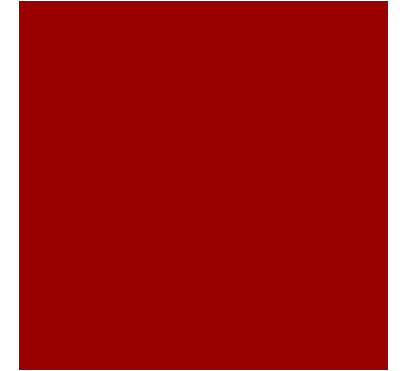




# EDUC 890 Class 5

Assignment 2 follow-up  
Chapter 5—Purpose Statements

# Assignment 2 follow-up



- Research problem
- Justification of *the importance* of a research problem
- APA
  - Block quotations—more than 39 words
  - Ellipses
  - Quotation marks and punctuation
  - Em dash
  - Seriation



# What *IS* a research problem?

- A controversy, issue, or concern
- **\*\*The problem is *NOT* the research *purpose*\*\***
  - The problem inspires the generation of a research study, which has the *purpose* of finding something out that will help people address the problem
- Possible problems:
  - Mis-use of portfolios as summative assessment tools
  - Physicians' limited understanding of concussion
  - Teachers' limited understanding of...
    - motivation strategies
    - integrating the arts across the curriculum
    - supporting development of self-regulation
    - Teaching 21<sup>st</sup> century skills
    - Girls today struggle to negotiate conflicting societal expectations ("lady-like" vs. sassy, sexy, smart)

# Topic, Problem, Purpose (p. 83)



- Topic
  - What is the study about?
    - Teachers bullying students
  
- Problem
  - What *IS* the problem, exactly?
    - Bullying by teachers has serious consequences for bullied students including psychological issues and learning problems
  
- Justification (of the *importance* of the problem)
  - Research evidence or personal experience that indicate the prevalence and severity of teacher-perpetrated bullying
  
- Purpose
  - What will the researcher do?
    - Explore teachers' understandings of bullying by teachers



# APA – Block quotations

- with errors:

Scruton (1996) explained that “no one should ever think of teaching as akin to training animals; children are very different from animals in a number of key ways, notably with regard to language ability, physical characteristics, interest in video games, petulance, and desire to please.” (p. 13)

- *without errors:*

Scruton (1996) explained that

no one should ever think of teaching as akin to training animals; children are very different from animals in a number of key ways, notably with regard to language ability, physical characteristics, interest in video games, petulance, and desire to please. (p. 13)



# APA – Ellipses

- with errors:

Scruton (1996) explained that “children are very different from animals... notably with regard to language ability, physical characteristics, interest in video games, petulance, and desire to please... Children are also sometimes smarter” (p. 13).

- *without* errors:

Scruton (1996) explained that “children are very different from animals . . . notably with regard to language ability, physical characteristics, interest in video games, petulance, and desire to please. . . . Children are also sometimes smarter” (p. 13).



# APA – Quotation marks and punctuation

- with errors:

Scruton (1996) suggested that “watercress”, “apples” and “potatoes” are commonly misspelled words.

- *without* errors:

Scruton (1996) suggested that “watercress,” “apples” and “potatoes” are commonly misspelled words.

<b>Punctuation mark</b>	<b>Place inside or outside closing quotation mark?</b>	<b>Example</b>
Period (full stop)	Inside	A and B thought the theory of everything was “informative” and “essential.”
Comma	Inside	C and D stated that the theory of everything was “informative,” “essential” and “persuasive.”
Parentheses	Outside	E (2016) argued that “Lorem ipsum dolor sit amet, consectetur adipiscing elit” (p. 101).
Semi colon	Outside	The first participants described the process as “Duis rhoncus dictum lacus in pretium”; the second participants described the process as “Nullam ultrices augue quis varius egesta.”
Colon	Outside	Mr. Smith said he was “excited”: this was expected.
Question mark (part of quote)	Inside	The question posed was “How do you rate the theory of everything on a scale from one to ten?”
Question mark (not part of quote)	Outside	Why is it important to know why Mr. Smith said “Fusce finibus nisi sit amet convallis aucto”?
Quotation within quotation – with period or comma	Inside	Mr. Smith said “I don’t believe in the ‘theory of everything.’”





# APA – Em dash

- with errors:

Scruton (1996) suggested – much to my amusement – that “watercress,” “apples” and “potatoes” are tasty.

- *without* errors:

Scruton (1996) suggested—much to my amusement—that “watercress,” “apples” and “potatoes” are tasty.



# Seriation

On the basis of four generations of usability testing, the Purdue OWL Usability Team recommended the following:

1. Move the navigation bar from the right to the left side of the OWL pages.
2. Integrate branded graphics (the Writing Lab and OWL logos) into the text on the OWL homepage.
3. Add a search box to every page of the OWL.

On the basis of four generations of usability testing, the Purdue OWL Usability Team recommended that designers (a) move the navigation bar from the right to the left side of the OWL pages; (b) integrate branded graphics (the Writing Lab and OWL logos) into the text on the OWL homepage; (c) add a search box to every page of the OWL.

# Chapter 5

- Identifying the purpose
- Quantitative vs. qualitative purposes



# Identifying the purpose

- Look for 'clue' words:
  - "The purpose/goal/aim of this study..."
- Look for key decisions:
  - Focus (*topic*)
  - Intent (*what to learn about topic?*)
  - Framework
  - Participants
  - Setting

*The purpose of this study was to examine the relationship between cultural awareness and client satisfaction for counselors in an urban city.*

*The purpose of this study was to explore counselors' stories of developing cultural awareness in one urban support clinic.*

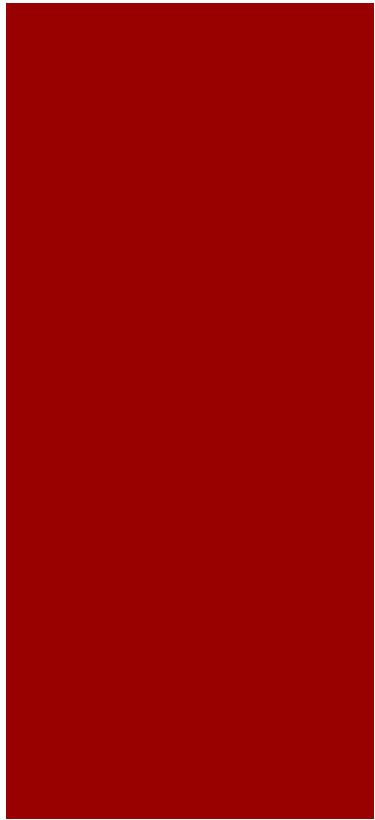
## Quantitative purposes...

- Are specific and narrow
- Involve...
  - measuring variables  
(e.g. *gender, age, enjoyment of video games*)
  - explaining how variables relate to each other

## Qualitative purposes...

- Are broad and general
- Involve exploring a single complex...
  - Concept—e.g., *trust*
  - Activity—e.g., *kayaking*
  - Process—e.g., *learning how to play guitar*

***\*See figure 5.4 on p. 179\****



# Quantitative

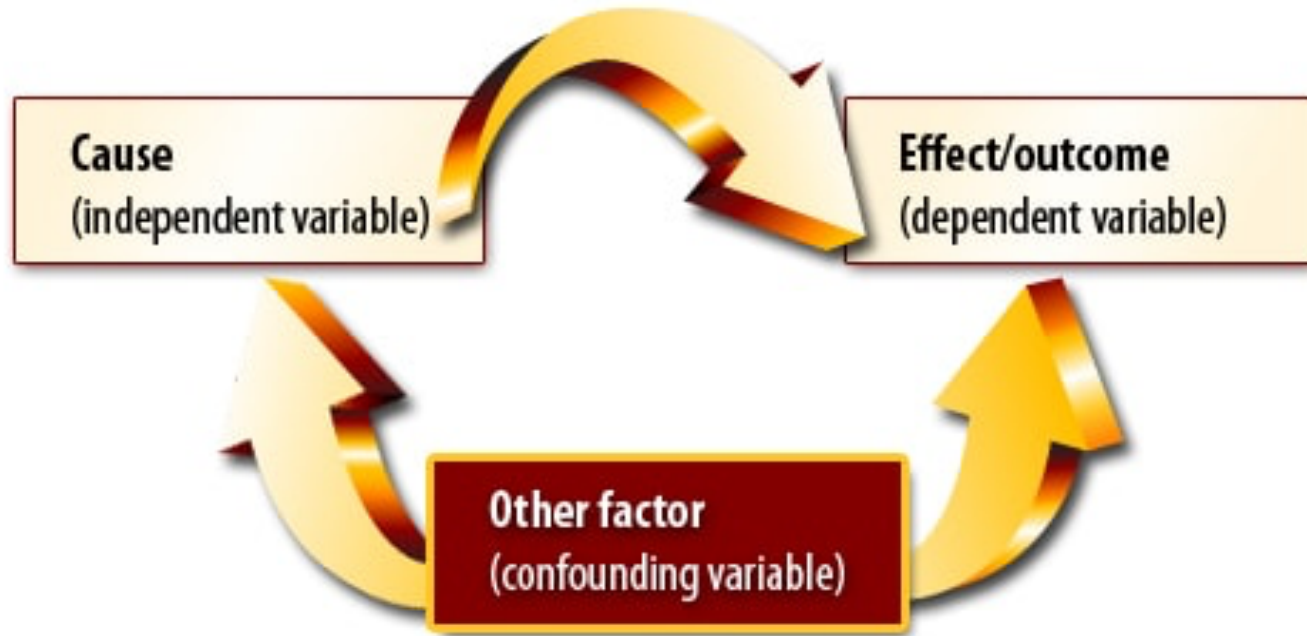


# What are variables?

## **Quantitative**

- Indicators of characteristics (*grade, age, income level*) or attributes (*how they feel, behave, think*)
- Can be measured e.g., by...
  - *participant-completed survey*
  - *observation and scoring of participant activity by a researcher*
- The measurements vary from one participant to the next

***\*Theories explain and predict relationships amongst variables.***



## Quantitative

- Dependent (outcome) variable
    - *What the researcher is trying to predict or explain*
  - Independent (predictor) variables
    - *What the research expects will influence the outcome (dependent variable)*
  - Control variables
    - *Variables that might also influence the outcome (dependent variable) and so are also measured*
  - Confounding variables
    - *Variables that might also influence the outcome (dependent variable) but that the researcher does not or cannot measure*
- *\*See diagrams p. 168-169!*





# Group work 1

- Consider the following research question:
  - Do students who exercise in the morning behave better in class than those who do not?
    1. *Identify the dependent variable*
    2. *Identify the independent variable*
    3. *Imagine possible control variables*
    4. *Imagine possible confounding variables*



Bonus:

- *If the independent variable was a 'treatment' variable, how might the researcher design the study?*
- *If the independent variable was a 'measured' variable, how might the researcher design the study?*



# Group work 1 answers

- Do students who exercise in the morning behave better in class than those who do not?
  1. *dependent variable*
    1. *Student behaviour*
  2. *independent variable*
    1. *Morning exercise (exercising or not exercising)*
  3. *possible control variables*
    1. *Classroom activity*
    2. *Time of day of behaviour measurement*
  4. *possible confounding variables*
    1. *Type of breakfast*
    2. *Classroom temperature*
    3. *Students' home situations/ experiences*





# Types of independent variables

## **Quantitative**

- *Treatment variables*
  - Researcher administers a treatment/intervention e.g., a morning exercise program; a medication
- *Measured variables*
  - Researcher measures variables as they currently exist e.g., whether students walk to school or get a ride



# Purpose statements...

## **Quantitative**

- Indicate various types of quantitative intent:
  - To describe trends for variables
    - *(e.g., attitudes towards mandated testing)*
  - To relate 2 or more variables
    - *(e.g., relating caregiver confidence to patient well-being)*
  - To compare existing groups
    - *(e.g., comparing autocratic vs. consensus-building leaders to employee satisfaction)*
  - To test effect of a treatment
    - *(e.g., comparing parents assigned to communication vs. parents assigned to discipline training to their children's behaviour)*



# Research questions...

## **Quantitative**

- Descriptive
  - *Single variable*
  - *(e.g., attitudes towards mandated testing)*
- Relationship
  - *Two or more variables*
  - *(e.g., relating caregiver confidence to patient well-being)*
- Comparison
  - *How two or more groups for an independent variable differ in terms of one or more outcome variables*
  - *(e.g., comparing autocratic vs. consensus-building leaders in terms of employee satisfaction and job retention)*



# Group work 2

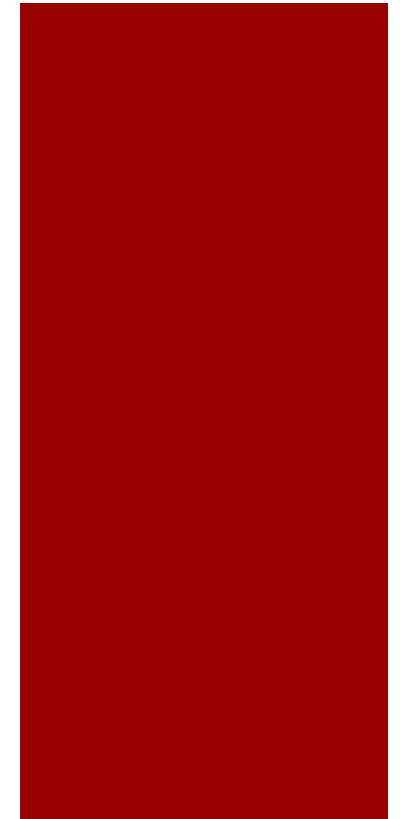
- Complete question 3. on p. 188
- What type of research question?
  - *Descriptive, Relational, Comparison?*



# Group work 2

- We considered...
  - a) The extent and direction of misperceptions about bullying as well as how much variation in perceived norms exists
    - **descriptive**
  - b) The degree of association between perceptions of the peer bullying norm and personal involvement in bullying
    - **relationship**
  - c) The impact that might be produced by disseminating actual norms about bullying in adolescent populations.
    - **comparison**





**Qualitative**





# Identifying a central phenomenon

## **Qualitative**

Rather than focusing on variables, qualitative researchers focus on a concept, activity, or process—a **central phenomenon**

- Concept: *ethnic identity of Chinese Canadian immigrants*
- Activity: *a program that helps at-risk students re-engage with school*
- Process: *teaching composing in a secondary music class*



# Purpose statements...

## **Qualitative**

- *Involve exploring a central phenomenon in order to...*
  - Describe themes
  - Generate a theory
  - Discover the essence of...
  - Interpret a case
  - Understand a group's culture
  - Describe an individual's story



# Purpose statements...

## **Qualitative**

- Indicate qualitative intent:
  - *To describe a central phenomenon*
    - (e.g., describe classroom learning for 5 nurses in a sign language class)
  - *To use a particular conceptual framework*
    - (e.g., to explore meaning of academic achievement for Indo-Canadian community college students using a critical race theory lens)



# Research questions...

## Central research question

### *Qualitative*

- Brief, general, specifies central phenomenon
- Often beginning with 'how' or 'what'
  - *What is creativity for female athletes at Central High School?*

## Subquestions

- Greater specificity
  - *What is creativity during a game? During practice? How is creativity experienced by individuals? By the team? What are the contexts for creativity?*



# Group work 3

- Complete questions 5 and 7 on p. 188





# Group work 3

- Complete questions 5 and 7 on p. 188
- **Central phenomenon?**
  - *Experience of homelessness amongst adolescents*
- **Central question?**
  - *How is homelessness experienced by adolescents?*
- **Sub questions?**
  - *How does gender shape these experiences?*
  - *How is health perceived and experienced...*
  - *How does current Canadian policy shape these experiences?*



# Homework

1. Fix and re-submit  
Assignment 2
2. Assignment 3 due next  
class  
*Questions????*  
*Email me*
3. Read Ch. 6

