

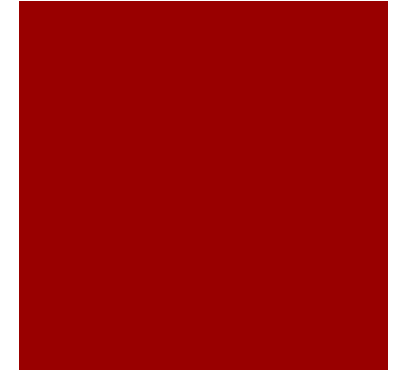


EDUC 890 Class 9

Assignment 5 Overview

Chapter 10—Qualitative Participants & Data Collection

Assignment 5



- Write a **Topic, Problem, Purpose, and Research Questions** for a potential research project
- Review textbook examples and use them to guide your work (see chapter 5 and earlier)
- ***You do not need to reference literature***; just *explain* the research problem/rationale
- **Tips:**
 - Strive for specificity in purpose statements and questions
 - Avoid 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*



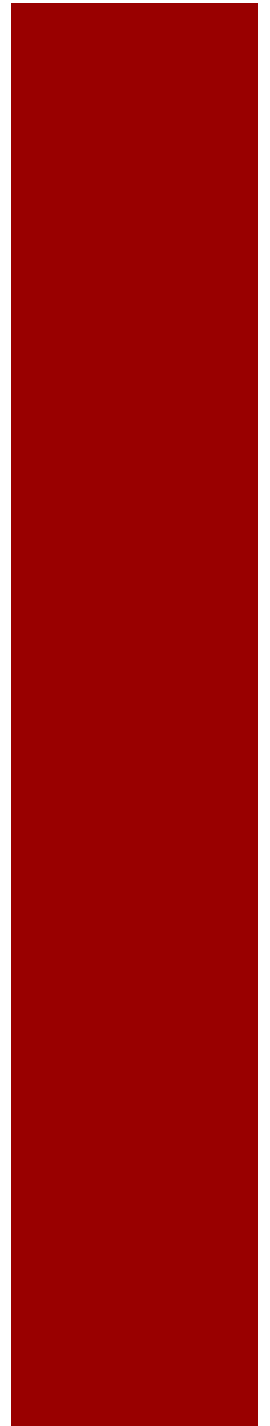
Rogue Research Questions

- 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*
- Such questions belong in your *discussion* section, when you suggest *implications* of your findings.
- They are **not** research questions, because *they cannot be answered with the data you collect*.



Chapter 10

Qualitative Participants & Data Collection





Participants

- **Purposeful Sampling**
 - Intentionally selecting individuals and sites most likely to provide *rich data*
 - E.g., central phenomenon: culturally relevant curricula
 - **Site:** a school that...
 - a) won an award for cultural relevance
 - b) is figuring out how to employ culturally relevant curricula because school population is culturally 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



Consider article p. 306.
Describe...



- a) site
- b) sampling process
- c) what type of sampling is this?
- d) rationale for sampling process (*what they were aiming for*)



a) Site:

- one preparation program for preservice teachers and their practicum classrooms

b) Sampling process:

- Phase 1, yielding $N=18$:
 - First term master's, special ed focus
 - Completed coursework
 - Prac has students with disabilities
 - Student teaches reading in prac
- Phase 2, yielding ($N = 8$), later ($N = 6$),
 - Survey of beliefs & prior experiences
 - Concept map to assess knowledge of reading instruction, assessed by detail & sophistication





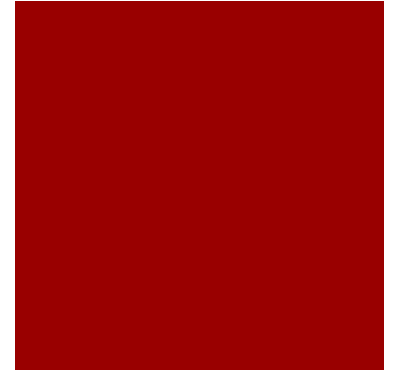
- a) What type of sampling is this?
- ***maximal variation sampling***



- b) Rationale for sampling process (*what they were aiming for*):
- ***diverse beliefs, knowledge, and prior experiences with teaching reading to students with disabilities***

Data collection

- *Interviews
- *Observations
- Documents
- Audiovisual material





interviews

- Open ended questions!!!!
 - Focus group
 - One-on-one
 - Telephone
 - E-mail
 - Questionnaire

Interview protocol (list of questions)

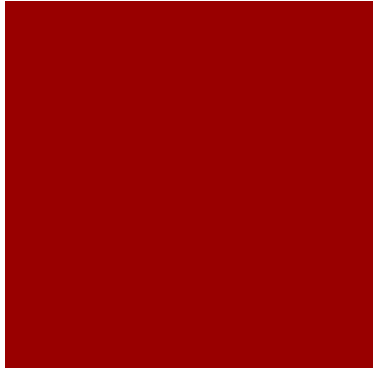
Probe (subquestions to get more info)



Designing interview questions

- Building on the imagined qualitative study you designed for homework...
 - create 3 interview questions In discussion with your partner
 - ...with probes if appropriate
 - *Check out the example of questions and probes on p. 341*





Observation

- Descriptive, firsthand info

- Could describe participants, setting, events, activities, interactions
 - Participant observer
 - Non-participant observer
 - Changing observational role

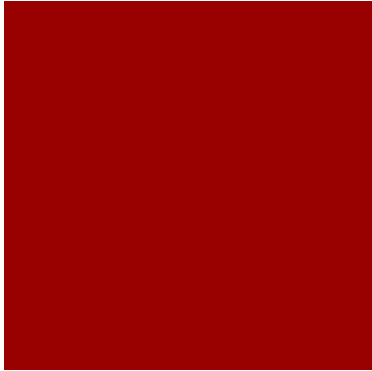
Field notes

- Words & images recorded by researcher during observation
- Can be both *descriptive* and/or *reflective*



Practice Observation!

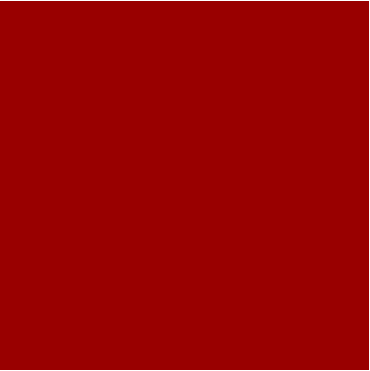
- Imagine you are researching the central phenomenon:
 - ***'classroom dynamics in a graduate education course.'***
- For three minutes, observe and record what you see in this classroom. Please ensure your field notes are purely ***descriptive***.
- For the next three minutes, record ***reflective*** field notes of what you see.
- *Compare your notes with a partner.*



Consider article p. 306



1. a) What type(s) of data?
b) Did these data suit the study's purpose?
2. What data collection **procedures** did the researchers describe?



1. a) What type(s) of data? b) Did these data suit the study's purpose?

- a) interviews, observations, documents, audiovisual materials.
- one-on-one interviews with participating preservice teachers & their supervisors/instructors.
 - nonparticipant observations of participants' practices in the classroom
 - documents: student work & course syllabi.
 - audiovisual materials: video recordings of participants in the classroom
- b) The researchers explained how they used each of the different data sources to help develop an in-depth understanding of the preservice teachers' perceptions, experiences, and practices





2. What data collection *procedures* did the researchers describe?

- each observation and interview was...
 - scheduled at a certain point in the semester (e.g., beginning, middle, and end)
 - lasted a certain length of time (e.g., 30–90 minutes)
 - tape-recorded
- researchers did not include the full interview protocol, but *do* share the major questions that were asked



What makes the research good?

Quantitative

- Valid conclusions about how variables are related
- Findings are *generalizable*
 - sample is large
 - employs probability (random) sampling

Qualitative

- In depth descriptions that enable understanding of a central phenomenon
- Findings are *credible*
 - Small sample
 - info-rich participants



Homework

- Assignment 5
- Read Ch. 11

