



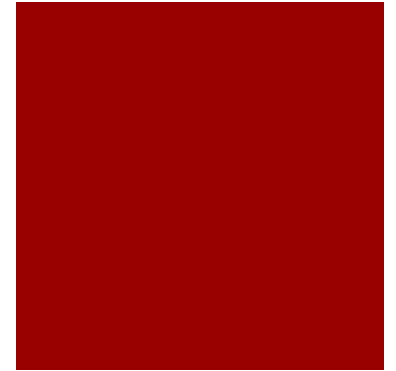
EDUC 890 Class 9

Assignment 4 Follow-up

Chapter 9—Qualitative Research Designs (continued)

Chapter 10—Qualitative Participants & Data Collection

Assignment 4 follow-up



- APA – numbered lists
- Acronyms: Federal Bureau of Investigation (FBI)
- Specificity in qualitative purpose statements and questions
- Rogue Research Questions



Specificity in qualitative purpose statements and questions

- The purpose of this study is to explore...
 - students' experiences of music class. *(too general)*
 - five primary students' experiences of music class at an inner city elementary school in Southern Ontario.
- *Because qualitative research is about particular people and contexts, NOT about large samples and generalizing to a population.*
- *The research will NOT tell you about students' experiences of music class; it will tell you about **particular** students' experiences of a **particular** music class*



Rogue Research Questions

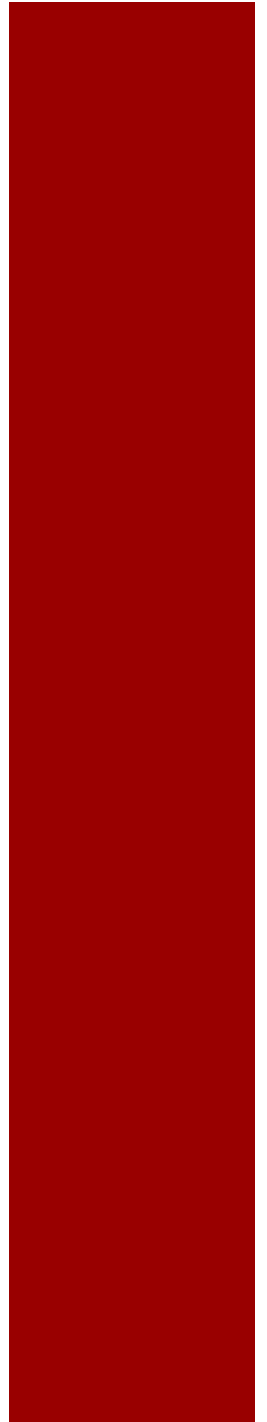
- Research questions must be answerable *from the data you collect*
- They cannot be hypothetical questions, e.g., *How can music classes be designed to better engage kids*
- You can address questions such as these in your discussion section, when you suggest *implications* of your findings. But they are **not** research questions, because they cannot be answered with the data you collect.



Chapter 9

Qualitative Research

Designs *(continued)*



Exploring 4 Common Qualitative Designs

- In groups of 4-5, create a 7-minute presentation (*describe characteristics and sample research studies*) to illuminate one of the following designs:

- 1. Narrative**
- 2. Case study**
- 3. Ethnography**
- 4. Grounded Theory**

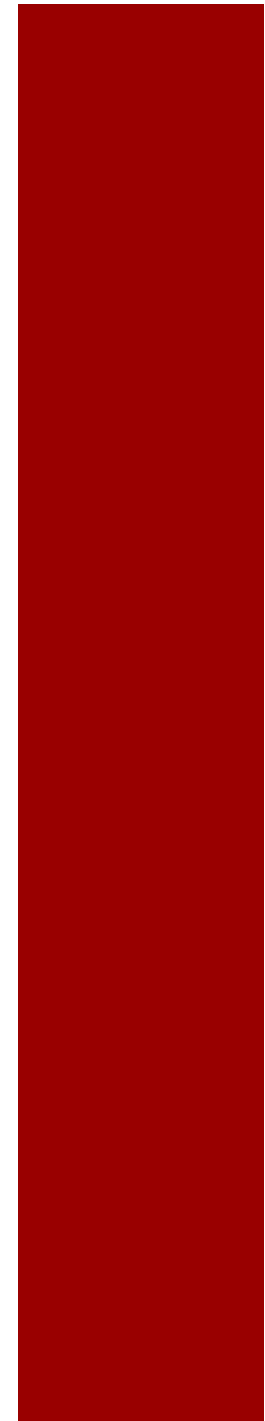


Assignment #5

Thesis/ Dissertation/ Project Presentation

Find, read and report to the class on a thesis, project or dissertation of interest to you, addressing the following:

<i>Thesis/ Dissertation</i>	<i>Project</i>
Topic and research problem	Topic
Purpose, research questions, hypotheses	Purpose
Summary of literature review	
Research design	Overview of project format
Participants, data collection & analysis	Summary of project content
Major results/findings	Other aspects of interest
Comments (e.g. strengths, weaknesses, implications for practice)	



Assignment #5

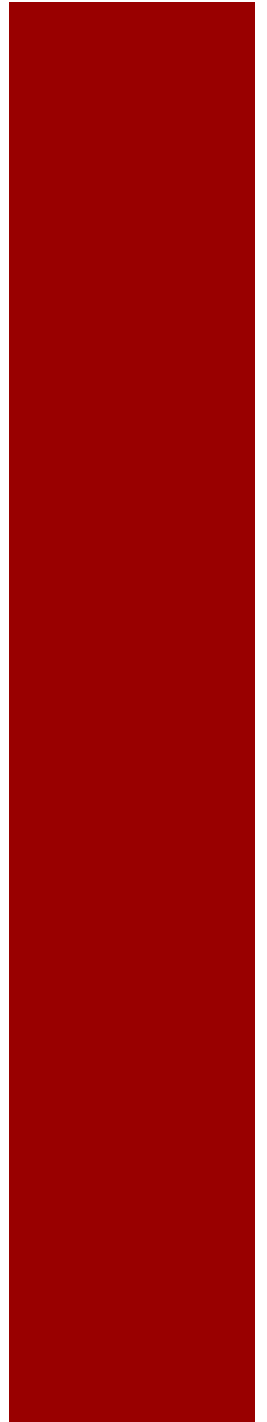
Presentation

- If the work follows a format that does not include these elements, please check in with me to discuss BEFORE you work on the presentation.
- **N. B.** The presentation is a maximum of **10 minutes**
- Assessment criteria:
 - *Respecting time parameters*
 - *Oral communication*
 - *Visual communication*
 - *Content*



Chapter 10

Qualitative Participants & Data Collection





Participants

- Purposeful Sampling
 - Intentionally selecting individuals and sites most likely to provide rich data about the central phenomenon
- E.g. central phenomenon: culturally relevant curricula
 - Site:
 - a school that won an award for cultural relevance OR
 - a school that is actively trying to figure out how to make use of culturally relevant curricula because school population is culturally very diverse
 - Participants:
 - 15 teachers engaged in collaborative inquiry focused on culturally relevant curricula

See table p. 333 re: differences between quant and qual sampling

Sampling strategies



- Maximal variation
 - To obtain a range of experience of the central phenomenon (CP)
 - CP=Playing in a school band,
 - range of experiences=????
- Homogeneous
 - To describe a subgroup
 - CP=Playing in a school band, subgroup=????
- Snowball
 - To identify participants not known to researcher
 - Ask participants to recommend others

More types described table p. 334

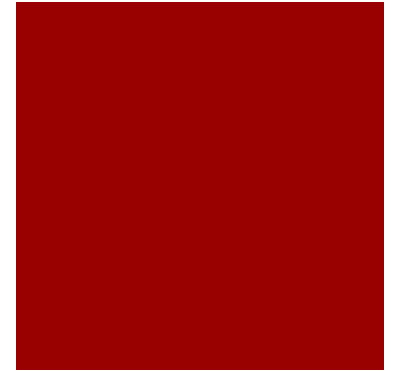


Sample size

- Narrative: 1-2 participants
- Case study: 1 case (#participants varies depending what the case is e.g. classroom vs. married couple)
- Multiple case study: 2-5 cases
- Ethnography: entire groups of people
- Grounded theory: 20-30

Data collection

- *Interviews
- *Observations
- Documents
- Audiovisual material



Homework

- Assignment 5
- Read Ch. 11

