EDUC 500 2014s Lecture (Day 03)
Lectures Notes- F. Feng, 04, July, 2014

Agenda (Day 03)

o <u>Lecture 1</u>: Sampling and recruitment: follow closely

o <u>Lecture 2</u>: Constructing a research proposal, research design, expand with our own handouts, more open, less formal

o <u>Activity 1</u>: Quantitative data collection (open): TPI, AFS

o <u>Activity 2</u>: Artifacts

o Synthesis thus far, continuing with Chapter 1-5

o <u>Plan</u>: pre-qualifying, interactive, participatory, depends on pace, encourage questions, will upload lectures

o <u>Approach</u>: survey, foundational, no math, no details

EDUC 500 2014s Lecture (Day 03)
Sampling and Recruitment

o Research 2.0: Qualifying/Framework: Bigger Picture

  o Hypothesis: Framework before Method (could test)

  o *A conceptual Introduction to Quantitative Data Analysis* (Chapter 12) before *Sampling and Recruitment* (Chapter 4)

  o Prior experience with research, method; surveying

  o Attentive to research questions, dialectical nature of research: Theory/Research ⇔ Practice

  o Research 2.0: Paradigmatic questions, incommensurability

  o Language, concepts, underlying assumptions, models

  o Method(ologie)s vs. Methods; burning question: openness, attentiveness, qualified claims, inferences

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Sampling and Recruitment

o *Content: applied towards critical reading of literature

o Specific purposeful collection of data, sample from population

o Participants/universe- humans, non-humans, literary texts

o Correlation between framework and method: e.g. Repeated measures, multiple samples over time

o Probablistic vs. non probablistic sampling

o Well defined population, e.g. survey, minimize sampling errors

o Predictions based on sampling can be fairly accurate,

o Vocabulary of research: representativeness, unit of analysis, universe, population, sample, sampling frame, participants, bias, confidence intervals

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Sampling and Recruitment

o Generalizability- quantitative methods, based on underlying assumptions, generalizing to a population from sample

o Representativeness- why representative is the sample?

o How might we sample? Possible scenarios, participant (vs. subjects)- whom?

o Possible approaches/techniques

o *Simple random sampling:* chance, equal probability, random selection, random assignment, margin of error, confidence levels (p. 104)

o *Systematic sample with random start*: (bias possible)

o *Stratified random sampling*: first groups, sample randomly within stratum, representative of population (p. 107)

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Sampling and Recruitment

o Proportional stratified random sampling

o Mutistage cluster sampling: when sampling frame is not available, random sampling of clusters

o Is size factor: why/why not?

o Sampling error: nature of procedure, sample size

o Random sample, larger sample size, smaller sampling error, more confident, have representative, unbiased

o Does size ensure representativeness?

o Case study: George Bush, State of the Union address, CBC viewer call in, problem of bias, test empirically, randomly drawn sample (Monette, Sullivan, Dejong, 1994)

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Sampling and Recruitment

o Cook and Campbell (1979) – Caution with generalizing to all subgroups within the population, distinguish between generalizing to populations of interest, and across sub-groups of interest, quasi experimental methods (note)

o Qualitative researchers critique (Huberman & Miles, 1994)

o Theoretical vs. statistical criteria: richness (Morse, 1994)

o Recall role of theory in deductive/inductive research: former begins with theory/hypothesis, approaches to develop theory

o Qualitative research: smaller samples focus (Morgan, 2008)

o Depends on research question, objectives, constraints, role of theory, it depends, different set of criteria

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Sampling and Recruitment

o Non-probablistic sampling (qualitative); purposesive/strategic sampling (Bailey, 2007; Morse, 1994; Palys (2008)

o Stakeholder sampling: identifying and interviewing major stakeholders, consensual on how to move forward

o Extreme/Deviant case sampling- extreme cases focus

o Intensity sampling: sampling participants whose interest and vocations make them experts, exposure to phenomenon (Palys & Atchison, 2014)

o Typical case sampling: Not unusual

o Paradigmatic case sampling: exemplar for certain class

o Maximum variation sampling: sampling for diversity

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Sampling and Recruitment

- Criterion sampling: cases that meet criteria
- Critical case sampling: decisive case
- Disconfirming/negative case sampling: cases that disconfirm
- Representative sampling (qualitative criteria)
- Thoughtful respondent: useful information
- Snowball sampling: network, referral, respondent-driven (Salomon, 1984)
- Quota sampling: heterogenous sample, but no need for representativeness
- Research 2.0: Internet/intranets as research sites- larger, more demographically/geographically diverse Barry, 2001) Table 4.5

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Constructing a Research Proposal

o Working with our syllabus/handouts: Petrina's *Thesis and Dissertation Proposal Guide for Graduate Students*, *Writing Guide for Graduate students*

o Research proposal writing process- non-linear, dialectical

o *Research proposal writing*: Granting agencies, committees, BREB, participants; multiple approaches; *process*:

o *Generating a research topic-* selection, ideas/sources- deductive: guided by theory, inductive: emergent through interactions with and observation of phenomena, research process provides resources, topics, etc:

o Key: caring about research, examples: for funding agency, as thesis, prospectus for MA, for doctoral dissertation, for securing funding for research

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Constructing a Research Proposal

o *Placing research topic within the literature (and review)*

o Ground study within larger framework

o Situating project with clear evidence, synthesis, identifying relevant questions of concern

o Thinking critically about extant literature, identifying and highlighting consistencies and discrepancies in theory, research, policy, practice

o Identifying/highlighting flaws or gaps in literature that need to be addressed/critiqued/remedied

o Laying foundation for proposed research with conceptual underpinnings, frameworks, approaches, techniques

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Constructing a Research Proposal

o Examples from our Palys & Atchison texbook

o (McGinn &Palys, 2005): lack of action with understanding research participant views of process and ethical issues

o Menzies and Palys (1999):

o Specify where extant literature fit into existing domains of inquiry, new contributions to wider historical investigation of institutional psychiatry in BC and Canada

o Building on the emergent body of research focused on investigating treatment and and control of persons with multiple/dual signs of mental disorder and racial/ethnic marginalization: typical questions addressed (note list)

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Constructing a Research Proposal

o *Note similarity with our literature review assignment

o Stylistically similar to discussion papers written for theory class, critically synthesize and assess relevant literature in area of interest

o Free-flowing discussion of major themes/controversies highlighted by selection of works well-suited for helping with solid critical overview

o Different from annotated bibliographies- not simply itemized summaries, rather critical discussion of major themes, methodologies, etc. present in review

o Number of studies to include in review: Adequate number for understanding of topic area

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Constructing a Research Proposal

o Attentive to how others have addressed topic

o More read, better at identifying potential problems, directions, important areas to focus on, new research question and alternate methodologies

o Ongoing throughout design, execution, analysis stages of research project: i.e. dialectical rather than linear

o Analogous to first chapter of adventure novel: providing backdrop, introduction to core issues, motivating readers towards unfolding of story

o Literature Review: core component of published academic articles, read for examples: journals, proceedings, etc.

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Constructing a Research Proposal

o *Constructing researchable questions*

o Developing, refining, answering

o All research decisions outlined and discussed contingent on whether and how they contribute to answering our research question; define nature and scope

o Defining our research questions: emergent process

o Menzies and Palys (1999): Addressed range of questions pertaining to social and psychiatric control of racial/ethnic minority group members

o Tammy Dormand' s MA thesis- Aboriginal programs: initial, gap in literature for members left reserve to study/work

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Constructing a Research Proposal

o *Providing justifications for research*

o Rationale: why *this* study needs to be conducted, convey to readers why we should care, why *we* are qualified to conduct our proposed research; design, topic, questions

o *Contribution to theoretical development*- situate research topic in theoretical literature, pointing to contributions of proposed research

o *Taking different methodological approach*- methodological contributions of proposed research

o *Citing implications for policy/programme development*: emergent policy applications/implications

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Constructing a Research Proposal

- *Addressing a gap in the literature*
- Dearth of research in proposed area of research: exploratory work to identify possible research questions; key questions to address:
- Relevance of topic, research questions, significance, projected outcomes, contributions to topic, advancement of knowledge, development of new methods
- *Locating oneself with the study*
- Problematize depersonalization, active vs. passive language
- Critically aware/reflexive of own position- why important to us, rooted in lived experience, related to insights

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Constructing a Research Proposal

o *The Research design: A roadmap to success*

o *Research Question*: complexity of design- units of analysis, sampling and recruitment strategies, types of analysis

o *Outlining research procedure: Who? What? How?* How strategy will unfold, clear research design, outlining route, core questions around proposed:

o Participants, sampling strategy/details, procedures/strategies, framing/approach: exploratory, critical, deconstructive, etc.

o Participants: availability, encouraging participation, rationale for procedures, prepared for refusal, changes, etc

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Constructing a Research Proposal

o *Identifying and addressing ethical issues*:

o Awareness of power issues, potential issues with abuse of power, ethical codes of conduct:

o Addressing concerns around:

o Free/informed consent of participants, guarantee/assurances, positive and negative impacts, ensuring no harm, privacy, confidentiality, anonymity, recruitment, attentive to possibility of conflicts of interest

o *Measurement/Data Collection*- Method(ologie)s, supported argument for particular measures, instrumentation/collection techniques, assumptions, principles, procedures

EDUC 500 2014s Lecture (Day 03) Constructing a Research Proposal

o Key related concerns: key concepts/variables, conceptual/ operational definitions, building on prior work, specific data collection techniques, rationale for techniques, observation/ measurement devices, storage of data, ensuring security/ confidentiality of data

o *Nature of participation*- clarifying type of research, nature of participation, additional requirements, way access obtained and participation sought, gathering of data, follow-up

o *Analysis, expected outcomes, benefits of study*: shifting our thinking beyond project, types of analysis, note reference to Chapters 11 and 12, recursive not linear process, "so what" question, acknowledging potential limitations

EDUC 500 2014s Activity (Day 03)
Quantitative Data Collection

o Academic Freedom Questionnaire (AFQ)

o Teaching Perspectives Inventory (TPI)

o Experiential learning, more activities

o Instrumentation considerations

o Experience: Taking TPI, interface, readability, process

o Is the instrument valid?

o Is the instrument reliable?

o Likert scale design, inferences

o Theoretical frameworks, subscales

o Scale and generalizabiliy
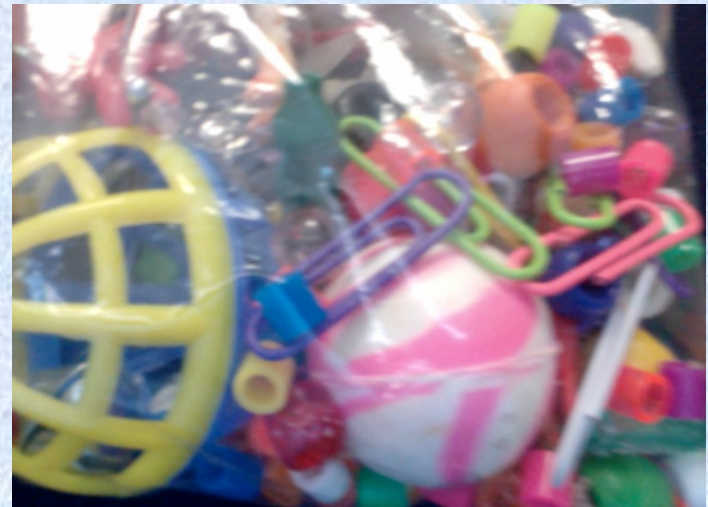
EDUC 500 2014s Activity (Day 03)
Quantitative Data Collection

o   TPI – relevant questions:

o   How is the instrument scored

o   How do we build this instrument?

o   What is the role of pilots? Why pilots?

o   What do the subscales mean?

o   How do we interpret our scores?

o   What is the role of theory in formulating instrument?

o   What about the application of the instrument?

o   What types of analysis are possible? Can the results here be correlated? What about causality?

o   Implications: reflective practitioners, revising the instrument
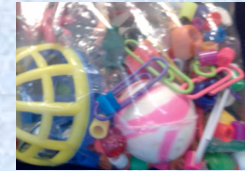
EDUC 500 2014s Activity (Day 03)
Artifacts

o Activity: "Artifacts"

   o 2 people working

   o 1 participant observer

   o 2 observers/scribes

   o 1 observer

   o "make sense"

   o 20 min. working, 10 min. summary, 5 -10 min. presentation

   o Large class sharing, debrief, pedagogical lessons

EDUC 500 2014s Activity (Day 03)

Artifacts

o Artifacts activity (discussion, within-group):

  o Experience as participant?

  o Experiences as participant-observer?

  o Experience as observer-scribe?

  o Experience as observer?

  o Record experiences with flipchart

  o Discuss possible differences

  o Allocate roles for reporting

  o Collectively/individually/representation?

EDUC 500 2014s Activity (Day 03)
Artifacts

o Artifacts activity (reporting, sharing):
  o Experience as participant, participant-observer?
  o Observer-scribe? Observers?
  o Other relevant experiences to share?
  o How might we contrast within/among reports?
  o How might we discuss felt differences in worldviews?
  o How might we reconcile differences in worldviews?
  o How might we connect/ground our activity learning with worldviews of Durkheim and Schutz that we are reading in our text?

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Artifacts

○ Artifacts activity (Theoretical Frameworks)
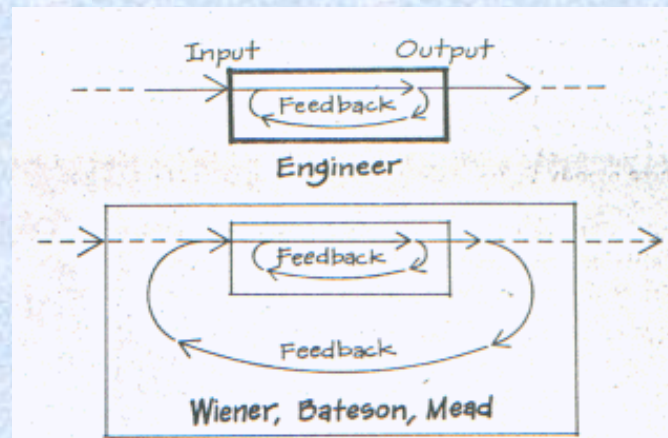
○ 1st order, 2nd order cybernetics (with thanks, Pille Bunnell)

○ Hand-drawn by Gregory Bateson, conversation among anthropologists

○ Brand, S. (1976). For God's sake: Conversation with Gregory Bateson and Margaret Mead. *CoEvolution Quarterly, June* (10), 32-44. http://www.oikos.org/forgod.htm

EDUC 500 2014s Activity (Day 03)
Artifacts

o Artifacts activity (synthesis)
  o Theorizing: towards a 3rd order cybernetics?
  o Relate to theory with experiences as participant, observers, participant observers
  o <u>Teachable moment 1</u>: Grounding our activities within theoretical frameworks
  o <u>Teachable moment 2</u>: Weaving theory research practice, and readings/studies (text)
  o Discuss pivotal roles of theory/research for practice
  o Connecting with our prior/upcoming lectures: inductive, deductive, mixed approaches to research

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Synthesis

- Cybernetics + design+ phenomenological consciousness

- Research, Web, Literacy, 2.0: Paradigmatic shifts

- Paradigms: incommensurate? Can worldviews unify?

- Possible rationales for our "Artifacts" activity

- Participant-observer role, member/team, modeling

- Synthesis notes on epistemology, ontology, axiology

- BKD, questions of being, etymology, genealogy

- Human condition; logical conclusion, compromises, age

- Added 7 pages, summarizing chapter 5 as well (in addition to prior TPI, activity, synthesis slides), for Q & A and review: