Chapter 1 : Dissertation Writing - The Introduction Chapter

approved Dissertation Research Plan to guide your content for Chapter One. Before beginning the first section, "Background of the Study," write an introduction to the chapter that begins directly after the CHAPTE R 1.

Research methodology section illustrates the procedures used to carry out the research. In this chapter, we include the following subsections: Introduction, Research design, Population and sampling design, Data collection methods, Research procedures, Data analysis methods, Ethical considerations, Chapter summary. Introduction In this part we outline the organization of the chapter. The introduction also serves a transition from the previous chapter. Research Design In this subsection of the methodology we specify the design used in the research. There are many designs which have been proposed by scholars over the years but the most common ones are qualitative research design, quantitative research design , and mixed method or triangulation research design. Population stands for all people, events or object of concern targeted in the investigation. It forms a foundation or beginning for drawing the samples or subjects for the study. In this part we also describe the sampling technique and the actual sample size is specified. Data Collection Methods In this part, www. These tactics may include interviews, questionnaire or feedback forms and observation techniques. The mechanism for gathering data should be developed and structured in line with the research questions or specific objectives to guarantee significance to the research problem. An explanation of the mechanisms or instruments is clearly given. A description of the advantages and dependability is also provided. Data Analysis Methods Under data analysis, we explain the data analysis methods used in the study. Quantitative tactics such as explanatory statistics or inferential statistics. Descriptive statistics such as frequencies, measures of central tendencies mean, medium or mode and measures of dispersion standard deviation, range or variance , inferential statistics such as correlation, regression, and analysis of variance. We also specify the data analysis tools used in terms of computer application packages Excel, SPSS, or SAS and data presentation methods such as tables, graphs or charts. If the research is using qualitative research design , the data will be anlyzed qualitatively. Chapter Summary In this section we give a summary of the main components tackled in the chapter. The summary also includes a transition to the next chapter. Whether you are starting your thesis or you have done some chapters and only need assistance with the remaining chapters, we are very flexible and we always serve our customers according to their needs. It gives us great joy to help every customer and see they complete their thesis successfully.

Chapter 2 : Practical Considerations â€" Research Methods in Psychology

Introduction. The purpose of this chapter is to explain in detail the research methods and the methodology implemented for this study. The chapter will explain first of all the choice of research approach, then the research design, as well as the advantages and disadvantages of the research tools chosen.

Do you ever wonder what other people know or how they know what they do? Have you ever made a decision, and do you plan to make decisions in the future? If you answered yes to any of these questions, then you will probably find the information in this bookâ€"particularly the information on research methodsâ€"very useful. If you answered no to all of them, I suspect that you will have reconsidered by the time you finish reading this text. Learning Objectives Identify and describe the various ways of knowing presented in this section. Understand the weaknesses of nonsystematic ways of knowing. Define ontology and epistemology and explain the difference between the two. And why did people once believe that they knew that the world was flat? Understanding both what changed our minds science and how might tell us a lot about what we know, what we think we know, and what we think we can know. This book is dedicated to understanding exactly how it is that we know what we know. More specifically, we will examine the ways that sociologists come to know social facts. Our focus will be on one particular way of knowing: Research methods are a systematic process of inquiry applied to learn something about our social world. Different Sources of Knowledge What do you know about only children? Culturally, our stereotype of children without siblings is that they grow up to be rather spoiled and unpleasant. We might think that the social skills of only children will not be as well developed as those of people who were reared with siblings. Number of siblings and friendship nominations among adolescents. Sociologists consider precisely these types of assumptions that we take for granted when applying research methods in their investigations. Sometimes we find that our assumptions are correct. The findings from the Bobbit-Zeher and Downey study were featured in a number of news articles in For one such example, see the following article: Of course, they may have been trained in other social science disciplines or in the natural sciences, or perhaps they read about findings from scientific research. For example, you would know that electric fences can be pretty dangerous and painful if you touched one while standing in a puddle of water. We all probably have times we can recall when we learned something because we experienced it. Instead, you would come to know what you believe to be true through informal observation Making observations without any systematic process for observing or assessing accuracy of what is observed.. The problem with informal observation is that sometimes it is right, and sometimes it is wrong. And without any systematic process for observing or assessing the accuracy of our observations, we can never really be sure that our informal observations are accurate. The fact that one man happened to lie to her in one instance came to represent all experiences with all men. But do all men really lie all the time? This friend committed what social scientists refer to as selective observation Noticing only patterns that one has experienced directly or wishes to find. Her mother was the authority, after all. Without questioning what we think we know to be true, we may wind up believing things that are actually false. This is most likely to occur when an authority A socially defined source of knowledge. The definition for authority provided here comes from the following source: An invitation to social research: Other common authorities we might rely on in this way are the government, our schools and teachers, and our churches and ministers. Although it is understandable that someone might believe something to be true because someone he or she looks up to or respects has said it is so, this way of knowing differs from the sociological way of knowing, which is our focus in this text. As a science, sociology relies on a systematic process of inquiry for gaining knowledge. That process, as noted earlier, is called research methods. For now, simply keep in mind that it is this source of knowledge on which sociologists rely most heavily. Selective observation Occurs when we see only those patterns that we want to see or when we assume that only the patterns we have experienced directly exist. Overgeneralization Occurs when we assume that broad patterns exist even when our observations have been

limited. Authority A socially defined source of knowledge that might shape our beliefs about what is true and what is not true. Research methods An organized, logical way of learning and knowing about our social world. In sum, there are many ways that people come to know what they know. These include informal observation, selective observation, overgeneralization, authority, and research methods. Of course, some of these ways of knowing are more reliable than others. Being aware of our sources of knowledge helps us evaluate the trustworthiness of specific bits of knowledge we may hold. For example, our parents might provide authoritative knowledge about how to cook. Ontology An analytic philosophy concerning the nature of reality. Other sociologists feel that, while people may differ in their perception of reality, there is only one true reality. These sociologists are likely to aim to discover that true reality in their research rather than discovering a variety of realities. Like ontology, epistemology An analytic philosophy concerning how we know what we know. But rather than dealing with questions about what is, epistemology deals with questions of how we know what is. In sociology, there are a number of ways to uncover knowledge. We could avoid face-to-face interaction altogether by mailing people surveys for them to complete on their own or by reading what people have to say about their opinions in newspaper editorials. All these are ways that sociologists gain knowledge. Each method of data collection comes with its own set of epistemological assumptions about how to find things out. Research methods are a much more reliable source of knowledge than most of our other ways of knowing. Exercises Think about a time in the past when you made a bad decision e. What caused you to make this decision? How did any of the ways of knowing described previously contribute to your error-prone decision-making process? How might sociological research methods help you overcome the possibility of committing such errors in the future? Feeling unclear about ontology, epistemology, what is, what we can know, and how we know what we can know? This video may help, or it may not. I highly recommend it: Describe the specific considerations of which social scientists should be aware. But this is a sociology text rather than a philosophy text. And sociology is a science, or more specifically a social science. The Science of Sociology The sources of knowledge we discussed in Section 1. In sociology, however, our aim is to discover knowledge. Because sociology is a science A way of knowing that attempts to systematically collect and categorize facts or truths. Science is a particular way of knowing that attempts to systematically collect and categorize facts or truths. A key word here is systematically; conducting science is a deliberate process. Unlike the ways of knowing described in Section 1. More specifically, sociology is a social science. In other words, sociology uses organized and intentional procedures to uncover facts or truths about society. As you probably recall from your introductory sociology class, sociology The scientific study of humans in groups. Sociologists study how individuals shape, are shaped by, and create and maintain their social groups. The groups that sociologists study may be as small as individual families or couples or as large as whole nations. The main point, however, is that sociologists study human beings in relation to one another. For now the important thing to remember is what makes up sociology as a whole. Two key elements are its focus on human social behavior and its scientific approach toward understanding that behavior. As the cartoon implies, sociologists aim to understand people. Specific Considerations for the Social Sciences One of the first and most important things to keep in mind about sociology is that sociologists aim to explain patterns in society. It is fascinating because, even though the individuals who create a pattern may not be the same over time and may not even know one another, collectively they create a pattern. A pattern can exist among your cohort without your individual participation in it. Who gets a college education? Family background and growing gaps in enrollment. A multi-group structural equation model SEM examining asset holding effects on educational attainment by race and gender. Sometimes the patterns that social scientists observe fit our commonly held beliefs about the way the world works. But what happens when the patterns disrupt our assumptions? When girls speak up in class, teachers are more likely to simply nod and move on. You and your classmates, both men and women, may find this news upsetting. Another matter that social scientists must consider is where they stand on the value of basic as opposed to applied research. In essence, this has to do with questions of for whom and for what purpose research is conducted. We can think of basic and applied research as resting on either end of a

continuum. Nothing more, nothing less. Sometimes researchers are motivated to conduct research simply because they happen to be interested in a topic.

Chapter 3 : Research Design

QUALITATIVE RESEARCH PAPER 45 Abstract The abstract consists of to words in a single paragraph, see APA 6th Publication Manual section for guidelines regarding items to be included.

Related Introduction The purpose of this chapter is to explain in detail the research methods and the methodology implemented for this study. The chapter will explain first of all the choice of research approach, then the research design, as well as the advantages and disadvantages of the research tools chosen. This will be followed by a discussion on their ability to produce valid results, meeting the aims and objectives set by this dissertation. The chapter then goes on to discuss the sample size and the sampling strategy applied by the author, and the data analysis methods which have been used. It concludes with a brief discussion on the ethical considerations and limitations posed by the research methodology, as well as problems encountered during the research. Research Approach This dissertation makes use of qualitative research strategy, where the research approach implemented has been that of interpretivism. Willis defines interpretivism as an approach which is implemented by the researcher in order to synthesize facts which are derived mainly from secondary sources, and which are qualitative in nature. He also observes that one characteristics of interpretivism is that these facts are abstract in nature, and governed by a variety of factors which are non-tangible and difficult to measure. These can be economic, social, or cultural factors. These are all elements, which are not easily quantifiable measureable , and between which different and complex connections were found to exist, therefore interpretivism was found to be most applicable. Research Design This research makes use of a qualitative research strategy in the sense that there will be no numeric data or quantitative data was produced Bell, ; Sarantakos, ; Silverman, A qualitative research strategy is particularly applicable for the purposes of this research, where the connection between several different variables had to be established through interpretation. Also, the research makes use of triangulation because triangulation gives the opportunity to approach the research objectives from different viewpoints Cohen and Manion, ; Altrichter et. For this study, triangulation was very useful because the researcher aimed to find the intersection between two very different variables belonging to very distinct industries â€" the arts performing arts in particular and business. This necessitated questionnaires and interviews with the employees who have been recipients of the management with performing art model and with their managers as well. The validity and the advantages and disadvantages of the tools used to implement the research strategy will be discussed next. Research Methods For the purposes of this research, the writer has decided to use a combination of two of the classic social sciences research tools â€" questionnaires and interviews Winchester, ; Sarantakos, ; Silverman, ; Greenfield, The questionnaires will be distributed among managers from several companies which have used art elements as part of their management techniques, as well as among carefully selected employees of the same companies, who form part of the team of the same managers. As a complementary method, the writer conducted interviews with an equal number of representatives of each group. The advantages and disadvantages of each method are discussed below. Questionnaires Questionnaires were chosen for this research because they are a reliable and quick method to collect information from multiple respondents in an efficient and timely manner. This is especially important when it comes to large projects, with several complex objectives, where time is one of the major constraints Greenfield, ; Silverman, ; Bell, This study was no exception and questionnaires were a quick and effective way for the researcher to reach multiple respondents within several weeks. A general disadvantage of the questionnaires however is their fixed and strict format, which eliminates the possibility for more in-depth or abstract observation Bell, ; Sarantakos, Again, this study was not an exception from this rule, as the questionnaires provided linear and clear results, but many elements from the research were left uncovered. Interviews In order to cover more abstract aspects of the research, the author chose as a complementary method structured interviews consisting of several questions, which were distributed among representatives of each participant group. Interviews are often used as complementary research method in the

social sciences, because they give the opportunity for a more in-depth, open discussion, and more informal, free interaction between the interviewer and the interviewee Potter, ; Winchester, ; Sarantakos, Of course the results from the interviews are not generalizable, because of the subjectivity of data obtained. On the other hand, their flexible format contributed for a deeper explanation and understanding of the connection between performing art and business performance, and if the researcher could have done the dissertation again, this would probably be chosen as the primary, not the secondary research method. Other methods Upon embarking on this research, the author initially considered focus groups and participant observation as possible research methods, due to the behavioural elements contained in this research.. However, because of time constraints and cost, these research methods were not opted for. Initially the researcher also considered researching two groups of employees by comparison â€" one coming from an organisation where the performance management model is used, and another one, where this model is not used. They would be both given the same questionnaire. This approach was overruled however, because it does not reflect the interactive nature of the model being studied in which managers and business leaders play crucial role. Sampling Strategy For the purposes of this study, the writer had to examine two separate groups of participants. A method of stratified sampling has been used, as the relationships between different sub-groups had to be observed Kirby et. Furthermore, a particular group of the total population was invited to the interviews, forming a sub-group of the original population. Also, the participants were selected on the basis of specific criteria, such as company organisation , where a particular type of model has been implemented. The first group of participants consisted of managers from companies where the performance arts approached has been used. A total of 10 managers were involved in the study, and over 50 different managers from five different companies across the UK were contacted in order to reach the target group. The author tried to create as diverse a sample as possible, making sure there was an equal number of men and women represented, and more importantly thatthere were representatives of various industries: The other group of participants consisted of 30 employees, who were part of the teams of each one of the 10 managers. Not every team had the exact same number of people, as some teams were smaller and others larger. However, the size of the teams was irrelevant to the purposes of this study as the participants had to complete individual questionnaires. All of the participants were approached via email, and the questionnaires were distributed via email, then completed by the participant and returned via email again. This took place in the course of four weeks. The interviews took place in the course of one month. The full transcripts of the interviews as well as the questionnaires are attached in the appendices. Instrument Design Questionnaires For the purposes of this research the writer designed two separate questionnaire scripts and two brief interview scripts. The questionnaire for the managers from the companies consisted of twenty open questions, related to the business performance of their employees. The first part of the questionnaire consisted of demographic questions, related to age, gender, and questions related to the professional role of the participants, such as length of their experience in the company, exact position and responsibilities. The core questions were divided into groups for clarity, addressing the main objectives of the research, through the perspective of the managers. More importantly, these questions were designed to address the core competencies, established in the previous chapter to assess business performance by art performance â€" leadership, communication, team-building, emotion management, and creativity. The questionnaire for the employees consists of the same number of questions, and again combines open and closed questions. Apart from the demographic questions, the rest of the questions are organised into groups, addressing the objectives through the prism of the employees, and addressing individual narratives on important concepts such as creativity, improvisation, and team-building within the organisation. Interviews The interview scripts for both groups consist of six brief, but open questions. The full scripts of the questionnaires and the interviews are available in the Appendices. Data Collection Most of the communication with the participants took place via email. Before that however, the author created a large database of companies, which met the research criteria using a simple google search. The author purposefully targeted smaller organisations, because the probability of being granted access to employees was higher, and the

process â€" less time-consuming, which turned out to be the case. At first the writer contacted via the phone relevant people from each company, to make them acquainted with the purposes of the research and to ask for permission to conduct the research with representatives from their companies. For confidentiality, the job titles of the initial contacts are not disclosed, especially having in mind their job titles are not relevant to the research, as they are not direct participants in it. In some cases, the managers distributed the questionnaires to their employees, and in other cases the writer approached the employees directly via email. The questionnaires were distributed and completed in the course of four weeks. They were then recorded and transcribed by the researcher. The interviews were completed within four weeks. Methods of Data Analysis The analysis of the questionnaire results took place via thematic analysis. Because of the small number of respondents and the diverse design and answer sets of the questions, and because of the qualitative research approach of the study, the author did not use any of the statistical software available such as SPSS or STRATA. The results from the questionnaires were presented in the format of tables and charts. The major findings of this dissertation will be discussed in details in the next chapter. Ethical Considerations There were several types of ethical issues, which the researcher had to take into consideration for this project. The most important one was related with the informed consent of the participants. All of the participants both managers and employees were informed in advance about the purposes of this project, and gave their informed consent to participate in writing. Their identity as well as the names of the organisations they belong to has been kept in strict confidentiality, thus meeting the requirements of the code of ethics of the University. In addition, the privacy and confidentiality policy of all of the companies had to be taken into consideration as well, as the companies have a very strict policy for access to their employees for research purposes. Therefore the researcher had to sign consent forms for confidentiality and privacy with the companies whose employees and managers agreed to participate in the study. Consent forms are attached in the Appendices. Finally, all the information collected in the course of this dissertation has been used only for the purposes of the study, and will be kept confidential. Problems and Limitations There were several problems and challenges which the researcher encountered while conducting the research for this dissertation. The first challenge was recruiting a sufficient number of participants. The creation of the initial database of prospective companies took long time, and many times the requests of the researcher were turned down, because most of the companies rarely allow the opportunity for external research. Thus access to the participants and obtaining permission for the research was a major challenge. Secondly the researcher was restricted by time and cost, which determined the choice of more efficient method, such as the questionnaire, instead of the more time consuming focus groups or participant observation. In terms of the methodology chosen, there are several limitations which need to be mentioned. The first one is the fact that because of the small sample, the data collected and the findings made cannot be extrapolated on a broader scale. In other words, the generalizability of the results is questionable. Another weakness of the methodology was related to the fact that the researcher used interpetivist approach, which was determined by the nature and the objectives of the research. In this sense the results and the achievements of this project can be deemed as biased, because the connections between the different variables have been determined not on the basis of empirical evidence, but on the basis of the analytical and judgemental skills of the researcher, in the context of a particular academic field. Conclusion This chapter has outlined and justified the research methodology implemented in this dissertation and its validity. Because of the nature of the research, the author opted for the qualitative strategy, bound by interpretivist approach. The key research tools were questionnaire, supplemented by interviews with two groups of participants â€" employees and managers. The participants were carefully targeted and recruited through stratified sampling technique. The results were analysed manually, due to the small sample of participants. The major results and findings of this dissertation are discussed in the following chapter. Teachers investigate their work; An introduction to action research across the professions. Research methods in education. Theory, Method and Practice. Foundations of Qualitative Research: Interpretive and Critical Approaches.

Chapter 4 : Thesis Chapter Three Help | Methodology Writing Services - Research Writing Desk

Introduction to Your Study OVERVIEW The first chapter of your dissertation is the ting up a sound qualitative study. Although These are the considerations we.

Your library research can help in this regard. Reading published studies is a great way to familiarize yourself with the various components of a research project. It will also bring to your attention some of the major considerations to keep in mind when designing a research project. Define and provide an example of idiographic research. Define and provide an example of nomothetic research. Identify circumstances under which research would be defined as applied and compare those to circumstances under which research would be defined as basic. Addiction to our electronic gadgets. The story raises a number of interesting questions. Just what sorts of gadgets are students addicted to? How do these addictions work? Why do they exist, and who is most likely to experience them? What are some possible research questions a sociologist might pose about this phenomenon? But in order to answer our questions well, we must take care in designing our research projects. One of the first things to think about when designing a research project is what you hope to accomplish, in very general terms, by conducting the research. What do you hope to be able to say about your topic? Do you want your research to be used by policymakers or others to shape social life, or is this project more about exploring your curiosities? Your answers to each of these questions will shape your research design. Each has a different purpose, so how you design your research project will be determined in part by this decision. These sorts of projects are usually conducted when a researcher wants to test the feasibility of conducting a more extensive study; he or she wants to figure out the lay of the land, with respect to the particular topic. Perhaps very little prior research has been conducted on this subject. If this is the case, a researcher may wish to do some exploratory work to learn what method to use in collecting data, how best to approach research subjects, or even what sorts of questions are reasonable to ask. A researcher wanting to simply satisfy his or her own curiosity about a topic could also conduct exploratory research. Because these addictions seem to be a relatively new phenomenon, an exploratory study of the topic might make sense as an initial first step toward understanding it. In my research on child-free adults, I was unsure what the results might be when first embarking on the study. Conducting exploratory research on the topic was a necessary first step, both to satisfy my curiosity about the subject and to better understand the phenomenon and the research participants in order to design a larger, subsequent study. Sometimes the goal of research is to describe or define a particular phenomenon. In this case, descriptive research Research that aims to describe or define. Researchers at the Princeton Review conduct descriptive research each year when they set out to provide students and their parents with information about colleges and universities around the United States http: They describe the social life at a school, the cost of admission, and student-to-faculty ratios to name just a few of the categories reported. Although students and parents may be able to obtain much of this information on their own, having access to the data gathered by a team of researchers is much more convenient and less time consuming. Market researchers also rely on descriptive research to tell them what consumers think of their products. In fact, descriptive research has many useful applications, and you probably rely on findings from descriptive research without even being aware that that is what you are doing. In this case, the researcher is trying to identify the causes and effects of whatever phenomenon he or she is studying. Does it have anything to do with their family histories? With their other extracurricular hobbies and activities? With whom they spend their time? An explanatory study could answer these kinds of questions. There are numerous examples of explanatory social scientific investigations. In their study of families with children between the ages of 3 and 7, the researchers found that experiencing frequent spanking did, in fact, result in children being more likely to accept aggressive problem-solving techniques. Network centrality and gender segregation in same- and cross-gender aggression. American Sociological Review, 76, 48â€"73; the American Sociological Association wrote a press release summarizing findings from the study. You can read it at http: The study has

also been covered by several media outlets: Popularity increases aggression in kids, study finds. After that, aggression declines. Once you decide whether you will conduct exploratory, descriptive, or explanatory research, you will need to determine whether you want your research to be idiographic or nomothetic. A decision to conduct idiographic research Exhaustive, detailed descriptions or explanations of a singular or very small number of individuals, phenomena, or groups. While you might have to sacrifice some breadth of understanding if you opt for an idiographic explanation, you will gain a much deeper, richer understanding of whatever phenomenon or group you are studying than you would if you were to pursue nomothetic research. A decision to conduct nomothetic research General, broad descriptions or explanations of many individuals, phenomena, or groups. In this case, you sacrifice depth of understanding in favor of breadth of understanding. As a graduate student, I conducted an in-depth study of breast cancer activism Blackstone, Racing for the cure and taking back the night: To do so, I joined an organization of local activists and participated in just about every aspect of the organization over a period of about 18 months. Perhaps it goes without saying, but over the course of a year and a half of participant observation, I learned quite a bit about this organization and its members. In other words, the study revealed the particular idiosyncrasies of the group, but it did not reveal much about the inner workings of other breast cancer activist organizations. Armed with an in-depth understanding about this single group, the study made a contribution to knowledge about how activists operate. For one thing, the organization I observed happened to be one of the largest and most well known of its type at the time, and many other organizations in the movement looked to this organization for ideas about how to operate. Understanding how this model organization worked was important for future activist efforts in a variety of organizations. Further, the study revealed far more intimate details of the inner workings of an activist organization than had it, say, instead been a survey of the top 50 breast cancer organizations in the United States though that would have been an interesting study as well. Sexual harassment as a gendered expression of power. American Sociological Review, 69, 64â€" For this nomothetic research project, we mailed surveys to a large sample of young workers who look very much like their peers in terms of their jobs, social class background, gender, and other categories. In an idiographic study of the same topic, the research team might follow a few workers around every day for a long period of time or conduct a series of very detailed, and lengthy, interviews with 10 or 15 workers. Finally, you will need to decide what sort of contribution you hope to make with your research. Do you want others to be able to use your research to shape social life? If so, you may wish to conduct a study that policymakers could use to change or create a specific policy. Perhaps, on the other hand, you wish to conduct a study that will contribute to sociological theories or knowledge without having a specific applied use in mind. A basic study of the same topic, on the other hand, might examine existing theories of addiction and consider how this new type of addiction does or does not apply; perhaps your study could suggest ways that such theories may be tweaked to encompass technological addictions. In Chapter 1 "Introduction" , we learned about both applied and basic research. When designing your research project, think about where you envision your work fitting in on the appliedâ€"basic continuum. Recognize, however, that even basic research may ultimately be used for some applied purpose. Similarly, your applied research might not turn out to be applicable to the particular real-world social problem you were trying to solve, but it might better our theoretical understanding of some phenomenon. Basic research may ultimately be applied, and applied research can certainly contribute to general knowledge. Nevertheless, it is important to think in advance about what contribution s you hope to make with your research. Key Takeaways Exploratory research is usually conducted when a researcher has just begun an investigation and wishes to understand her or his topic generally. Descriptive research is research that aims to describe or define the topic at hand. Explanatory research is research that aims to explain why particular phenomena work in the way that they do. Idiographic investigations are exhaustive; nomothetic investigations are more general. While researchers may start out having some idea about whether they aim to conduct applied or basic research, it is also important to keep in mind that applied research may contribute to basic understandings and that basic research may turn out to have some useful application. Exercises Describe a scenario in which exploratory

research might be the best approach. Similarly, describe a scenario in which descriptive and then explanatory research would be the preferred approach. Which are you more drawn to personally, applied or basic research? Some Specific Considerations Learning Objectives Describe the role of causality in quantitative research as compared to qualitative research. Identify, define, and describe each of the three main criteria for causality. Describe the difference between and provide examples of independent and dependent variables. Define units of analysis and units of observation, and describe the two common errors people make when they confuse the two. Define hypothesis, be able to state a clear hypothesis, and discuss the respective roles of quantitative and qualitative research when it comes to hypotheses. In Chapter 1 "Introduction" , we discussed the importance of understanding the differences between qualitative and quantitative research methods. Causality When designing a research project, how issues of causality are attended to will in part be determined by whether the researcher plans to collect qualitative or quantitative data. Causality The idea that one event, behavior, or belief will result in the occurrence of another, subsequent event, behavior, or belief. In other words, it is about cause and effect. In a qualitative study, it is likely that you will aim to acquire an idiographic understanding of the phenomenon that you are investigating. The researcher might spend time in the dorm room with them, watching how they use their devices, follow them to class and watch them there, observe them at the cafeteria, and perhaps even observe them during their free time. Perhaps one of the two roommates is majoring in media studies, and all her classes require her to have familiarity with and to regularly use a variety of electronic gadgets. Perhaps the other roommate has friends or family who live overseas, and she relies on a variety of electronic devices to communicate with them. Perhaps both students have a special interest in playing and listening to music, and their electronic gadgets help facilitate this hobby. Whatever the case, in a qualitative study that seeks idiographic understanding, a researcher would be looking to understand the plethora of reasons or causes that account for the behavior he or she is investigating. In a quantitative study, on the other hand, a researcher is more likely to aim for a nomothetic understanding of the phenomenon that he or she is investigating. The researcher might choose to collect survey data from a wide swath of college students from around the country.

Chapter 5 : chapter2-Creswell

Chapter 4 Ethical Issues in Qualitative Research 51 FOCUS YOUR READING Researchers are responsible for ensuring that participants are not harmed, pri- vacy is maintained, and the participants have provided informed consent.

After the prospectus is approved, some of the review of literature may be moved into Chapter 2, which then becomes part of the proposal to do research. Chapter 1 is the engine that drives the rest of the document, and it must be a complete empirical argument as is found in courts of law. It should be filled with proofs throughout. It is not a creative writing project in a creative writing class; hence, once a word or phrase is established in Chapter 1, use the same word or phrase throughout the dissertation. The content is normally stylized into five chapters, repetitive in some sections from dissertation to dissertation. A lengthy dissertation may have more than five chapters, but regardless, most universities limit the total number of pages to due to microfilming and binding considerations in libraries in those institutions requiring hard copies. Following is an outline of the content of the empirical argument of Chapter 1. Introductory Paragraph State the general field of interest in one or two paragraphs, and end with a sentence that states what study will accomplish. Do not keep the reader waiting to find out the precise subject of the dissertation. Background of the Problem This section is critically important as it must contain some mention of all the subject matter in the following Chapter 2 Review of the Literature 2 and the methodology in Chapter 3. Key words should abound that will subsequently be used again in Chapter 2. A minimum of two to three citations to the literature per paragraph is advisable. The paragraphs must be a summary of unresolved issues, conflicting findings, social concerns, or educational, national, or international issues, and lead to the next section, the statement of the problem. The problem is the gap in the knowledge. The focus of the Background of the Problem is where a gap in the knowledge is found in the current body of empirical research literature. Statement of the Problem Arising from the background statement is this statement of the exact gap in the knowledge discussed in previous paragraphs that reviewed the most current literature found. A gap in the knowledge is the entire reason for the study, so state it specifically and exactly. Purpose of the Study The Purpose of the Study is a statement contained within one or two paragraphs that identifies the research design, such as qualitative, quantitative, mixed methods, ethnographic, or another design. The research variables, if a quantitative study, are identified, for instance, independent, dependent, comparisons, relationships, or other variables. The population that will be used is identified, whether it will be randomly or purposively chosen, and the location of the study is summarized. Most of these factors will be discussed in detail in Chapter 3. Significance of the Study The significance is a statement of why it is important to determine the answer to the gap in the knowledge, and is related to improving the human condition. The contribution to the body of knowledge is described, and summarizes who will be able to use the knowledge to make better decisions, improve policy, advance science, or other uses of the new information. Primary Research Questions The primary research question is the basis for data collection and arises from the Purpose of the Study. There may be one, or there may be several. When the research is finished, the contribution to the knowledge will be the answer to these questions. Do not confuse the primary research questions with interview questions in a qualitative study, or survey questions in a quantitative study. The research questions in a qualitative study are followed by both a null and an alternate hypothesis. Hypotheses A hypothesis is a testable prediction for an observed phenomenon, namely, the gap in the knowledge. Each research question will have both a null and an alternative hypothesis in a quantitative study. Qualitative studies do not have hypotheses. The two hypotheses should follow the research question upon which they are based. Hypotheses are testable predictions to the gap in the knowledge. In a qualitative study the hypotheses are replaced with the primary research questions. Research Design In Chapter 1 this is a summary of the methodology and contains a brief outline of three things: All of these elements will be reported in detail in Chapter 3. In a quantitative study, the instrumentation will be validated in Chapter 3 in detail. In a qualitative study, if it is a researcher-created questionnaire, validating the correctness of the interview protocol is usually

accomplished with a pilot study. For either a quantitative or a qualitative study, using an already validated survey instrument is easier to defend and does not require a pilot study; however, Chapter 3 must contain a careful review of the instrument and how it was validated by the creator. In a qualitative study, which usually involves interviews, the instrumentation is an interview protocol â€" a pre-determined set of questions that every participant is asked that are based on the primary research questions. In the humanities, a demographic survey should be circulated with most quantitative and qualitative studies to establish the parameters of the participant pool. Demographic surveys are nearly identical in most dissertations. In the sciences, a demographic survey is rarely needed. Theoretical Framework The theoretical framework is the foundational theory that is used to provide a perspective upon which the study is based. There are hundreds of theories in the literature. In the sciences, research about new species that may have evolved from older, extinct species would be based on the theory of evolution pioneered by Darwin. Some departments put the theoretical framework explanation in Chapter 1; some put it in Chapter 2. Assumptions, Limitations, and Scope Delimitations Assumptions are self-evident truths. In a qualitative study, it may be assumed that participants be highly qualified in the study is about administrators. It can be assumed that participants will answer truthfully and accurately to the interview questions based on their personal experience, and that participants will respond honestly and to the best of their individual abilities. Limitations of a study are those things over which the research has no control. Evident limitations are potential weaknesses of a study. Researcher biases and perceptual misrepresentations are potential limitations in a qualitative study; in a quantitative study, a limitation may be the capability of an instrument to accurately record data. Scope is the extent of the study and contains measurements. In a qualitative study this would include the number of participants, the geographical location, and other pertinent numerical data. In a quantitative study the size of the elements of the experiment are cited. The generalizability of the study may be cited. The word generalizability, which is not in the Word dictionary, means the extent to which the data are applicable in places other than where the study took place, or under what conditions the study took place. Delimitations are limitations on the research design imposed deliberately by the researcher. Delimitations in a social sciences study would be such things as the specific school district where a study took place, or in a scientific study, the number of repetitions. Definition of Terms The definition of terms is written for knowledgeable peers, not people from other disciplines As such, it is not the place to fill pages with definitions that knowledgeable peers would know at a glance. Instead, define terms that may have more than one meaning among knowledgeable peers. Summary Summarize the content of Chapter 1 and preview of content of Chapter 2.

4 Qualitative Research Design A common feature of qualitative projects is that they aim to create understanding from data as the analysis proceeds.

CRESWELL has written a general text that addresses strategic differences existing between and among five popular methodsâ€"biographical life histories, phenomenology, grounded theory, ethnography and case study. However, constrained by space, these works are limited in the range of strategies they could adequately illustrate. In this paper I try to combine some of the virtues of both the general texts and the more discipline-specific ones. With the general texts, I try to emphasize the common features phases of QDA. But within that general framework, I suggest a broad range of strategic differences. I am able to do so, because I do not try to illustrate any particular strategy. Instead, within my discussion of each phase of QDA, I raise a series of questions to help my readers tease out strategic differences. It is in this sense of posing questions that this paper is analytic. It does not prescribe or describe specific analytic strategies. Instead, it provides a framework to help the rookie analyst make contextually-grounded, analytic choices. In developing this framework, I do not pretend to be neutral. I am decidedly constructivist in my philosophical orientation. Four Phases, Numerous Strategies In this paper, the term phases refer to major distinguishable intellectual tasks or goals. Strategies, on the other hand, refer to the way s we try to achieve our goals. For example, I regard classification as a major task or goal of any and all QDA. However how researchers go about classifying, in other words, the strategies each researcher uses may differ considerably. Phases do not occur as discrete, sequential, hierarchical steps; they are iterative, interactive and non-linear. Stages imply step-like processesâ€"occurring one after the other. I also distinguish between strategies and tactics. Strategies are the overall plan or approach we employ. In classifying data, for instance, one might use an intuitive or explicit strategy. Tactics are instances of a strategy; specific procedures employed within given strategies; what we do with what we have ALINSKY, , p. An explicit classification tactic might be to color code pieces of data; another might be tagging paragraphs using a QDA computer program. In this paper I discuss the first three. I have chosen not to discuss the fourth phase conveying the message for the following reasons: For example, Africentric feminists are likely to interpret data quite differently from analysts who subscribe to neo-liberal or post-modern ideologies. They determine what the particular analyst considers desirable; and they form the outer limits of what the particular analyst considers theoretically possible. These are considerations about research purposes and methodsâ€"including corresponding strategies and tactics. I concur with MERTON , that at the broadest conceptual level, research is conducted either to generate hypotheses or to test them. And at a more intermediary conceptual level, the purposes of research might be divided into such overlapping categories as: Within philosophical and contextual constraints see below , each of these purposes dictates a different method or combination of methods. The analyst who is concerned with exploring and deeply understanding a phenomenon will employ a different combination of methods and corresponding strategies to the analyst who is primarily concerned with explanations or predictions. Popular examples of differing qualitative research methods include phenomenology, ethnography and grounded theory. Objectivist and subjectivist orientations exist within every research method. Two analysts may hold similar philosophical and ideological positions. However, what each is able to do in a specific research context depends on their respective knowledge and skills, resources, power and influence. A poor, working-class doctoral student without scholarship or other financial aid is simply unable to do what her rich, well-resourced counterpart can do all other things being equal. The foregoing are the kinds of considerations every analyst makes in order to choose a particular analytic strategy. In many situations, however, these considerations are tacitly made. The suggestions and questions I present below will hopefully help analysts become more explicit and consequently more trustworthy and reliable in the analytic choices they make. Any attempt, therefore, to provide a comprehensive list of possible QDA strategies would, it seems to me, be woefully inadequate and impractical.

A more prudent and feasible way to help neophyte researchers is to raise questions that might draw out the important philosophical, design, and contextual considerations attending each phase. In the remainder of this paper I attempt to do just thatâ€"leaving it up to the analysts to decide which positions and corresponding strategies they deem most appropriate to take in each context. Most of the questions I raise in phase 1, defining the analysis, point my readers overtly to philosophical or ideological considerations. However, that does not mean that philosophical considerations are quarantined in phase 1. In phase 1, for instance, I make comments and raise questions that urge my readers to consider whether and how to use computer programs in aiding their analysis. Let me provide a practical example of how contextual considerations might be implicit in what seems to be a purely philosophical matter. As a research methodologist, I have often advised students who insist on using frequency of occurrence of a particular word or phrase as the primary evidence of its meaningfulness or significance. As I get to know such students better and as they come to trust me more many of them would confide that their analytic decision was based, not on their own philosophical conviction, but rather on the demands of their more positivistic thesis chair. This is an example of how contextual considerations covertly drive analytic decisions. The point I wish to make is this: However, that does not mean that phases 2 and 3 are devoid of philosophical considerations. For example, in Phase 2 when I discuss tagging and labeling of data I ask: However they point if only tacitly to philosophical considerations as well. My readers are therefore encouraged to address, not only those considerations that are made explicit by my questions, but also those that are implied. Defining the analysis To conduct QDA analysts capture, record, interpret, and convey information. To do so they define the analysis, that is to say, they decide on the goals of the analysis; what counts as appropriate and sufficient information; and on how best to capture, record, interpret, and convey that information. This is a continuous process that begins with the initial conception of the study and proceeds through data gathering, reduction, and write-up. The decisions analysts make concerning defining the analysis may be tacit or overt. However, decisions to define the analysis are always made. Good analysts, therefore, strive to make these decisions as transparent and defensible as possible. A paradigm is a worldviewâ€"a way of seeing, being, and acting in the world. In short, I am suggesting that it is in defining our roles as analysts that the entire analysis, itself, is defined. To define ourselves, and consequently our analyses, I suggest that we examine four very interrelated domains: That thing is usually called "reality. Reality is a most difficult issue to grasp, so I will devote a quite a bit of space to elucidating it. Consider for a moment the question: What do you mean when you say that something is real? Is learning or electricity real? Are stones or trees real? Is poverty, homelessness, or co-dependency real? Are your thoughts, dreams and perceptions real? Are myths and fables real? Are flying horses or immortal women real? Are curriculums or "at risk students" real? Are phenomena such as andragogy, self-directed learners, and democratic societies real? Is it its relative separateness from, or independence of you, the knowerâ€"in a word, its objectivity? Is it its tangibility or relative permanence? If you privilege tangibility, objectivity, and accessibility, then your thoughts, dreams, and perceptions are not real. If you privilege usability, then learning and electricity might seem more real than stones and trees. On the contrary, if you privilege clarity of definition, then learning and electricity might seem less real than stones and trees. But what does it mean to say that something is less real? If a thing is less real does it still exist? Are there things that exist that are unreal? Do our understandings of what it means to be real shape in any way what we might do as researchers? For instance, if a thing is "less real" does that mean that it is less worthy of being studied? Or does it simply mean that it needs to be studied in a different way? And, ultimately, does it matter at all to the conduct of your analysis whether and how things are real? Does the concept of reality make any sense at all? If we discard the concept, would we need to replace it? If so, with what? Facticity asserts that a thing exists in some form. Quality tells us in what form the thing exists. Other terms for facticity are possibility or thatness. Other terms for quality are nature or whatness. An important question to consider is this: Is it possible to separate the facticity of a thing from its quality? Put differently, can I assert that a thing exists if I have absolutely no perception of what it is? Can I assert that homelessness or democratic societies exist, if I have absolutely no

idea of what homelessness or democratic societies are?