



QUALITATIVE RESEARCH METHODS IN EDUCATIONAL RESEARCH

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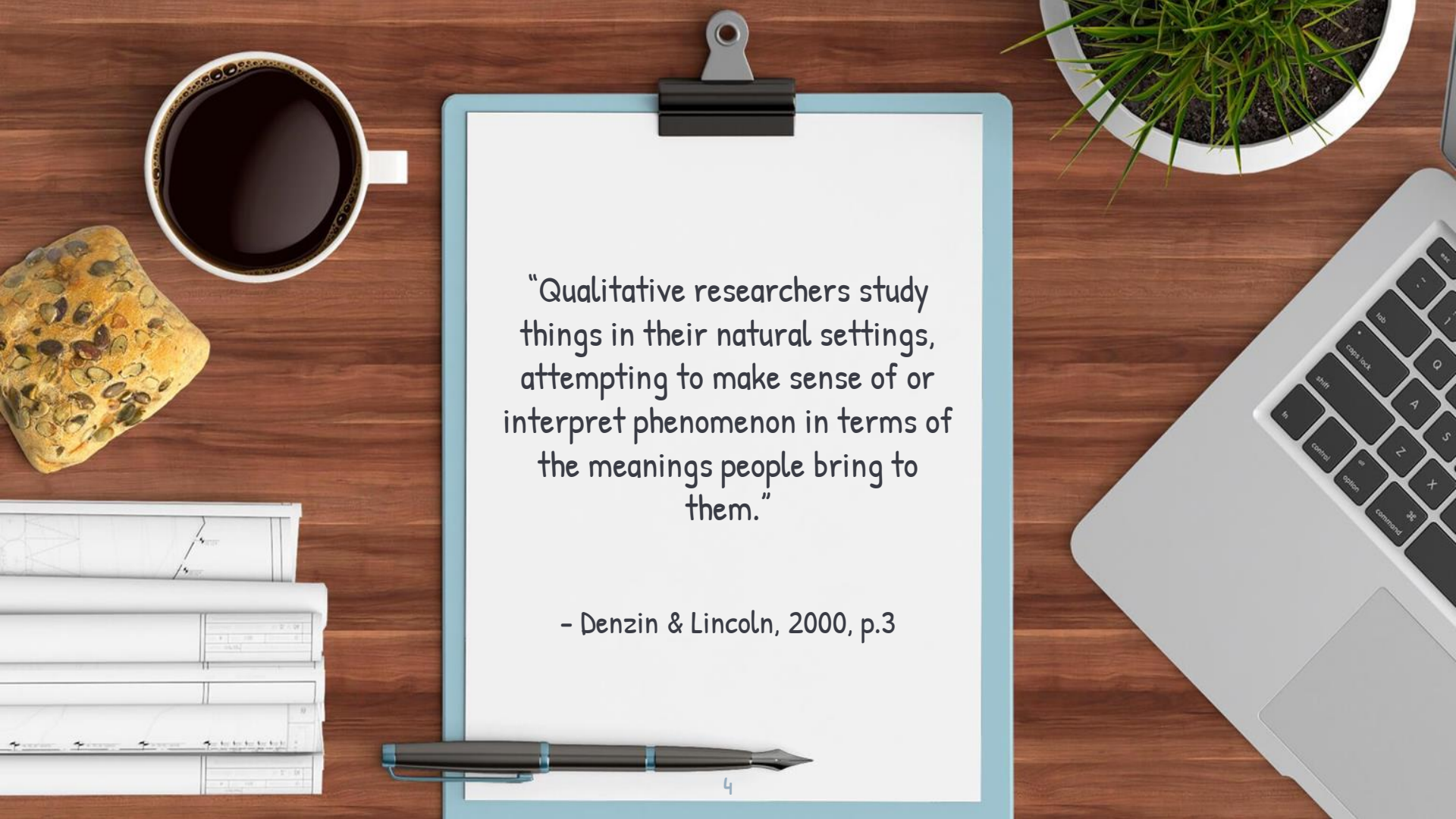
OBJECTIVES

At the end of the session, participants will be able to:

- > Understand the steps of qualitative research methodology, strengths and weaknesses;
- > Generate research ideas and formulate relevant research questions; and
- > Identify the different tools for qualitative research.



PART 1: OVERVIEW OF QUALITATIVE RESEARCH

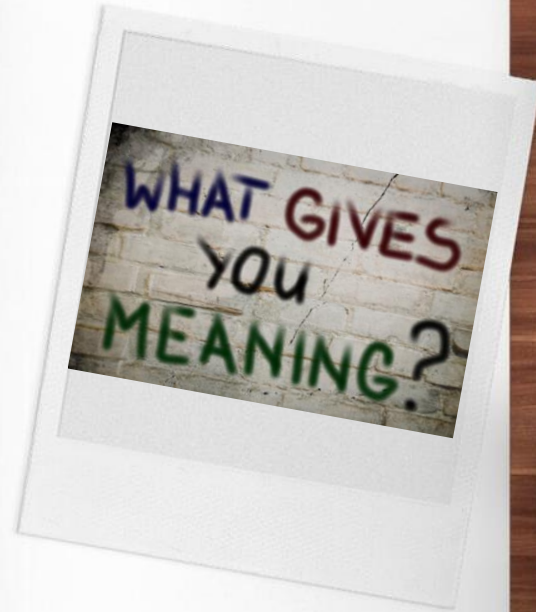


“Qualitative researchers study things in their natural settings, attempting to make sense of or interpret phenomenon in terms of the meanings people bring to them.”

- Denzin & Lincoln, 2000, p.3

RESEARCHING MEANING...

- > Words and experiences don't contain inherent meanings, people give meaning to them
- > To understand human behavior we need to make sense of the meanings people attribute to their social world



18. Equipment and technology used supported the learning activities in this course.

In the space below please write any comments about physical facilities or use of equipment and technology.

Summary Question

19. Overall, how would you rate your learning experience in this course?

Excellent

Very Good

Good

Fair

Poor

In the space below please write any overall comments about this course or instructor not covered above.

If I had one hour to live, I'd spend it in this class because it feels like an eternity.

Additional Questions (if separate sheet is provided)

20 (1)(2)(3)(4)(5)

23 (1)(2)(3)(4)(5)

26 (1)(2)(3)(4)(5)

29 (1)(2)(3)(4)(5)

32 (1)(2)(3)(4)(5)

21 (1)(2)(3)(4)(5)

24 (1)(2)(3)(4)(5)

27 (1)(2)(3)(4)(5)

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33 (1)(2)(3)(4)(5)

22 (1)(2)(3)(4)(5)

25 (1)(2)(3)(4)(5)

28 (1)(2)(3)(4)(5)

31 (1)(2)(3)(4)(5)

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THE NATURE OF QUALITATIVE RESEARCH

Qualitative research is the collection, analysis, and interpretation of comprehensive **narrative data** in order to gain insights into a particular phenomenon of interest

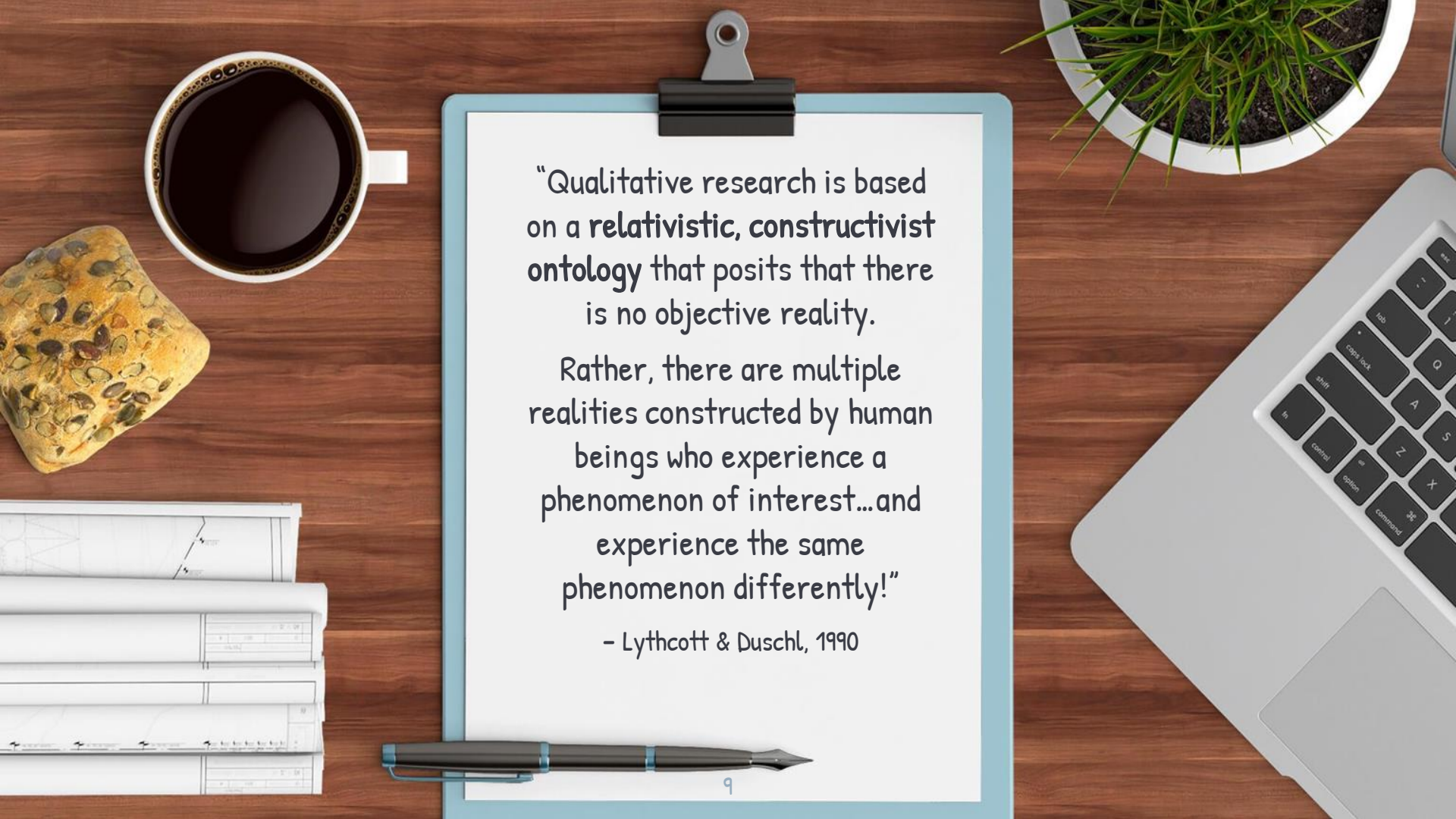
- Useful for answering questions about participants and contexts
- Answers the 'what,' 'why' and 'how' research questions

A top-down view of a wooden desk. In the top left is a green apple. In the top right is a green succulent plant. In the middle left is a white cup filled with dark coffee. In the middle right is a smartphone. At the bottom, there are two microphones on stands. A white text box is centered on the desk.

Sailing Stormy Seas: The Illness Experience of Persons with Parkinson's Disease

Abstract

Parkinson's disease is a chronic, progressive disorder with no known cause or promising cure. While substantial information is known about the pathophysiology, little is known about the illness experience of living with the disease. A qualitative study using an ethnographic approach was conducted to provide a rich understanding of the illness experience. The illness experience was apprehended through field work in two support groups and the personal accounts of 14 participants with Parkinson's disease. The metaphor, "Sailing the Sea in The Eye of the Storm," is the overarching theme and was chosen to conceptualize the voyage of persons living with Parkinson's disease. Two prevailing sub-themes were Daily Negotiations in the Midst of Uncertainty and Reconstruction of the Self.



"Qualitative research is based on a **relativistic, constructivist ontology** that posits that there is no objective reality.

Rather, there are multiple realities constructed by human beings who experience a phenomenon of interest...and experience the same phenomenon differently!"

- Lythcott & Duschl, 1990

COTTON SWAB?

Q-TIP?

COTTON BUD?

EAR CLEANER?



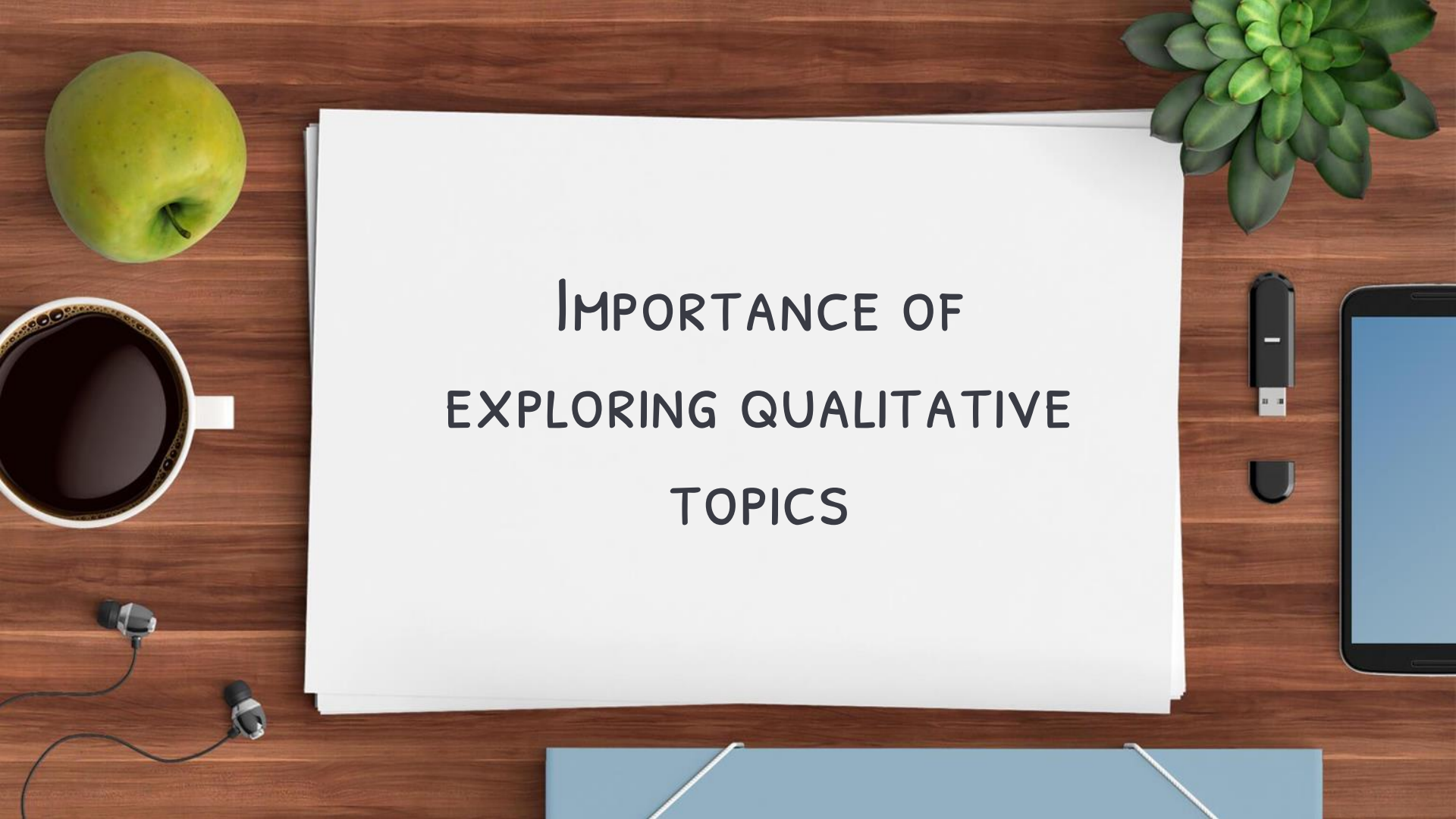
WHEN TO USE QUALI?

Develop hypotheses - about the occurrence of social phenomena

Describe - capture the language and imagery people use to describe and relate to a phenomenon

?

Understand - feelings, values and perceptions that shape behavior



IMPORTANCE OF
EXPLORING QUALITATIVE
TOPICS

1.

Provide insight into the complexity of common occurrences – for example, what is the experience of hope?

2.

Provide concrete details to guide understanding in a particular setting – rich data

3.

Provide insight into the “local” meanings that activities and practices have for participants – contextual

4.

Develop a comparative understanding of phenomena as experienced by different participants in different settings



RESEARCH QUESTIONS

The heart of a qualitative study...



Example:

How do students
use program
development
tools?

In a qualitative
study, inquirers
state research
questions, not
objectives or
hypotheses

CHARACTERISTICS OF QUALITATIVE RESEARCH

Takes place in the natural setting

Fundamentally interpretive (role of researcher as interpreter)

Researcher uses one or more strategies of inquiry

Researcher views social phenomena holistically

Researcher uses complex reasoning that is multifaceted, iterative, and simultaneous

Is emergent rather than prefigured

Researcher systematically reflects on who he or she is in the inquiry and is sensitive to his or her personal biography and how it shapes the study



PART 2: QUALI VS. QUANTI - EXAMPLES

QUANTITATIVE VS QUALITATIVE

Quanti:

- > Objective
- > Lit. review done early
- > Tests theory
- > Analysis by numbers
- > Use instruments
- > Go for generalization
- > Sample size large

Quali:

- > Subjective
- > Lit. review on-going
- > Develop theory
- > Analysis by words/ideas
- > Researcher as inst.
- > Go for uniqueness
- > Seeking 'information rich' sample

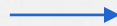
CHOICE OF RESEARCH METHOD IS DICTATED BY THE RESEARCH QUESTIONS

How many parents would consult their general practitioner when their child has a mild temperature?



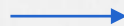
Why do parents worry so much about their children's temperature?

What proportion of smokers have tried to give up?



What stops people giving up smoking?

What is the relationship between smoking and parenting behavior



How do people learn about smoking?

EXAMPLE 1

Quantitative: The Relationship Between Types of Learning Activities of Adults and Geographic Location (rural vs. urban) (correlational)

Qualitative: How a Rural Location Shapes the Learning Activities of Adults

EXAMPLE 2

Quantitative: Strategies Teachers Prefer to Use in Handling Classroom Discipline Problems

Qualitative: How Teachers Negotiate the Resolution of Classroom Discipline Problems

EXAMPLE 3

Quantitative: The Relationship Between Being a Learning Organization and a Firm's Financial Profits

Qualitative: Factors That Facilitate the Successful Implementation of the Learning Organization



Example Qualitative Studies

How Certain Life Events Trigger Learning In Adulthood

Evaluation Practices In Community Extension Programs

The Globalization Process Of Private Companies

The Role Of HRD In Successful Small Businesses

How Adult Students Balance Work, Family, Study



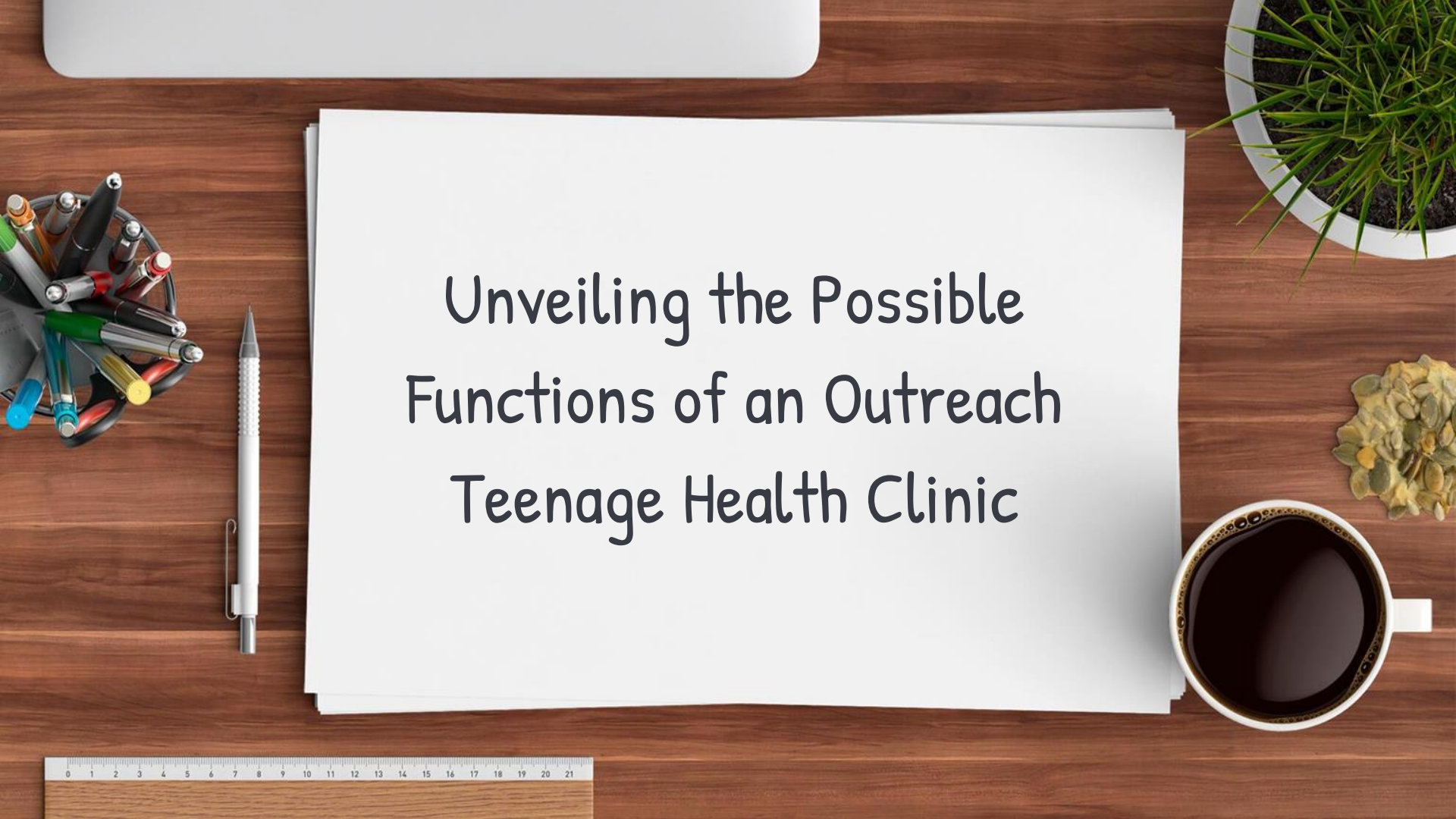
Check-in time...

Share your thoughts about
your own study

Share your research
questions



SAMPLE STUDY



Unveiling the Possible
Functions of an Outreach
Teenage Health Clinic

OPEN/FIRST-LEVEL CODING

- > Pregnancy
- > Smoking
- > Self esteem
- > Misinformed
- > Peer pressure
- > Time
- > Staff attributes
- > Sexual behaviour
- > Alcohol
- > Stress
- > Understanding
- > Own beliefs
- > Venue
- > Conducive setting

CATEGORIES

- > **Sexual Health**
 - Pregnancy
 - Sexual behaviour
- > **Drugs**
 - Smoking
 - Alcohol
- > **Mental Health**
 - Self esteem
 - Stress
- > **Lack of Knowledge**
 - Misinformed
 - Understanding
- > **Attitudes**
 - Peer pressure
 - Own beliefs
- > **Availability**
 - Time
 - Venue
- > **Approachability**
 - Staff attributes
 - Conducive setting

THEMES

- > **Health issues for young people**
 - Sexual Health (Pregnancy, sexual behaviour)
 - Drugs (Smoking, alcohol)
 - Mental Health (Self esteem, stress)
- > **Barriers for accessing service**
 - Lack of Knowledge (Misinformed, understanding)
 - Attitudes (Peer pressure, own beliefs)
- > **Incentives to use service**
 - Availability (Time, venue)
 - Approachability (Staff attributes, conducive setting)



THANK YOU!

Any questions?

Contact me at lateef@upm.edu.my