Learner's Perspective in Focus

- ✓ What is teacher professionalism in the learner's point of view?
- ✓ How do students describe a professional teacher?
- ✓ How do students feel under a professional teacher?

IV

Scope and Limitations

Scope and Limitation

This refers to how far the research area has explored and parameters in with the study will be operating in. The type of information to be included in the scope of a research project would include facts and theories about the subject of the project.

The coverage of the study is in terms of

1. General purpose
2. Population or sample
3. Time or duration
4. Subject matters and topics discussed
5. Area or locality

This study focused on the local literature writers' experiences and struggles for the revival of the local literature in the contemporary world. The study was conducted last January 2019, school year 2018-2019. Here in Mindanao area only where the local writers are situated.

The results of this study was only limited to the answer of my five (5) participants. Thus it cannot be generalized to all local literature writers.



Research Methodology

a. Sampling

- Research Design**
- Research Participants**

b. Data Collection Procedure

- Role of Researcher**
- Data Sources**
- Data Analysis**

c. Ethical Issues

- Trustworthiness of the Study**
- Ethical Consideration**

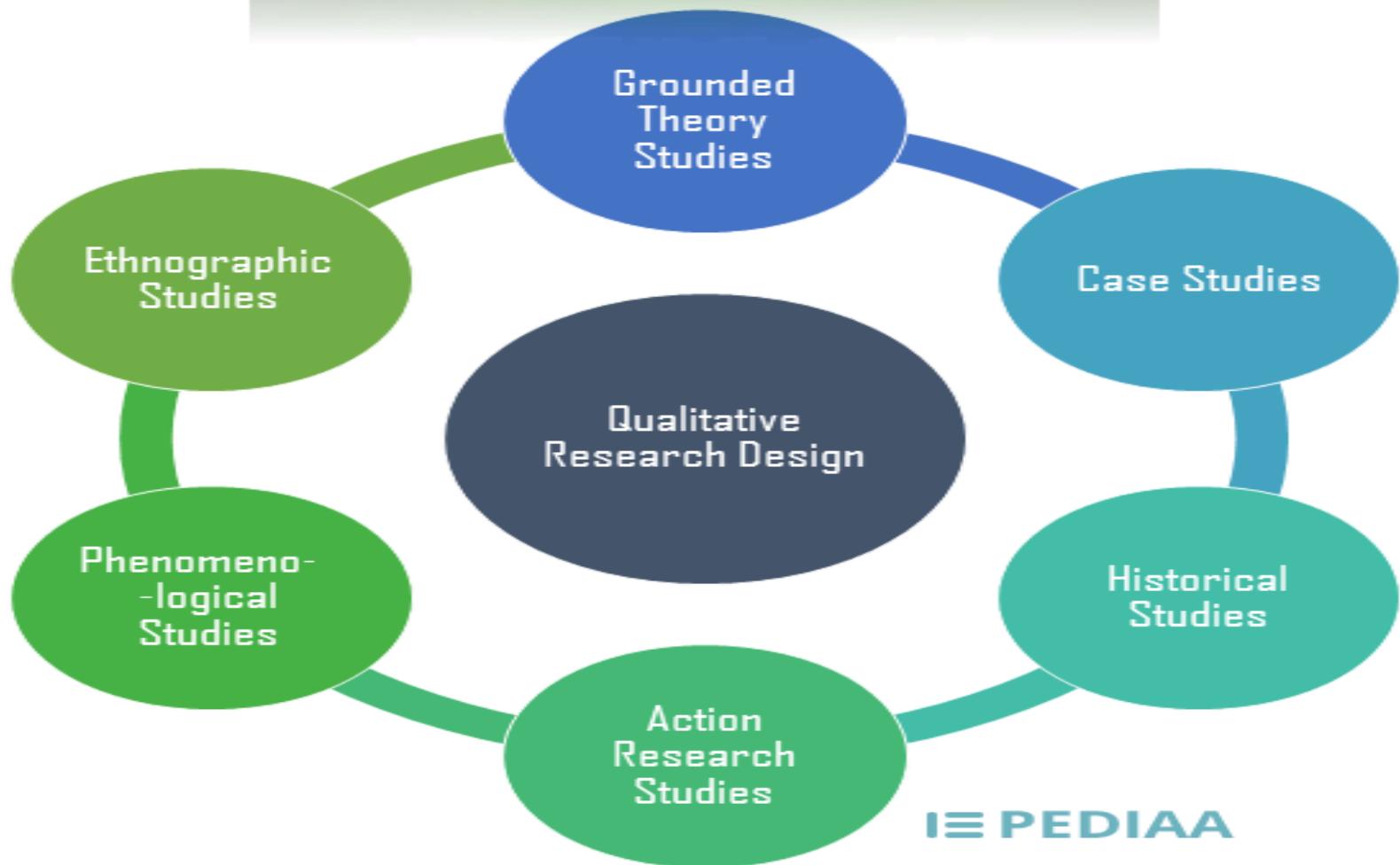
d. Plan for Data Analysis

research methodology

The process used to collect information and data for the purpose of making business decisions.



RESEARCH DESIGN



RESEARCH PARTICIPANTS

- Often a smaller sample size
 - Rich in detail
 - Phenomenon only needs to appear once
 - Not describing incidence/prevalence or statistical significance
- Quantitative research uses *probability* sampling
- Qualitative research uses non-probability sampling
 - not representative samples
 - findings cannot be generalised to the whole study population from which the sample was taken.
 - the people in the study population do not each have an equal chance of being selected.

Number of Participants for a Qualitative Study

- ***It depends on:***

1. Research approach chosen
2. Recommendations made by qualitative researchers
3. Homogeneity of participants' background
4. Accessibility of participants
5. Attainability of saturation
6. Availability of time and resources
7. Adequacy of the potential data to address the research question(s)

It depends!

**You need to Provide
a Justification**

**It's not about
numbers but...!**

(Baker & Edwards, 2012).

The role of researcher

You must physically go to the people, location, setting or site

You do not manipulate the situation, but rather watch naturally occurring events and not controlling them, i.e. qualitative research is naturalistic (Guba, & Lincoln, 1994).





- Researcher collects data in a real environment.
- Researcher himself/herself is the key research tool.
- Focus of research is a process or activity itself, not just results of that process or activity.
- Data collected is most often verbal (non-numerical).
- Verbal data analysis (rarely numerical).
- Results are facts with limited usability and new research questions. Rarely verification of hypothesized relationships are confirmed.

DATA SOURCES

The most common sources of data collection in qualitative research are interviews, observations, and review of documents (Creswell, 2009b; Locke, Silverman, & Spiriduso, 2010; Marshall & Rossman, 1999).



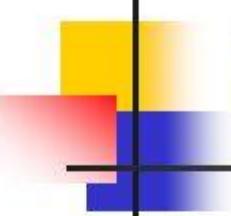
According to Rouse (2016), data collection is the systematic approach to gathering and measuring information from a variety of sources to get a complete and accurate picture of an area of interest.



Data Collection Procedure

Qualitative data collection methods

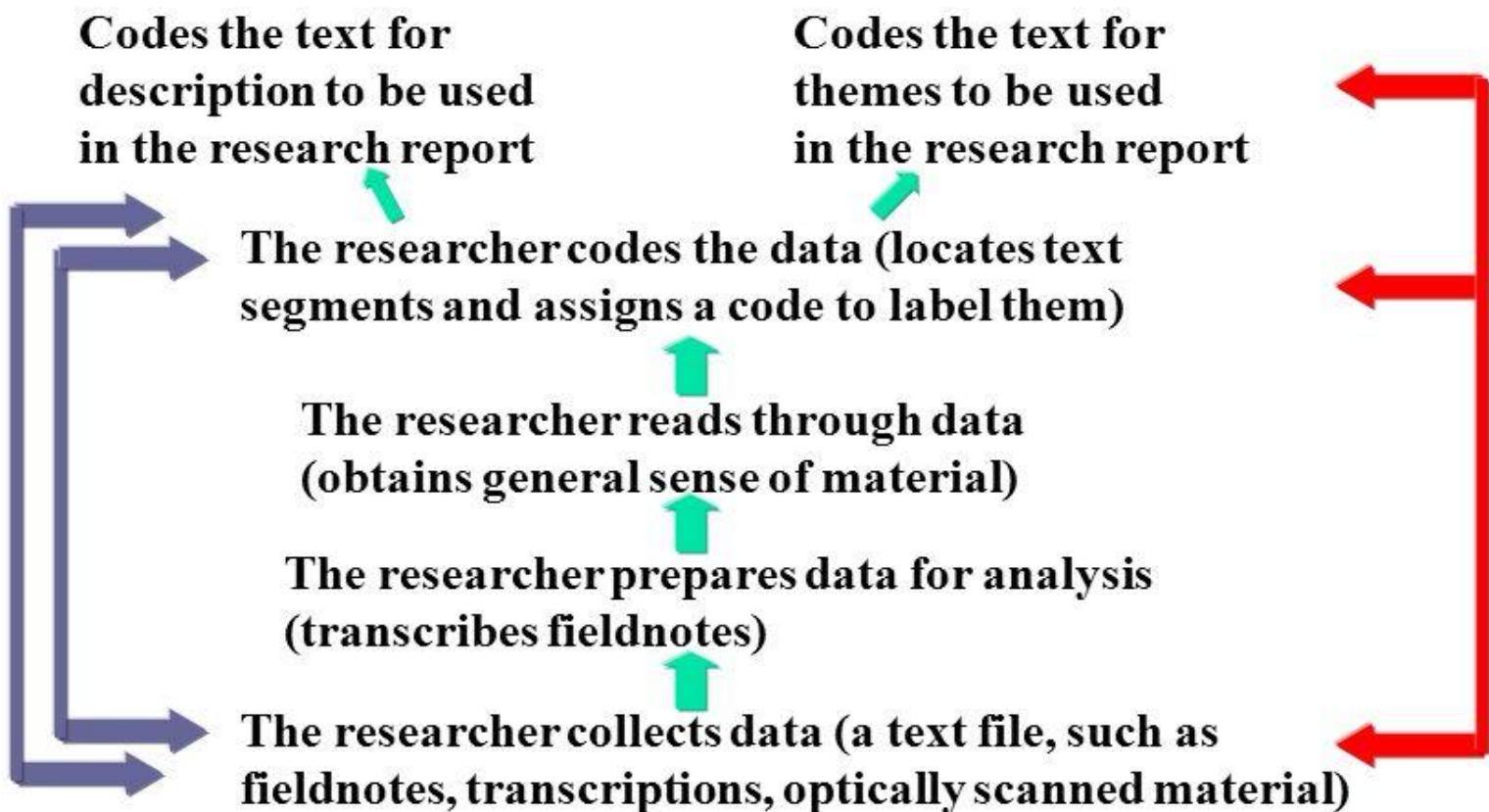
Methods	Brief explanation
Observation	The researcher gets close enough to study subjects to observe (with/without participation) usually to understand whether people do what they say they do, and to access tacit knowledge of subjects
Interview	This involves asking questions, listening to and recording answers from an individual or group on a structured, semi-structured or unstructured format in an in-depth manner
Focus Group Discussion	Focused (guided by a set of questions) and interactive session with a group small enough for everyone to have chance to talk and large enough to provide diversity of opinions
Other methods	Rapid assessment procedure (RAP), Free listing, Pile sort, ranking, life history (biography)



Data Analysis

- The purpose of data analysis is to bring order to the data
- Characteristics of qualitative data
 - Thick, rich descriptions
 - Voluminous
 - Unorganized
- Perspectives on analysis and interpretation
 - No single way to gain understanding of phenomena
 - Numerous ways to report data

The Process of Data Analysis



Thematic Analysis

- Thematic analysis is the most common form of analysis in qualitative research
- It emphasizes pinpointing, examining, and recording patterns (themes) within data
- Themes are patterns across data sets that are important to the description of a phenomenon and are associated to a specific research question
- The themes become the categories for analysis
- Thematic analysis is performed through the process of coding in six phases to create established, meaningful patterns. These phases are: familiarization with data, generating initial codes, searching for themes among codes, reviewing themes, defining and naming themes, and producing the final report.



Indispensable intermediaries: The role of informal caregivers in the discharge process of older relatives (Bragstad, 2015)

Transcribed text ⁴	Code ⁵	Category	Main theme
<p>“My mother can’t pick up the phone to inquire about anything these days, so I’m the one who has to take over these tasks that she managed herself earlier. Because I am the only one capable of letting them [the municipality] know when something is not right.” (IC-10)</p>	<p>Being an informal caregiver involves looking after the older relative’s needs</p>	<p>Emerging dependence</p>	<p>Taking an active role</p>
<p>“It is important that I can act as a spokesperson, because she is not able to herself. [...] Being an intermediary sort of lies within the role, I think. It is part of the responsibility of [family members]” (IC-31)</p>	<p>Being an informal caregiver involves being the older relative’s spokesperson</p>	<p>Feelings of responsibility</p>	
<p>“It’s difficult for them [the home nurses] too; they may communicate our wishes, but their directives are not necessarily supported or acted upon. [...] They understand our situation and are attentive toward us, but ultimately they don’t make the decisions.” (IC-10)</p>	<p>The decisions are not made by the home nursing providers</p>	<p>Working with the “gatekeepers” of the health care services</p>	<p>Struggling to gain influence</p>
<p>“After her breast surgery they wanted to send her home on a Friday. Her surgical wound was still open and it was . . . well, I outright declined. I said: ‘I am leaving town for the weekend, I will not be home if she is discharged’ . . . ” (IC-19)</p>	<p>You have to be resourceful to be heard</p>	<p>Strategies used when participating on behalf of the care recipient</p>	

Triangulation

- Convergence of information from different sources.

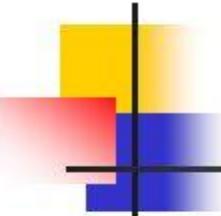
- **Triangulation of measures:** Taking multiple measures of the same phenomena
- **Triangulation of observers:** Multiple observers/researchers bring a fuller picture of a phenomenon
- **Triangulation of theory:** Using multiple theories to plan a study or interpret data. Each has certain assumptions and concepts
- **Triangulation of method:** Mixes the qualitative and quantitative research approaches and data. The research becomes richer and more comprehensive.



Trustworthiness in Qualitative Research

Criterion	Strategy employed
Credibility	<ul style="list-style-type: none">• Prolonged engagement• Peer briefing• Triangulation• Member checks
Transferability	<ul style="list-style-type: none">• Providing thick description• Purposive sampling
Dependability	<ul style="list-style-type: none">• Create an audit trail• Triangulation
Confirmability	<ul style="list-style-type: none">• Triangulation• Practise reflexivity





Ethical Issues

- Ethics can be considered in terms of how the researcher treats the participants in the research setting.
- The nature of qualitative research provides the potential for conflict and harm.
 - Qualitative research is intimate – there is little distance between the researcher and the participants
 - Qualitative research is open-ended – the nature of the process requires the use of an emergent design as the situation unfolds

The Belmont Report

Basic Ethical Principles:

- Respect for Persons
 - Individual autonomy
 - Protection of individuals with reduced autonomy
- Beneficence
 - Maximize benefits and minimize harms
- Justice
 - Equitable distribution of research costs and benefits among subjects

The Belmont Report:

Text: <http://ohsr.od.nih.gov/guidelines/belmont.html>

Original Facsimile: http://videocast.nih.gov/pdf/ohrp_belmont_report.pdf

Thematic analysis is a method for identifying, analyzing, and reporting patterns (themes) within data. It minimally organizes and describes your data set in (rich) detail. (Braun and Clarke, 2006)

Braun & Clarke (2006) provide a six-phase guide which is a very useful framework for conducting this kind of analysis.

Step 1: Become familiar with the data,

Step 2: Generate initial codes,

Step 3: Search for themes,

Step 4: Review themes,

Step 5: Define themes,

Step 6: Write-up.

TABLE 1
PHASES OF THEMATIC ANALYSIS
(ADAPTED FROM BRAUN & CLARKE, 2006)

PHASES		DESCRIPTION OF ANALYSIS PROCESS
1	Familiarising myself with data	i) Narrative preparation, i.e. transcribing data ii) (Re-)reading the data and noting down initial ideas
2	Generating initial codes	i) Coding interesting features of the data in a systematic fashion across entire data set ii) Collating data relevant to each code
3	Searching for themes	i) Collating codes into potential themes ii) Gathering all data relevant to each potential theme
4	Reviewing themes	i) Checking if themes work in relation to the coded extracts ii) Checking if themes work in relation to the entire data set iii) Reviewing data to search for additional themes iv) Generating a thematic “map” of the analysis
5	Defining and naming themes	i) On-going analysis to refine the specifics of each theme and the overall story the analysis tells ii) Generating clear definitions and names for each theme
6	Producing the report	i) Selection of vivid, compelling extract examples ii) Final analysis of selected extracts iii) Relating the analysis back to the research question, objectives and previous literature reviewed

Generic steps for analysing qualitative data

(from Creswell 2003)

Step 1.

Organize and prepare the data for analysis.

Step 2.

Read through all the data. A first general step is to obtain a general sense of the information and to reflect on its overall meaning.

Step 3.

Begin detail analysis with a coding process. Coding is the process of organizing the material into “chunks” before bringing meaning to those chunks. It involves taking data or pictures, segmenting sentences (or paragraphs) or images into categories, and labelling those categories with a term, often a term based in the actual language of the participant

Step 4.

Use the coding process to generate a description of the setting or people as well as categories of themes for analysis. *Description* involves a detailed rendering of information about people, places or events in a setting. Researchers can generate codes for this description. This analysis is useful in designing detailed descriptions for case studies, ethnographies, and narrative research projects.

Step 5.

Advance how the description and themes will be represented in the qualitative narrative. The most popular approach is to use a narrative passage to convey the findings of the analysis. This might be a discussion that mentions a chronology of events, the detailed discussion of several themes (complete with sub-themes, specific illustrations, multiple perspectives from individuals, and quotations), or a discussion with interconnecting themes.

Step 6.

A final step in data analysis involves making an interpretation or meaning of the data. “What were the lessons learned” captures the essence of this idea (Lincoln and Guba 1985). These lessons could be the researcher’s personal interpretation, couched in the individual understanding that the inquirer brings to the study from her or his own culture, history, and experiences.



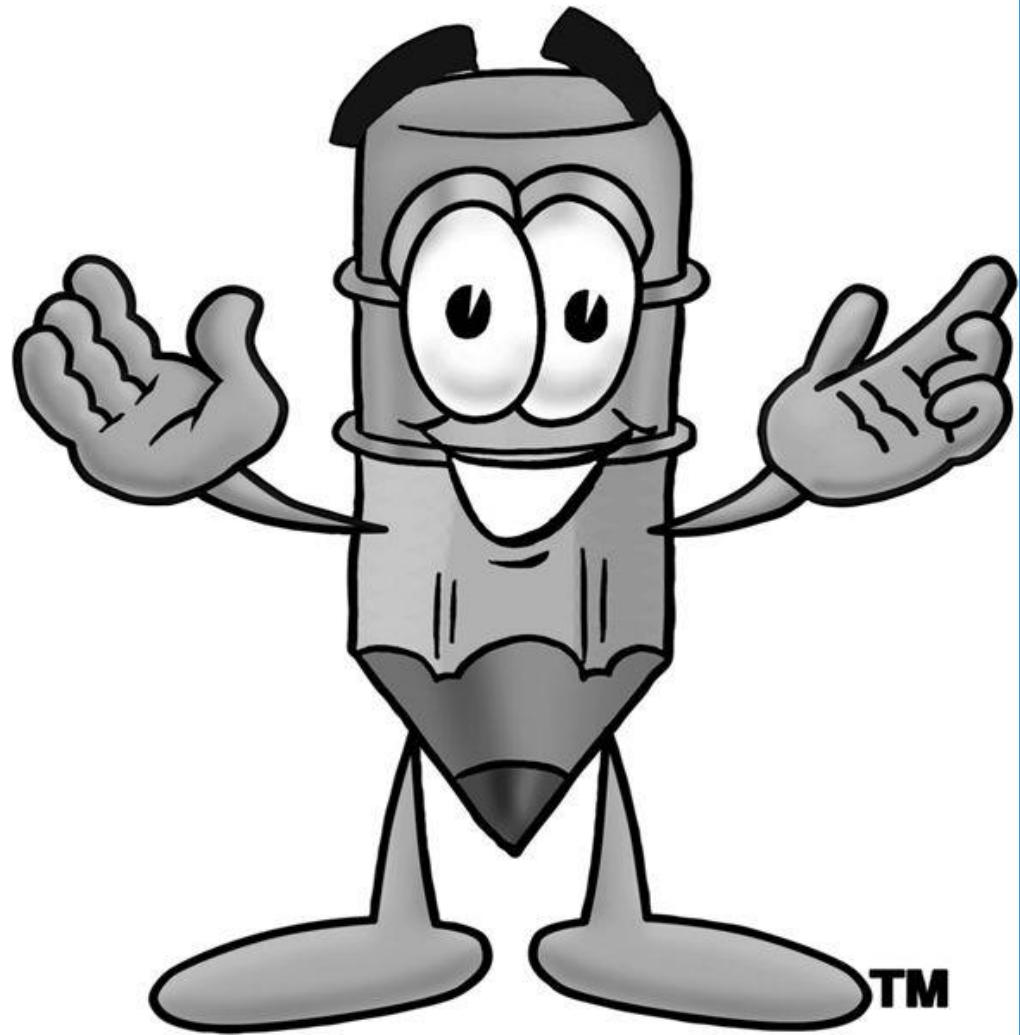
The following steps represent Colaizzi process for phenomenological data analysis (cited in Sanders, 2003; Speziale & Carpenter, 2007).

1. Each transcript should be read and re-read in order to obtain a general sense about the whole content.
2. For each transcript, significant statements that pertain to the phenomenon under study should be extracted. These statements must be recorded on a separate sheet noting their pages and lines numbers.
3. Meanings should be formulated from these significant statements.

4. The formulated meanings should be sorted into categories, clusters of themes, and themes.
5. The findings of the study should be integrated into an exhaustive description of the phenomenon under study.
6. The fundamental structure of the phenomenon should be described.
7. Finally, validation of the findings should be sought from the research participants to compare the researcher's descriptive results with their experiences.



**LET'S
TRY IT
OUT!**



Chapter IV

RESULTS

Writing the Results Section

- Qualitative research presents A LOT of data
- Decisions about what to present – prioritize
 - What is the story you want to tell?
 - In whose voice will the story be told?
- Representative vs. striking quotations/evidence
- “quantifying” how common a finding was
- Need to protect identity of participants
(descriptives or pseudonyms)

EMORY

ROLLINS
SCHOOL OF
PUBLIC
HEALTH

Presenting the results of qualitative research

- Look at themes and categories and structure the results accordingly
- The structure can be set out at the beginning as a list or diagram
- Themes are the main findings of the study
- To support findings, evidence are presented at direct quotations from respondents



In the promotion of the local literature, the participants expressed their sentiments about the financial challenges that they have encountered.

It is evident as IDI5 stated:

"And then there are hitches you know syempre budget, like sometimes the budget that we get from NCCA takes so long to arrive.... And then once you get the budget you have to go through the government processes, you know because NCCA is a part of the government, so you have to come through all the bureaucracy and sometimes it cannot be done in a few days, it takes like several months so it's a lot of sacrifice, we end up using our own money but you know we still manage because you know like I said you just have to go on and on."

(and then there are hitches like the budget, sometimes the budget that we get from NCCA takes so long to arrive and then once you get the budget you have to go through the government processes, you know because NCCA is a part of the government, so you have to come through all the bureaucracy and sometimes it cannot be done in a few days, it takes like several months so it's a lot of sacrifice, we end up using our own money but you know we still manage because you know like I said you just have to go on and on.)

Ok ,
let's
try
this...
...

Chapter V

DISCUSSIONS

Findings and Discussion

- Findings are the presentation of results after analysis.
- Despite the use of frequency count, the percentage of each count is not required in findings.
- Quotes of interviews are presented as findings so as to provide evidence to later discussion.
- Researchers need to discuss the findings with reference to past literature. Stating what the findings are is not discussion.
- Discussion must be relevant, insightful and rigorous with sound justification based on the literature.
- Sample qualitative paper:
<http://dx.doi.org/10.1080/00220670903382921>

THE GREATEST
INSPIRATION IS
THE DEADLINE

A hand is shown from the right side of the frame, holding a small red pushpin. The pushpin is pointing towards the word "REVIEW" which is written in large, bold, red capital letters on the face of a black-outlined clock. The clock has major tick marks and labels for the hours, but no numerical values. The words "TIME FOR" are written in black, bold, sans-serif capital letters, positioned above the red "REVIEW" text. The "T" in "TIME" overlaps with the "R" in "REVIEW". The hand is gripping the pushpin between the thumb and index finger.

TIME FOR REVIEW

TRIANGULATION

The use of multiple lines of sight, using more than 1 method to collect data, looking at information from multiple viewpoint.

RESEARCH

It is the process of collecting and analyzing data to increase the understanding of a topic

PHENOMENOLOGICAL

A design of inquiry coming from philosophy and psychology in which the researcher describes the lived experiences of individuals about a phenomenon as described by participants

RESEARCH QUESTIONS

It is the fundamental core of a research project, study, or review of literature. It focuses the study, determines the methodology, and guides all stages of inquiry, analysis, and reporting

IMPORTANCE OF THE STUDY

It should determine who benefits from the study and how that specific audience will benefit from its findings.

REVIEW OF RELATED LITERATURE

A discussion of your knowledge about the topic under study that is supported by the research literature

CONCEPTUAL

**It is the universal meaning
that is attributed to a
word or group of words
and which is understood
by many people.**

TRUE

Qualitative research is primarily concerned with generating broad data. TRUE or FALSE?

A.

When transcribing interview and focus group data, it's important to:

- a.) Transcribe the data as soon as possible after the interview/focus group**
- b.) Leave a gap between the interview/focus group and transcribing it**
- c.) Clean up people's speech**
- d.) Only transcribe what seems relevant to the research question**

C.

Errors in transcription:

- a.) Are nothing to worry about
- b.) Are inevitable
- c.) Can change the meaning of the data
- d.) Can be avoided by using a transcription notation system

**“Never
underestimate
the importance
of research.”**

– Maxine Thompson