

Al-Madinah International University



Faculty	Education
Programme	Master of Education
Department	Curriculum and Instruction
Name of Course / Mode	Qualitative Research Methods
Course Code	GEQR5223

CHAPTER 1

NATURE OF RESEARCH

UNIT I

Introduction:

- **What is meant by the Nature of Research in Education?**
- **What is qualitative and quantitative paradigm, identify similarities and differences?**
- **Explain the overview of a Qualitative Proposal**

LEARNING OUTCOME

By the end of this unit, student should be able to;

1. Explain the nature of research in education
2. Analyze key things to think about in educational research
3. Explain Qualitative and Quantitative Paradigm
4. State the Differences and similarities; shift in methods; the myth of the dichotomy
5. Overview of a Qualitative Research Proposal

Nature of Research in Education

Educational research has its base from and encompasses many assumptions including philosophical understandings. This made it different from scientific research whose roots and underscore assumptions entrenched firmly within the positivist paradigm. These identified differences lead to some implications such as the type of questions that could be asked and the required method to be applied as defining scientific method ranging from control of experiment that would allow test of the effect of one variable on the other. These methods are not in line with matters that could be investigated in educational concerns.

Different decisions that required throughout the research process are detailed in each of the following sections:

- Identifying the rationale for and potential impact of your study
- Identifying an appropriate research question
- Conducting a literature review
- Gaining ethical approval
- Practical issues to consider
- Research or evaluation?

Key things to think about

- There are different paradigms within which research in education operates, therefore, appropriate approach to be used for a particular research would be determined by our understanding of the paradigms.
- As Science is different education so their principles and procedures of the scientific method are not always appropriate to carry out educational research.
- The appropriate choice of method(s) to be applied in a research depend on the questions posed towards it.

Qualitative and Quantitative paradigm

Qualitative Paradigm: The design to be used for a research study takes its root when topic and paradigm are carefully identified. However, a paradigm is essentially a worldview, a whole framework of beliefs, values and methods within which research takes place. According to Cresswell (1994) "A qualitative study is defined as an inquiry process of understanding a social or human problem, based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting.

Characteristics of Qualitative Research

1. An exploratory and Descriptive focus
2. Emergent Design
3. Data Collection in the natural setting

4. Emphasis on 'human-as-instrument'
5. Qualitative methods of data collection
6. Early and On-going inductive analysis

Qualitative method of data collection

- Observation – both participant and direct
- In-depth interviews
- Group Interviews
- The collection of relevant documents
- Photographs and Video Tapes

Quantitative Paradigm: Quantitative research until early 1980 the generally accepted research paradigm in the study of research for education. However, the research study reached a new peak during the “paradigm war” between advocates of quantitative and qualitative research. There was arguments between the advocates of the two paradigm in 1980 when one claimed superiority of its paradigm over the other. Some of these researchers were “purists,” who argued that the two approaches should be used independently not together due to differences in the world views associated with the two approaches. (Guba, 1990; Tashakkori and Teddlie, 1998). According to Creswell (2013), "Quantitative research attempts to quantify, collect and analyze numerical data, and focus on the links among a smaller number of attributes across many cases. Post positivist worldview, experimental design, and pre-test and post-test measures of attitudes. In this scenario, the researcher tests a theory by specifying narrow hypotheses and the collection of data to support or refute the hypotheses.

Definitions

The qualitative research interview seeks to describe and the meanings of central themes in the life world of the subjects. To understand the meaning of what the interviewees are saying is the main purpose of conducting interview (Kvale, 1996). The author explains that the interview aims to cover both factual and a meaning level even though it is usually more difficult to interview on a meaning level. Interviews may be useful as follow-up to certain respondents to questionnaires, e.g., to further investigate their responses (McNamara, 1999). It is also useful for getting the story behind participant's experiences.

The interviewer can pursue in-depth information around the topic. Most qualitative researchers would agree with Snider's (2010) observation that numbers impress, but unfortunately, also conceal far more than they reveal. They would also agree with Davis's (2007) observation that "good qualitative research has equalled, if not exceeded, quantitative research in status, relevance, and methodological rigor" (p. 574). Several principles guide the thinking and planning stages of most qualitative researchers. Qualitative research, in all of its complex designs and methods of data analysis, is guided by the philosophical assumptions of qualitative inquiry: To understand a complex phenomenon, you must consider the multiple "realities" experienced by the participants themselves—the "insider" perspectives. Natural environments are favoured for discovering how participants construct their own meaning of events or situations. The search for an objective reality, favoured by quantitative researchers, is abandoned to the assumption that people construct their own personalized worlds. For example, the experiences of high school dropouts, how beginning readers think about their comprehension, how an at-risk school transformed into a high-achieving school, what motivated first-generation women college graduates in Appalachia, how creativity is fostered in schools—these are all topics suited for qualitative inquiry. Questions like these yield complex data, although the sources and formats vary. The most common sources of qualitative data include interviews, observations, and documents (Patton, 2002), none of which can be "crunched" easily by statistical software. The description of people's lived experiences, events, or situations is often described as "thick" (Denzin, 1989), meaning attention is given to rich detail, meaningful social and historical contexts and experiences, and the significance of emotional content in an attempt to open up the word of whoever or whatever is being studied. The goal of qualitative data analysis is to uncover emerging themes, patterns, concepts, insights, and understandings (Patton, 2002). Qualitative studies often use an analytic framework—a network of linked concepts and classifications—to understand an underlying process; that is, a sequence of events or constructs and how they relate. Here is one example (an abstract provided by Moorefield-Lang [2010]) of a study that uses common sources of data to answer

This study explores the question "Does arts education have a relationship to eighth-grade rural middle school students' motivation and self-efficacy?" Student questionnaires, focus-group interviews, and follow-up interviews were data collection methods used with 92 eighth-grade middle school students. Strong emphasis was placed on gathering personal narratives,

comments, and opinions directly from the students. Content analysis r (“explore”) a research question under the qualitative paradigm: was used to analyze the student interviews. (p. 1)

Worldview

A perspective that favours the social construction of reality described above is usually referred to in education as constructivism, falling clearly under the philosophical orientation called interpretivism. This orientation honours the understanding of a whole phenomenon via the perspective of those who actually live it and make sense of it (construct its meaning and interpret it personally).

A clear alternative, and sharply contrasted, paradigm to interpretivism is positivism, closely aligned with objective measures and quantitative research designs. Quantitative researchers, in contrast to qualitative researchers, are comfortable with an orientation toward understanding the objective world via experimental designs that test hypotheses born from theories and result in statistical generalizations that apply to a population at large. The researcher in this case often administers standardized measuring instruments in controlled settings, such as tests of cognitive skill, achievement, and attitudes, and analyses data using statistical software. The general understanding favoured by quantitative, positivist researchers comes from empirical verification of observations, not subjective experiences or internal states (emotions, thoughts, etc.) of research participants. In contrast, the qualitative researcher often is the instrument, relying on his or her skills to receive information in natural contexts and uncover its meaning by descriptive, exploratory, or explanatory procedures. Qualitative researchers value case studies (or multiple-case studies), for example, whereas quantitative researchers tend to value large sample sizes, manipulation of treatments and conditions, and true experiments or quasi-experiments. Both approaches to research in education have yielded valuable, influential knowledge, and it is clear that debate will continue over which approach is more useful in education. Compelling arguments are offered by advocates of both orientations. Given that many qualitative researchers favour case studies of a single “unit” (person, school, etc.), the oft-cited criticism of qualitative research is lack of generalization. Pioneer qualitative researchers Lincoln and Guba (1985) remind us that “the trouble with generalizations is that they don’t apply to particulars” (p. 110). The quantitative researcher might critically evaluate the qualitative researcher by noting, “What? Your conclusion is based on only one participant?”

And the other would respond, “What? Your conclusion is based on only one experiment?” Suffice it to say that understanding educational effects and processes may arise from many different approaches to research, including the mixing of both qualitative and quantitative approaches. There is no need to identify strictly with one orientation or the other. The division in beliefs about knowledge described above has created very different research paradigms, splitting many researchers into quantitative (positivist) and qualitative (interpretivist) “camps.” Both, however, value rigorous data collection and analysis coupled with sound, logical arguments that characterize scientific reasoning, namely a compelling chain of evidence that supports conclusions. Both camps are keenly aware of rival hypotheses and alternative explanations for their findings, and both attempt to eliminate the plausibility of counterhypotheses and their propositions. Further, interpretivist models of qualitative research, such as original grounded theory (Glaser & Strauss, 1967), whereby emerging themes are discovered and modelled into theory, have evolved into more objective, positivistic approaches to describing the external world, such as that advocated by Charmaz (2000).

Quantitative Research	Qualitative Research
Tests hypotheses born from theory	Generates understanding from patterns
Generalizes from a sample to the population	Applies ideas across contexts
Focuses on control to establish cause or permit prediction	Focuses on interpreting and understanding a social construction of meaning in a natural setting
Attends to precise measurements and objective data collection	Attends to accurate description of process via words, texts, etc., and observations
Favors parsimony and seeks a single truth	Appreciates complexity and multiple realities
Conducts analysis that yields a significance level	Conducts analysis that seeks insight and metaphor
Faces statistical complexity	Faces conceptual complexity
Conducts analysis after data collection	Conducts analysis along with data collection
Favors the laboratory	Favors fieldwork
Uses instruments with psychometric properties	Relies on researchers who have become skilled at observing, recording, and coding (researcher as instrument)
Generates a report that follows a standardized format	Generates a report of findings that includes expressive language and a personal voice
Uses designs that are fixed prior to data collection	Allows designs to emerge during study
Often measures a single-criterion outcome (albeit multidimensional)	Offers multiple sources of evidence (triangulation)
Often uses large sample sizes determined by power analysis or acceptable margins of error	Often studies single cases or small groups that build arguments for the study's confirmability
Uses statistical scales as data	Uses text as data

Differences between Qualitative and Quantitative research

Qualitative	Quantitative
<p>1. Qualitative research facilitate understanding of the underlying reasons, opinions, and motivations about human and social science. It helps to reveal how the people think a and feel</p> <p>2. It provides insights into the problem or helps to develop ideas or hypotheses for potential quantitative research. It is collected in verbal also holistic in nature</p> <p>3. Qualitative Research is also used to uncover trends in thought and opinions, and dive deeper into the problem to explore and discover ideas in the process.</p> <p>4. Qualitative data collection methods vary using unstructured or semi-structured techniques. It is exploratory to develop initial understanding.</p> <p>5. Some common methods include focus groups (group discussions), individual interviews, and participation/observations. The sample size is typically small, and respondents are selected based on special criteria such as knowledge of the</p>	<p>1. Quantitative Research is used to quantify the problem through the method of generating numerical data and logical mathematical techniques that can be transformed into usable statistics and followed by explanation in text statements.</p> <p>2. It is used to quantify attitudes, opinions, behaviours, and other defined variables – and generalize results from a larger sample that were measured to deter the unique nature of the population.</p> <p>3. Quantitative Research uses measurable data to establish and formulate facts and uncover patterns in research. Its aim is to discover causes and effects of one variable on the other.</p> <p>4. Quantitative data collection methods are much more structured than Qualitative data collection methods and its result is conclusive in nature by recommending the cause of action.</p> <p>5. Quantitative data collection methods include various forms of surveys such as online surveys, paper surveys, mobile surveys and kiosk surveys, face-to-face interviews, telephone interviews, longitudinal studies, website interceptors, online polls, and</p>

phenomenon, relevance in the course to fulfil a given quota.	systematic observations. Respondents are not subject to probing on provided response.
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Similarities between Qualitative and Quantitative research

1. For both qualitative and quantitative research, raw data is required, that is to say, data which have not been used for any study before. It is usually in the form of survey from respondents in quantitative research while qualitative data are sought from participants. However, data from both research approaches are generally for the purpose of empiricism, factual. Qualitative research often requires people to participate, while quantitative research could be based on numbers generated from other reliable sources.
2. Both qualitative and quantitative research are used to measure the results of data in order to support the basis and fundamental expectations of the phenomenon under study.
3. The quantitative research was possible only because the qualitative research was completed first. You wouldn't know which emotion was the most popular, if you hadn't first determined which moods were evoked. Qualitative and quantitative research can stand on its own merits, but also, and often, they can work in tandem to help with the research process.
4. Both processes require that the raw data be analysed to establish facts about the inquiries in context.

CHAPTER 2

Topics

What is basic design survey?

Explain how to design observation and Interview Schedules

What is Documentary analysis & other non-interactives?

LEARNING OUTCOME

By the end of this unit, student should be able to;

1. Explain the Basic design of Survey
2. Explain Designing Observation Schedules
3. Describe Designing Interviewing Schedules
4. Identify Documentary analysis and other non-interactive

Basic design of Survey

The key to obtaining good data through a survey is to develop a good survey questionnaire. Researcher should conduct interviews or mail out surveys as first step and would need to know how to design a good survey questionnaire.....Survey questionnaires present a set of questions to a subject who with his/her responses will provide data to a researcher. The key to developing a good survey questionnaire is to keep it short while ensuring that you capture all of the information that you need.

- Every question in the questionnaire must be necessary. ...
- Short and simple question required. ...
- Direct questions is required, no personal information except necessary. ...
- One question be asked at a time. ...

- Researcher should avoid leading and biased questions. ...
- Researcher should speak the respondent's language. ...
- Researcher should use response scales whenever possible. ...
- Researcher should avoid using grids or matrices for responses
- Researcher should test the survey questionnaire

Designing Observation Schedules

An observation schedule is a form prepared prior to data collection that delineates the behaviour and situational features to be observed and recorded during observation. Observation schedules vary on a quantitative–qualitative continuum.

Tips for designing observational schedules

- Review your evaluation questions
- Researcher should decide what to observe to answer his/her questions
- Researcher should decide how the observations will be conducted
- Researcher must be specific on the time observation should start
- The Observer should define and describe the behaviours, products, conditions, and/or events concerned with
- Training must be designed for observers
- Observer must adopt a device checks for reliability and accuracy
- Observer should endeavor to determine how to review and adjust observational system for the next evaluation

Interview schedule

An interviewer is expected to prepare an interview schedule. It is basically a list containing a set of structured questions, to serve as a guide for interviewers, researchers and investigators in collecting information or data about a specific topic or issue. The schedule will be filled in the questions with the answers received during the actual interview.

Process of designing Interview schedule

- Investigator/Interviewer is not expected to start the interview with a question probing into any personal information of the interviewee (unless the purpose of the interview is to talk about his personal life).
- Researcher should start with the “lighter” questions, or those that will not immediately put the interviewee or respondent on his guard.
- Researcher should group the questions in a logical manner as general rule.
- For variety and a more natural flow, if the researcher is using both open-ended and closed questions, it would be a good idea to mix them up, instead of asking all the closed questions first and then the open-ended ones in the latter half of the interview. Another suggestion is to adapt the funnel or inverted funnel sequence. The funnel sequence will have you starting with open-ended questions, and gradually but naturally easing into the close-ended ones. The inverted funnel sequence orders the questions in reverse.
- Researcher should keep the respondents or interviewees in mind when preparing the questions.
- Researcher must make the wording of the questions very clear.
- Interviewer must provide adequate space where to write the answers or responses to each question.
- As interviewer, you have to familiarize yourself with the interview schedule.

Procedure of the Interview

Occasionally verify the tape recorder (if used) is working.

Ask one question at a time.

Attempt to remain as neutral as possible.

Encourage responses.

Be careful about the appearance when note taking.

Provide transition between major topics.

Don't lose control of the interview.

After the Interview:

Verify if the tape recorder, if used, worked throughout the interview.

Make any notes on your written notes.

Write down any observations made during the interview.

Convergent Interviewing as Action Research

Each pair of interview, including the review session immediately following them, constitutes an action research cycle. The review sessions interpret the data emerging from the interviews. During the review session you also plan the questions which will give a better understanding of the situation.

The process and the sampling are checked. They can be modified in the following attempt.

There are two types of overlap in the themes and two corresponding types of probes:

Agreements which were listed by seeking exceptions

Disagreements for which explanation are sought.

You challenge the interpretations arising from early interviews.

Ask more specific questions, pursuing deeper understanding as you follow up the explanations and disagreements.

By seeking exceptions, you allow disconfirmation of your data and interpretations. The disagreements guide you into the pool of potentially available data.

Probes become more specific, each interview begins with a very open-ended question.

Each informant is given a chance to contribute data uncontaminated by your interpretations.

Documentary analysis

Documentary analysis is a type of qualitative research in which research analyst review documents to assess an appraisal theme. Researcher/ analyst would dissect by coding the content into subjects like how focus group or interview transcripts are investigated. A rubric can also be utilized to review or score a document. The three essential sorts of documents are:

- Public Records, such as understudy transcripts, statements of purpose, yearly reports, strategy manuals, understudy handbooks and vital arrangements
- Personal Documents, such as date-books, messages, scrapbooks, online journals, Facebook posts, obligation logs, occurrence reports, reflections/diaries and daily papers
- Physical Evidence, such as flyer, publications, plans, handbooks and training materials.

Document analysis can be used to accumulate requirements amid for a project. It collects available documents of related business procedures or systems and attempts to extract relevant

data. Requirements can also be extracted from stakeholders via questionnaires, interviews, or focus groups. Document types include:

- Bench-marking studies
- Business plans
- Business process and method documentation
- Company updates
- Competing item writing and surveys
- Customer contracts
- Customer recommendations
- Requests for proposals
- System imperfection reports

Non interactive

Non interactive definition is - *not interactive*; especially: not involving or requiring the actions or input of a user. This concept may be referring to Non- participation. It is about document and artefact analysis.

Beyond nonparticipant observation, many unobtrusive methods exist for collecting information about human behaviours. These fall roughly into the categories of document and artefact analyses, but overlap with other methods. For instance, the verbal or nonverbal behaviour streams produced during videotaped observations may be subjected to intense microanalysis to answer an almost unlimited number of research questions. Content analysis, as one example, may be done on these narratives.

CHAPTER 3

Introduction:

What is documentary research?

Explain Historical and biographical

What is comparative research?

What is Narrative research?

By the end of this unit, student should be able to;

1. Explain Documentary research
2. Describe Historical and autobiographical research
3. Explain Comparative research
4. Narrative based research

Documentary research

This is a study that uses outside sources, personal and official documents, to support the viewpoint or argument of an academic work. The process of documentary research often involves some or all of conceptualising, using and assessing documents. The analysis of the documents in documentary research would be either quantitative or qualitative analysis (or both). Reliable source of data depends on the types of documents, researcher's ability and consideration to use them in research as sources of evidence on the social world.

Documentary or archival research, serving as both a complement to and extension of biographical inquiry, takes on different meanings in the field of education. It also addresses issues related to the role and use of documents and public and private records. It produces artefacts and material culture through artistic representation, moving and still imagery, and sound recordings.

Example of documents used by social scientists may include but no limited to the journal articles, newspapers, diaries, stamps, directories, handbills, maps, government statistical publications, photographs, paintings, gramophone records, tapes, and computer files.

Historical research is a qualitative technique to source secondary data. It is studies the meaning of past events in an attempt to interpret the facts and explain the cause and effect of

events in the present. In doing so, researchers rely heavily on primary historical data (direct accounts of events, archival data - official documents, personal records, and records of eyewitnesses) and less frequently on secondary historical data (information from persons who didn't witness the event; e.g. textbooks, newspapers, encyclopaedias). Nevertheless, historical research data is subject to external criticism (verification of genuineness or validity of the source) and internal criticism (exploring the meaning of the source). Time and place dimensions paramount to historical research. Simple chronology is not considered historical research because it does not interpret the meaning of events.

Autobiographical research

Autobiography refers to the telling and documenting of one's own life. Together with biography (researching and documenting the lives of others), autobiography has increasingly been used as a resource and method for investigating social life. Autobiographical stories are more than personal narratives because stories reflect a set of values, rules, and norms that govern a person's learning and sense of logic (Maynes, Pierce, & Laslett, 2008). When viewed as a source of data, autobiographical narratives situate reflexivity within contexts of cultural settings (De Gloma, 2010) that offer researchers an important set of social and individualized contexts to study (Brockmeier, 2012)

Comparative research

Comparative research is the act of comparing two or more things with a view to discovering something different or similar about one or all of the things being compared. This technique often utilizes multiple disciplines in one study. About the method, the majority agreement is that there is no methodology peculiar to comparative research. The multidisciplinary approach is good for the flexibility it offers, yet comparative programs do have a case to answer against the call that their research lacks a "seamless whole."

Narrative research

Narrative inquiry is a form of qualitative research that involves telling or writing story or description of events. The study of stories or description of series of events. The assumption is that the story is the fundamental units that account for human. However, the kind of story and method use for the study are vary (Pinnegar and Daynes 2007). Narrative is an experience that emerged in the field of management science and later also developed in the field of knowledge

management, which shares the sphere of Information Management (Cleveland, 1989). Thus Narrative Inquiry focuses on the organization of human knowledge more than merely the collection and processing of data. It also implies that knowledge itself is considered valuable and noteworthy even when known by only one person.

CHAPTER 4

Qualitative Research Design and Approaches

LEARNING OUTCOME

By the end of this unit, student should be able to;

1. Explain Grounded Theory, phenomenology, ethnography, hermeneutics, historiography,
2. Explain Feminist and critical approaches, curriculum criticism,
3. Describe Action research,
4. Explain Case Studies: Historical, Observational studies, Life history and documents
5. Describe Philosophical Method.

What do you understand in the following designs: Grounded Theory, Phenomenology, Ethnography, Hermeneutics, Historiography?

2. Explain Feminist and critical approaches, curriculum criticism,
3. Describe Action research,
4. Explain Case Studies: Historical, Observational studies, Life history and documents
5. Describe Philosophical Method.

Ground Theory

It is a set of systematic inductive methods to conduct qualitative research aims toward theory development (Charmaz, 2006). A consideration was given to inductive nature of qualitative research for generating a theory hence, grounded theory focuses on the task of theory construction. To implement Grounded Theory, researcher must focus on searching the core social process in any given social situation. Glaser and Strauss (1967) developed a research process that takes the researcher into and close to the real world to ensure that the results are “grounded” in the social world of the people being studied. More recently, Charmaz (2003, 2006) has argued that the ongoing work of Glaser (1978) and Strauss and Corbin (1990) has resulted in grounded theory becoming more objectivist (positivistic) and suggested that a more constructivist (interpretive) approach allows researchers to focus more on human agency, social and subjective meaning, and problem-solving practices and action. However, Charmaz 2006 reiterates that Grounded theory serves as a way to learn about the worlds we study and a method for developing theories to understand them. The theory is seen as a developmental process and therefore is able to capture the nature of social interaction and its structural content.

Phenomenology

The purpose of the phenomenological approach is to illuminate the specific, to identify phenomena through how they are perceived by the actors in a situation. It gives a direct answer to such question like What is it like to have a certain experience L. W. Sumner, ,Joseph Boyle Joseph M. Boyle - 1996 . The approach seeks to understand the phenomenon of a lived experience. In the human sphere this normally translates into gathering ‘deep’ information and perceptions through inductive, qualitative methods such as interviews, discussions and participant observation, and representing it from the perspective of the research participant(s) (Lester, 1999). Phenomenology is concerned with the study of experience from the perspective of the individual. Phenomenology involves researcher to enter into individual’s life world and the self to interpret individual’s groups’ experience. Epistemologically, phenomenological approaches are based in a paradigm of personal knowledge and subjectivity, and emphasise the importance of personal perspective and interpretation (Lester, 1999).

Link: Lester, S. (1999). An introduction to phenomenological research. Taunton UK, Stan Lester Developments. Retrieved from (www.sld.demon.co.uk/resmethy.pdf)

Ethnography

Ethnography is a well-known form of qualitative research in anthropology, and focuses on the question that “What is the culture of a group of people, or people in a particular setting?” The goal of ethnographic research is to tell the whole story of a group’s daily life, to identify the cultural meanings, beliefs and social patterns of the group, and can include the description of material culture (buildings, tools, and other objects that have cultural meaning). Culture is not limited to ethnic groups, and ethnographers study the culture of organizations, programs and groups of people with common social problems such as smoking and drug addiction. In the area of healthcare, Krefting (1989) described a disability ethnography, which is a strategic research approach that focuses on a particular human problem and those aspects of group life that impact on the problem.

Hermeneutics

Historiography is the study of the methods of historians in developing history as an academic discipline, and by extension is anybody of historical work on a particular subject..... The historiography of a specific topic covers how historians have studied that topic using History

is the product of historiography. Historiography is the discipline historian's study and apply to write a history. History is a narrative account used to examine and analyze past events while Historiography is the body of historical work on a specific topic. Particular sources, techniques, and theoretical approaches (University of Rhode Island, 2018). Scholars discuss historiography by topic—such as the historiography of the United Kingdom, that of WWII, the British Empire, early Islam, and China—and different approaches and genres, such as political history and social history. Beginning in the nineteenth century, with the development of academic history, there developed a body of historiographic literature. The major purpose of writing a historiographical paper is to convey the scholarship of other historians on a particular subject, rather than to analyze the subject itself.

Feminist Approaches

Listening to women's experiences and voices is key to the feminist approaches. In-depth interviews and focus groups are two methods widely used in feminist research. Feminist research is described in terms of its purposes of knowledge about women's lives, advocacy for women, analysis of gender oppression, and transformation of society. Campbell and Wasco (2000) argue that Feminist empiricism reflects a union of post-positivist realism and liberal feminism. Because neither of its traditions call for structural changes in either science or society, this epistemological framework focuses on how to make our theories of knowledge less susceptible to gender bias. Feminist empiricism is based on the ontological assumption that a real, objective world does exist; therefore, the goal of the scientist is to capture and explain that social world in such a way that does not reflect gender biases. Feminist critiques of social science research are reviewed in relation to the development of methodological and epistemological positions. Feminist contributes to the transformation of science from empiricism to postmodernism. Reflexivity, collaboration, power analysis, and advocacy are discussed as common practices of feminist qualitative research.

Critical Approaches

Critical theory is both political and epistemological in intent. It aims to move beyond the obvious in order to uncover the effects of political structures and their associated power relations. Its ultimate intent is emancipatory. To some, 'critical theory' signifies the school of thought deriving from the Frankfurt School, a collection of theorists in the 1930s influenced by Marx, but critical of narrow, orthodox Marxism. They drew on a wide range of theoretical

resources, notably Freudian and critical cultural theory. Currently, the most influential theorist identified as working within the tradition of this school is Habermas.

Curriculum Criticism

Curriculum criticism is a multi-disciplinary approach to the study of educational materials and settings. Criticism combines and adapts information collection and reporting techniques of social anthropology and aesthetic criticism in order to help others perceive and understand educational phenomena more fully.

Action Research

Action research is a disciplined process of inquiry conducted *by* and *for* those taking the action. The primary reason for engaging in action research is to assist the “actor” in improving and/or refining his or her actions

Philosophical Methodology

It is the study of how to do philosophy. A common view among philosophers is that philosophy is distinguished by the ways that philosophers follow in addressing philosophical questions. There is not just one method that philosophers use to answer philosophical questions.

Analyzing Qualitative Data

Qualitative data analysis works a little differently from quantitative data, primarily because qualitative data is made up of words, observations, images, and even symbols. Deriving absolute meaning from such data is nearly impossible; hence, it is mostly used for exploratory research. While in quantitative research there is a clear distinction between the data preparation and data analysis stage, analysis for qualitative research often begins as soon as the data is available.

Data Preparation and Basic Data Analysis

Analysis and preparation happen in parallel and include the following steps:

Getting familiar with the data: Since most qualitative data is just words, the researcher should start by reading the data several times to get familiar with it and start looking for basic observations or patterns. This also includes transcribing the data.

Revisiting research objectives: Here, the researcher revisits the research objective and identifies the questions that can be answered through the collected data.

Developing a framework: Also known as coding or indexing, here the researcher identifies broad ideas, concepts, behaviours, or phrases and assigns codes to them. For example, coding age, gender, socio-economic status, and even concepts such as the positive or negative response to a question. Coding is helpful in structuring and labelling the data.

Identifying patterns and connections: Once the data is coded, the research can start identifying themes, looking for the most common responses to questions, identifying data or patterns that can answer research questions, and finding areas that can be explored further.

Qualitative Data Analysis Methods

Several methods are available to analyze qualitative data. The most commonly used data analysis methods are:

Content analysis: This is one of the most common methods to analyze qualitative data. It is used to analyze documented information in the form of texts, media, or even physical items. When to use this method depends on the research questions. Content analysis is usually used to analyze responses from interviewees.

Discourse analysis: Like narrative analysis, discourse analysis is used to analyze interactions with people. However, it focuses on analysing the social context in which the communication between the researcher and the respondent occurred. Discourse analysis also looks at the respondent's day-to-day environment and uses that information during analysis.

Grounded theory: This refers to using qualitative data to explain why a certain phenomenon happened. It does this by studying a variety of similar cases in different settings and using the data to derive causal explanations. Researchers may alter the explanations or create new ones as they study more cases until they arrive at an explanation that fits all cases.

These methods are the ones used most commonly. However, other data analysis methods, such as conversational analysis, are also available.

Data analysis is perhaps the most important component of research. Weak analysis produces inaccurate results that not only hamper the authenticity of the research but also make the findings unusable. It's imperative to choose your data analysis methods carefully to ensure that your findings are insightful and actionable.

Data Preparation to Data Analysis

HOW TO DO THE ANALYSIS OF DATA

The most commonly used data analysis methods are: Content analysis: This is one of the most common methods to analyze qualitative data. ... Narrative analysis: This method is used to analyze content from various sources, such as interviews of respondents, observations from the field, or surveys. Sep 5, 2018

Narrative Research

Narrative theory research analysis approach involves shaping, transforming, and uncovering an experience (usually human experience) in a story format—understood through a stirring linguistic depiction. Therefore it is characterized by in-depth discourses and may involve subjective intuitions. This method is used to analyze content from various sources, such as interviews of respondents, observations from the field, or surveys. It focuses on using the stories and experiences shared by people to answer the research questions. Analysis process converts experiences into words in form of writing, verbal or other communicable representation. Narrative analysis is aimed to derive a theme in an account of one's life. Similarly, narrative analysis aims to identify the kinds of stories told about the researched phenomenon and the kinds of story representing the phenomenon in culture and society. ... If you use narrative analysis, your

CHAPTER 5

UNIT 1

Topic: Introduction

Foundations of qualitative Research in Education

What is the meaning of Fundamental Assumption?

How to analyse research concept and characteristics

What is theoretical underpinning?

Explain research from Islamic perspective

LEARNING OUTCOME

By the end of this unit, student should be able to;

1. Explain the Fundamental Assumptions;
2. Analyse Research Concepts and Characteristics;
3. Explain Theoretical Underpinnings;
4. Research from an Islamic Perspective.

Fundamental Assumptions: A central or primary rule or principle on which thing that is accepted as true or as certain to happen, without proof is based.

Assumptions and beliefs of inquirers and the people they study influence all our inquiry activities and interpretations. As you think about your own inquiry interests, you should examine your assumptions and beliefs, as well as those of the people you are trying to understand, and how they might shape your studies. This section explores some assumptions commonly made by educational inquirers and the people they study. Some of the following are part of the fundamental assumption in qualitative studies:

Ethnography, Participant Observation, Case Study, Interpretative Inquiry, Phenomenology, Hermeneutics, Constructivism, and Narrative are terms used to reflect this same paradigm.

Research Concepts:

Research is an investigative process of finding reliable solution to a problem through a systematic selection, collection, analysis and interpretation of data relating to the problem.

Figure 1: An example of Concept Model

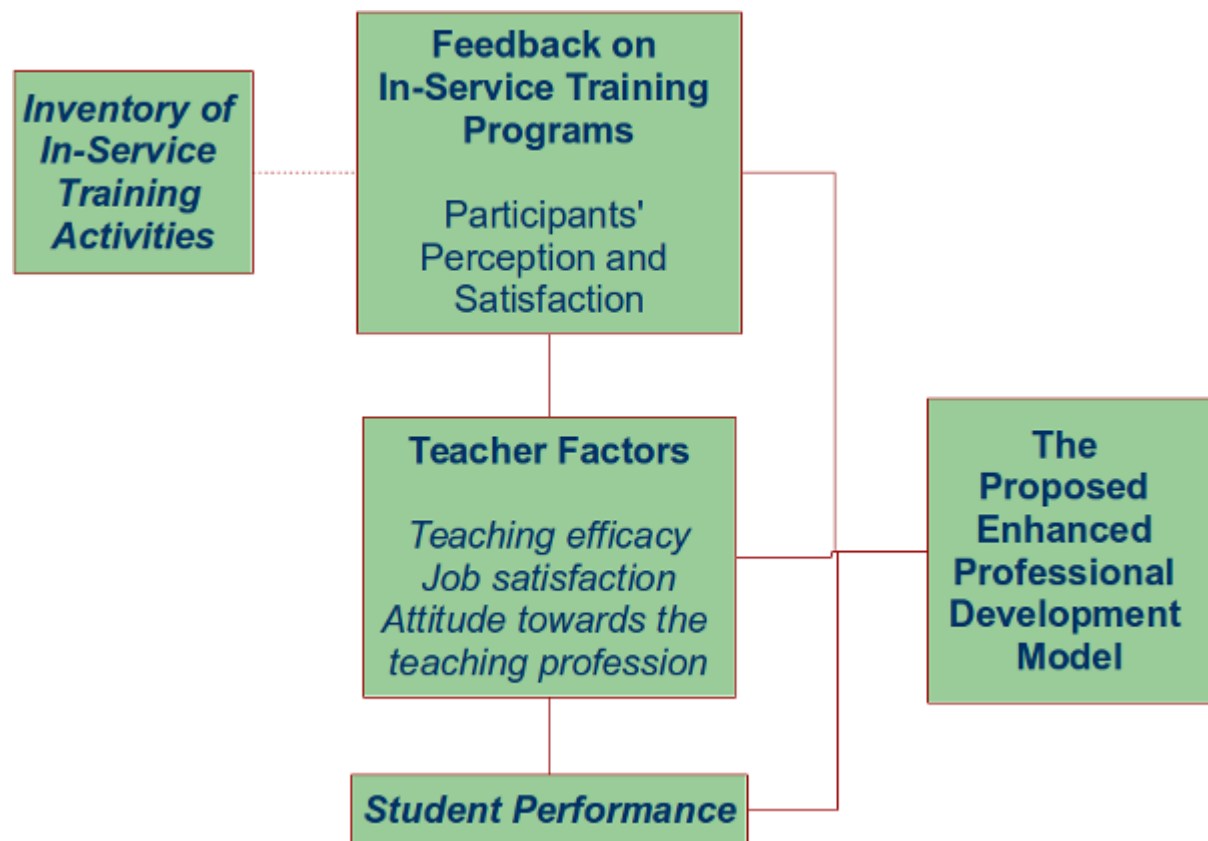


Figure 1. Paradigm showing the relationships among the variables in a study

Source; <https://simplyeducate.me/2015/01/19/a-sample-of-conceptual-framework-with-statement-of-the-problem-2/>

Characteristics

Definitions of Qualitative method: A systematic subjective approach used to describe life experiences and give them meaning

Goals of adopting the method: To gain insight; explore the depth, richness, and complexity inherent in the phenomenon.

Characteristics of the Qualitative Method

It is assumed that meaning is mediated through the investigator's own perceptions

Qualitative research is an effort to understand situations in their uniqueness as part of a particular context and the interactions there (Patton, 1985).

A second characteristic of all forms of qualitative research is that the researcher is the primary instrument for data collection and analysis

A third characteristic of qualitative research is that it usually involves fieldwork. The researcher must go to the people, setting, site, institution, in order to observe behavior in its natural setting.

A fourth characteristic of qualitative research is that it uses an inductive research strategy. This type of research builds abstractions, concepts, hypothesis, or theories rather than tests existing theory

Typically qualitative findings are in the form of themes, categories, concepts or tentative hypotheses or theories.

The subjects' identities should be protected so that the information you collect does not embarrass or harm them.

Treat subjects with respect and seek their cooperation in the research

The product of a qualitative study is richly descriptive.

The Three Dominant Qualities of Qualitative Research

The importance of Context, importance of meaning, and the participant-researcher relationship (Kvale, 2006)



Figure 1

More Characteristics

1. It must be researchable i.e. problem that can be investigated through collection of data
2. It must have 2 or more interacting variables
3. It must be an area of interest.

Soft science

Focus: complex & broad

Holistic

Subjective

Dialectic, inductive reasoning

Basis of knowing: meaning & discovery

Develops theory

Shared interpretation

Communication & observation

Basic element of analysis: words

Individual interpretation

Uniqueness

Theoretical Underpinnings

The theoretical basis for collaborative writing or writing groups is the idea of collaborative learning together and share ideas. This, in turn, rooted in the social constructivist view of learning and knowledge. They argue, and that refers to the idea that thinking is “situated” in social and physical contexts, not within an individual’s mind. Researchers seeing writing as a socio-contextual phenomenon have drawn upon the theoretical frameworks set forth by Bakhtin (1981), Halliday (1978), and Vygotsky (1978)....The three theoreticians’ common intellectual denominator is seeing language and learning as a process of making meaning and as a social activity.

Research from an Islamic Perspective.

Depends on the research Questions.

The research question depend on one’s worldview –the difference between Muslim and non-Muslim researchers; and areas of interest. Thus, the methodology differs in the way the study is design and the language of instruction and concepts of the religion set as standards for adoption.

CHAPTER 6

UNIT

Enhancing the Quality and Credibility of Qualitative Research

What can you explain about sampling with example?

What is procedural Rigour?

Explain the meaning and purpose of trustworthiness

LEARNING OUTCOME

By the end of this unit, student should be able to;

1. Describe Sampling
2. Explain Procedural Rigour
3. Describe Trustworthiness

Sampling

Sampling is the process whereby a researcher chooses her sample. This might seem pretty straightforward. Also, sampling is the selection made out of a total population in which the characteristics of the population are identified in the selected sample.

Sampling application: Watch the video below in the links

Procedural rigour

Rigour describes a condition of stiffness or strictness. Rigour frequently refers to a process of adhering absolutely to certain constraints, or the practice of maintaining strict consistency with certain predefined parameters. These constraints may be environmentally imposed, such as "the rigours of famine"; logically imposed, such as mathematical proofs which must maintain consistent answers; or socially imposed, such as the process of defining ethics and law. In essence, rigour is complete adherence to the laid down standards or regulation about the method

some activities should be processed or performed without alteration or distortion even though there is the need to respect adaptability as a way to research in the most suitable way that ethics allow in the field as it is all about human behavioural tendencies that are unpredictable.

Procedural rigor requires that the researcher clearly state the steps taken to ensure that data were accurately recorded and that data obtained are representative of the data as a whole. Here, the information is expected to be recorded, transcribed and interpreted as collected so that information from a different quarter on similar phenomenon are fairly identical, similar in sense and generalizable

Threats include –

- Asking the wrong questions or untrained data collectors
- Misinformation from the informant
- Lack of informant observation and/or recall
- Insufficient data and/or time spent
- Inappropriate access or selection of site or subject

Trustworthiness

For quantitative studies, trustworthiness is referred to as validity and reliability. However, in qualitative studies, this concept is more obscure because it is put in different terms. Since qualitative researchers do not use instruments with established metrics about validity and reliability, it is pertinent to address how qualitative researchers establish that the research study's findings are credible, transferable, confirmable, and dependable. Trustworthiness is all about establishing these four things, which are described in more detail below.

- Credibility is the how confident the qualitative researcher is in the truth of the research study's findings.
- Transferability is how the qualitative researcher demonstrates that the research study's findings are applicable to other contexts.
- Confirmability is the degree of neutrality in the research study's findings. In other words, this means that the findings are based on participants' responses and not any potential bias or personal motivations of the researcher. This involves making sure that researcher bias does not skew the interpretation of what the research participants said to fit a certain narrative.

- Finally, dependability is the extent that the study could be repeated by other researchers and that the findings would be consistent. In other words, if a person wanted to replicate your study, they should have enough information from your research report to do so and obtain similar findings as your study did.

Trustworthiness (rigour) is all about applying appropriate tools to meet research objectives of what to be investigated. For example, to determine if an exploratory investigation was rigorous, the investigator would need to answer a series of methodological questions: Do the data collection tools produce information that is appropriate for the level of precision required in the analysis? Do the tools maximize the chance of identifying the full range of phenomenon of interest? To what degree are the collection techniques likely to generate the appropriate level of detail needed for addressing the research question(s)? To what degree do the tools maximize the chance of producing data with discernible patterns?

CHAPTER 7

Methodologies and Methods of Data Collection

LEARNING OUTCOME

By the end of this unit, student should be able to;

1. Explain Varieties of qualitative data: documents and fieldwork
2. Describe Field notes, and should be able to transcribe from audio/visual recorded interviews to written piece, keep documents, photography and maintain unobtrusive measure
3. Define Observation; what they were able to identified and observe in fair precision.
4. Define Interview; student should define what interview is and how it is being conducted
5. Describe Focus Group: they should be distinctive in identifying difference between focus group interview method and one-one-one

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Varieties of Qualitative Data

1. **One-to-One Interviews:** It is one of the most commonly instrument used used for the purpose of collecting data for qualitative research mainly because of its personal approach. The interviewer or the researcher collects data directly from the interviewee on a one-to-one basis from the conversation between them where the interviewer asks question and the interviewee provide answer. The conversation during the interview

may be unstructured and not formal – conversational. The idea of asking open-ended is to allow the interviewee give more information to interviewer spontaneously so the flow of the interview dictates the next questions to be asked.

Aspects of Qualitative Research Interviews.

Interviews are completed by the interviewer based on what the respondent says.

Interviews are a far more personal form of research than questionnaires.

In the personal interview, the interviewer works directly with the respondent.

Unlike with mail surveys, the interviewer has the opportunity to probe or ask follow up questions.

Interviews are generally easier for respondent, especially if what is sought is opinions or impressions.

Interviews are time consuming and they are resource intensive.

The interviewer is considered a part of the measurement instrument and interviewer has to be well trained in how to respond to any contingency.

Types of Interviews

- Informal, conversational interview -no predetermined questions are asked, in order to remain as open and adaptable as possible to the interviewee's nature and priorities; during the interview the interviewer "goes with the flow".
- General interview guide approach -the guide approach is intended to ensure that the same general areas of information are collected from each interviewee; this provides more focus than the conversational approach, but still allows a degree of freedom and adaptability in getting the information from the interviewee.
- Standardized, open-ended interview -the same open-ended questions are asked to all interviewees; this approach facilitates faster interviews that can be more easily analysed and compared.

- Closed, fixed-response interview -where all interviewees are asked the same questions and asked to choose answers from among the same set of alternatives. This format is useful for those not practiced in interviewing.

Telephone Interview

- Telephone interviews enable a researcher to gather information rapidly.
- Like personal interviews, they allow for some personal contact between the interviewer and the respondent.

Disadvantage

2. •Some people may not have telephones.
3. •People often dislike the intrusion of a call to their home.
4. •Telephone interviews need to be relatively short or people feel imposed upon.
5. •Many people don't have publicly listed telephone numbers.

Training of the Interviewer

Since the interviewer can control the quality of the result his/her training becomes crucial.

It is important to organize in detail and rehearse the interviewing process before beginning the formal study.

Points for Interviewer Training

- Describe the entire study -interviewers need to know more than simply how to conduct the interview itself. They should have background of the study and why the study is important.
- Explain the sampling logic & process -naïve interviewer may not understand why sampling is so important. They may wonder why you go through all the difficulties of selecting the sample so carefully.

Interviewer Bias

Interviewer needs to know the many ways that they can inadvertently bias the results.

Understand why it is important that they not bias the study.

By slanting the results they might jeopardize the results or purpose of the study.

Preparation for Interview

Choose a setting with the least distraction.

Explain the purpose of the interview.

Address terms of confidentiality.

Explain the format of the interview.

Indicate how long the interview usually takes.

Provide contact information of the interviewer.

Allow interviewee to clarify any doubts about the interview.

Prepare a method for recording data, e.g., take notes.

Qualification Criteria for the Interviewer

Knowledgeable -being familiar with the topic.

Structuring -outline the procedure of the interview.

Clear -simple, easy and short questions which are spoken distinctly and understandably.

Gentle -being tolerant, sensitive and patient to provocative and unconventional opinions.

Steering -to control the course of the interview to avoid digressions from the topic.

Critical -to test the reliability and validity of what the interviewee tells.

Remembering -retaining the subject information from the interviewee.

Interpreting -provide interpretation of what is said by the interviewee.

Types of Topics in Questions

- Behaviours -what a person has done or is doing.
- Opinions/values -what a person thinks about the topic.
- Feelings -what a person feels rather than what a person thinks.

Knowledge -to get facts about the topic.

Sensory -what people have seen, touched, heard, tasted or smelled?

Background/demographics -standard background questions, such as age, education, etc.

Sequence of Questions

Get the respondents involved in the interview as soon as possible.

Before asking about controversial matters, first ask about some facts.

Intersperse fact-based questions throughout the interview.

Ask questions about the present before questions about the past or future.

The last questions might be to allow respondents to provide any other information they prefer to add and their impressions of the interview.

Stages of Interview Investigation

Thematizing-the Data

Why and what of the investigation.

Designing -plan the design of the study.

Interviewing -conduct the interview based on a guide.

Transcribing -prepare the interview material for analysis.

Analysing -decide on the purpose, the topic, the nature and methods of analysis that are appropriate.

Verifying -ascertain the validity of the interview findings.

Reporting -communicate findings of the study based on scientific criteria.

2. **Focus groups** is a technique for gathering data for use in qualitative and ethnographic research. The required number of the members in a focus group is between 6 and 10 but not necessary the absolute limitation as some scholars suggest small increase. A moderator must be in attention to monitor and moderate the discussion while in progress.

The focus groups data source is based on the objective of the research. For instance, the members of a group may be colleagues competing in an event or may be members of a particular family or community who would definitely have something in common. For example, a researcher conducting a study on football players will choose different football players such as regular and professional players who have experience about the subject matter so that they can provide a substantial information on the subject matter

3. **Record keeping:** It is method used in research as well. This process has to do with making use of existing reliable documents either in form of published articles, books, newspaper, magazine, government gazette, or reliable information from the internet that have relevant sources of information as the data source. The data collected from these sources could be used in a new research. This is similar to a library research where all data are source from repository.

4. **Process of observation:** Observation is a process in qualitative research where the research would either participate as observer, watching the behavior of people under study, or trends in the subject matter. In this qualitative data collection method, the researcher may have immerses himself/ herself completely in the setting where his respondents are situated and observe the participants with keen interest. He must take down notes while other documentation methods, such as video and audio recording, photography and similar methods can be of immense importance for use to complement the data collection. This method of data collection is known as the process of observation.

5. Longitudinal studies: This data collection method is carried out on the same same sample group to source data about the phenomenon to study but repeatedly over an extended period of time. The method is an observational research that goes on long period of years and in some cases can be extended to even a decades, depends on the phenomenon to study. The goal of this data collection method is to find correlations through an empirical study of subjects with common traits. For instance, cholesterol and a walking period per day among a set of men, women of certain age like 45 or above. The importance of the design is to determine the cost and effect of the phenomenon

6. Case studies: It is a qualitative research method is an intensive, systematic investigation of an individual, groups, community, organization in which the researcher gathered the data through examination of in-depth data analysis of cases of different variables over a period of time. The flexibility of the Case studies method for examining many purposes is attested in how this method can be used to analyze both simple and complex subjects. The strength of case studies method is how judiciously it uses a combination of one or more qualitative data collection methods to draw inferences.

Narrative Research

Narrative theory research analysis approach involves shaping, transforming, and uncovering an experience (usually human experience) in a story format—understood through a stirring linguistic depiction. Therefore it is characterized by in-depth discourses and may involve subjective intuitions. This method is used to analyze content from various sources, such as interviews of respondents, observations from the field, or surveys. It focuses on using the stories and experiences shared by people to answer the research questions. Analysis process converts experiences into words in form of writing, verbal or other communicable representation. Narrative analysis is aimed to derive a theme in an account of one's life. Similarly, narrative analysis aims to identify the kinds of stories told about the researched phenomenon and the kinds of story representing the phenomenon in culture and society. ... If you use narrative analysis, your

Field notes

Field notes is refer to qualitative notes recorded by researchers while carrying out a field research, during or shortly after the researchers may have made their observation of a specific phenomenon, social or cultural situation they are studying. Timely record would enable them remember events that had taken place. The notes are meant to be read as evidence to make sense of the field work with meaningful of the understanding of the phenomenon. Field notes guide the researchers to access the subject and record events without bias or being doctored or skewed. Schwandt, Thomas (2015) explain that the notes may constitute the whole data collected for a research study [e.g., an observational project] or contribute to it, such as when field notes supplement conventional interview data.

Descriptive field notes is the detailed account of the inquiry carried out on observation study. It is a detailed, accurate and precise description of the studied events in terms of what the researcher have seen, heard and experienced. Bernard, (c2006) includes that the information got from bystanders, audience and the ideas shared with other researchers on the study.

Reflective field note is the information recorded as personal account of the researcher's work done. It is a way of reflecting on the past work to make accurate note by correcting and updating the previous note to enhance a better decisions for future action. The note helps the researcher to think while including personal reactions such as feelings, speculations ideas, problems, clarifications, analysis, impressions and other ideas about what one is learning and the making decision for a further study on the inquiry.

Reflective information: This is referring to the information such as ideas, thoughts, and questions and gathered and recorded while conducting the observation. The field notes is required to be fully recorded shortly after the observation. Although, the note could be written in in cryptic form to avoid losing important facts and later put in formal writing. This is important to avoid lapses of relevant ideas in the information.

Document

Document is a written, typed or drawn piece of thought, description about studied event, history of events, poem, excerpt, photograph or design of project or phenomenon presented for record purposes. The Latin called it *documentum* that means “teaching” or “lesson”. *Doceō* in Latin word means to “teach”. Document stands for a written proof as evidence of truth or fact in the early time.

Photography

The Use of Photography in Qualitative Research is the art, images created by recording light or other electromagnetic radiation, either electronically by means of an image sensor, or chemically by means of a light-sensitive material such as photographic film. Hodges, Keeley, and Grier (2000) write that the visual image has been used to describe what is most important to humans throughout history and is able to evoke emotions, abstract ideas, and the shared human experience. Holm (2014) argue that in a research method in social sciences, photography describes the different types of photographs used, such as archival photographs and photographs taken by the researcher, and it focuses especially on photographs taken by participants. Photography is employed in many fields of science, manufacturing (e.g., photolithography), and business, as well as in art, film and video production, recreational purposes, hobby, and mass.

Unobtrusive measures

The measure intends to pave the way for preventing intrusion of the researcher in the information recorded while carrying out field work either in observation, interview, ethnological study or questionnaires and other research contexts. These are measures that don't require the researcher to intrude in the research context. Direct and participant observation requires that the researcher be physically present but this can lead the respondents to alter their behaviour in order to look good in the eyes of the researcher instead of acting in their natural behaviour. In the case of questionnaire, it interrupt the respondents' leisure and they can get tired of filling out a survey or resentful of the questions asked.

Types of unobstructive measures are:

- Indirect measures
- Content analysis
- Secondary analysis of data

Observation

Observation, as the name implies, is a way of collecting data through observing the sample subjects or the behavior of the participants where the researcher to participates. The researcher has to immerse him/herself in the setting where the respondents are, while taking notes and/or recording the actions in progress.

Observation can be structured or unstructured. In structured, it is considered systematic observation, data is conducted using specific variables and according to a pre-defined schedule. Unstructured observation, is conducted in an open and free manner without pre-determined variables or objectives.

Interview

An interview is a conversation between at least two persons where questions are asked and answers are provided. "Interview" refers to a one-on-one conversation between an interviewer and an interviewee. The interviewer asks interviewee some questions to which responds are made, information is meant to be transferred from interviewee to interviewer (and any other audience of the interview). Sometimes, situation may require information be transferred in both directions. It is different from a speech delivery that done in a one-way flow of information. Firms and different organizations used qualitative research via interview in which firms try to understand how consumers think about their services.

Interviews usually take place face-to-face and in person. However, technologies such as the Internet have enabled conversations to happen in distance in which parties are separated geographically. Interview is now conducted through videoconferencing software, and telephone interviews can happen without visual contact. Interviews almost always involve spoken conversation between two or more parties while typing of information inform of question and answer take place between two persons and so forth.

Focus group

Unlike interviews, which usually occurs with two or more individuals, the focus groups allow interaction among members of a group and influence each other during the discussion to enhance consideration of ideas and perspectives. The members of focus group are deliberately selected people who participate in a planned discussion intended to elicit consumer perceptions or chosen members of a community about a particular topic, area of interest in an environment or to express grievances against the authority on particular policy.

Focus group is limited to ethnographic approach to research is one where the researcher studies research subjects in their natural setting, observing behaviour and tapping into shared knowledge.

CHAPTER 8

UNIT ONE

ETHICAL ISSUES AND THE ROLE OF THE RESEARCHER

What do you understand by the word- Positionality?

Can you explain Entry and Positionality?

Why does a researcher need to adhere to Ethical consideration?

LEARNING OUTCOME

By the end of this unit, student should be able to;

- 1. Explain Positionality**
- 2. Analyze the Issues of Entry and Reciprocity**
- 3. Describe Ethical considerations**

Positionality

Positionality is the social and political context that creates your identity in terms of race, class, gender, sexuality, and ability status. Positionality also describes how your identity influences, and potentially biases, your understanding of and outlook on the world. **Positionality** also refers to the stance or positioning of the researcher in relation to the social and political context of the study—the community, the organization or the participant group.

Positionality: A Case Study

Interview: Professor Walt was situated in an office with a shared entry. Upon walking into the shared area, Professor Walt's office was directly across from the door. His office had the same generic beige wall coloring that carried in from the larger

Interview (Continue): I asked him specifically about the 2012 Facebook group and why he set it up to be a private group and what drove his choice. He was not aware he 64 had made it a private group; he stated, "It

Issues of Entry and Reciprocity

Reciprocity is a social norm of responding to a positive action with another positive action, rewarding kind actions with kind actions.....As a social construct, reciprocity means that in response to friendly actions, people are frequently much nicer and much more cooperative than predicted by the self-interest model; conversely, in response to hostile actions they are frequently much more nasty and even brutal. Hooks (1984) explains that researchers; both in academy and elsewhere are answerable to communities for their actions. Therefore, Lincoln perceived such demands mentioned by Hooks as “relational” emerging criteria of quality which he further described as criteria of reciprocity is a kind of intense sharing that opens all lives party to the inquiry to examination Lincoln (1995: 283-284) in Harrison and MacGibbon (2001).

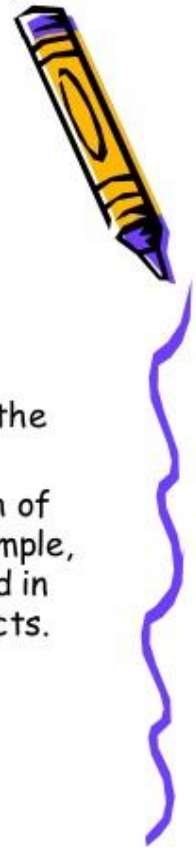
Ethical considerations

Ethical considerations involve researchers who undertake studies of human behavior, medical advances or technological devices, while taking into account how humans may feel about the potential outcomes of the research. Controversial subjects that involve ethical considerations include abortion, health care costs, capital punishment and human cloning.

3.8 Ethical Considerations

State;

- What type of and how is each ethical issue likely to manifest during the study.
- What is likely to be consequences of each of these to the subject.
- What procedures have you put in place to address each of these issues and their probable consequences. For example, what precautions and safeguards have you incorporated in the study design to protect the rights of human subjects.



Ethical Considerations can be identified as one of the most important parts of the research. ... While implementing the ethics, consideration must be accorded the participants as who has volunteered to participate in the research study, hence must not be subjected to threat, harm whatsoever. Participants should be held in utmost respect in high dignity while full consent of the participants to take part in the research should be ascertained prior to the beginning of the study. Whatever the case, his personality and the information provided must be treated with absolute confidentiality.

Exercises:

CASE STUDY (Baby Theresa)

This full case is included in *The Elements of Moral Philosophy* (Rachels and Rachels, 2012). The following is a summary of the case:

Summary: Baby Theresa was born in Florida (United States of America) in 1992 with anencephaly, one of the worst genetic disorders. Sometimes referred to as "babies without brains", infants with this disease are born without important parts of the brain and the top of the skull is also missing. Most cases are detected during pregnancy and usually aborted. About half of those not aborted are stillborn. In the United States, about 350 babies are born alive each year and usually die within days. Baby Theresa was born alive. Her parents decided to donate her organs for transplant. Her parents and her physicians agreed that the organs should be removed while she was alive (thus causing her inevitable death to take place sooner), but this was not allowed by Florida law. When she died after nine days the organs had deteriorated too much and could not be used.

Lecturer guidelines

The lecturer facilitates a group discussion by posing one or more of the following questions:

- How do we put a value on human life?
- What should one do when there is a conflict between the law and one's own moral position about an issue?
- If you were in a position to make the final decision in this case, what would it be and why?

As a variation, students could be asked to assume different roles, e.g. parents, physicians and lawmakers, and have a class debate.

CHAPTER 9

Explain how you make use of data collected in an interview

Define and explain the process of data analysis

Write a story of one paragraph and analyse it in line with common phrases or words found in the content

INTERPRETATION AND ANALYSIS OF DATA

Marshall and Rossman (1999:150) describe data analysis as the process of bringing order, structure and meaning to the mass of collected data. It is described as messy, ambiguous and time-consuming, but also as a creative and fascinating process. Broadly speaking -while it does not proceed in linear fashion -it is the activity of making sense of, interpreting and theorizing data that signifies a search for general statements among categories of data (Schwandt, 2007:6). Therefore one could infer that data analysis requires some sort or form of logic applied to research.

What to Look For: In Data Analysis

(Nancy Gibson, 2003) explained that researcher looks for words/phrases used frequently when looking at the various responses for one particular question, the researcher may find specific words or ideas keep coming up. The researcher should make note of the different ideas (i.e., keep a list) as the different responses are read through. Example from the TB data (Who they told/how they reacted)

Method to Extract Data: Effects of TB (Perceptions among Family and Community)

Effects of TB (Perceptions among Family and Community)

Just my family. Oh, and I had to tell my boss because I was missing days at work so much. My family were concerned. Because they were worried about me and also they were worried that they didn't get sick too. And they were worried about my health. My boss — he didn't like it. He was worried about the other employees getting sick so he made me take time off work until I'm better, so that is too bad because I really need the money.

For TB Active Cases

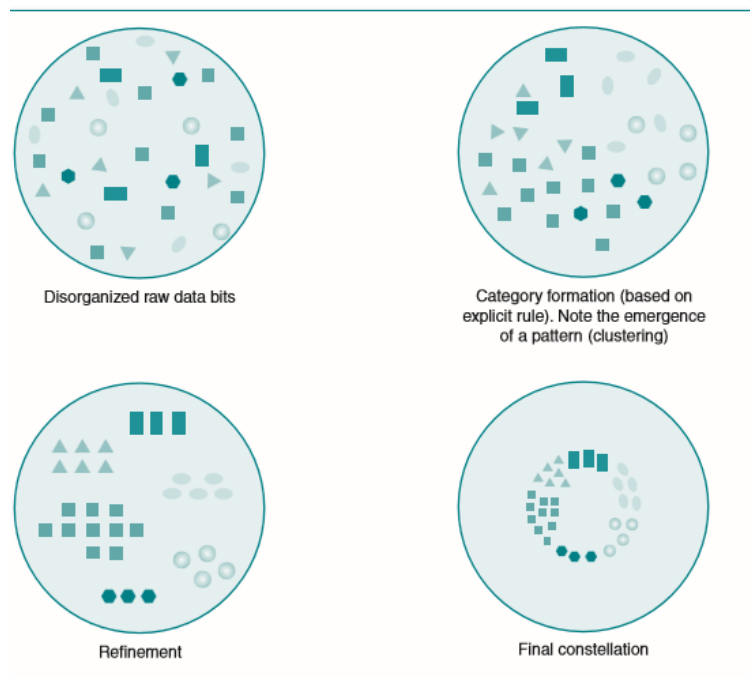
Question /Topic	Responses	Categories
History of illness (emotional reaction)		
How did you feel When you first know you had TB?	<p>I was scared of what was going to happen to me . . . most people I knew who had TB died.</p> <p>I was also scared of what others would think and what their reaction would be — especially my family.</p> <p>Also, I am scared — I don't want to make anyone else sick, so I try not to go places where I might give it to other people.</p>	<p>Concern about not making healthy recovery</p> <p>Concern over other people's reactions</p>
How has having TB affected your life?	<p>My body has been feeling weak. I do not want to eat much and I have lost a lot of weight.</p> <p>I had to miss some work, and when my boss found out I had TB, he made me go on leave for a while.</p>	<p>Physical effects</p> <p>Work/financial effects</p>

	<p>Also, it is difficult because my family — they have to be careful and avoid touching anything that I touch so that they don't get sick.</p> <p>It worries me that maybe I won't get better. .</p> <p>.</p>	<p>Feeling of being “infectious”</p>
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Step 3: Building Over-Arching Themes in the Data

Each of the response categories has one or more associated themes that give a deeper meaning to the data. Different categories can be collapsed under one main over-arching theme. One of the themes that emerges from the TB data is that this participant associated feelings of isolation with TB. The theme of isolation emerges from the responses, and the cat- emerges from the responses, and the categories from each of the questions/topics discussed.

Figure 12.1 A kaleidoscope metaphor describing one approach to analyzing qualitative data.



Source: Adapted from Dye, J. E., Schatz, I. M., Rosenberg, B. A., & Coleman, S. T. (2006, January). Constant comparative method: A kaleidoscope of data. *The Qualitative Report*, 4(1/2). Retrieved from <http://www.aova.edu/ssss/QR/QR4-1/dye.html>

Data Analysis and Interpretation

- Recording of data
- Transcription
- Obtaining an overview
- Become familiar with the data,
- Generate initial codes,
- Search for themes,
- The coding process; open coding, axial coding, selective coding.
- Evaluation of relevance
- List of categories: Search for relevant themes
- Identification of thematic pattern: Review Themes and define them
- Write up

CHAPTER 10

UNIT 10

How does a researcher interpret and record observation report.

Mention and briefly explain each step in the conduct of data collection through interview

What does a researcher do with the information obtained in the fieldwork?

INTERPRETATION AND ANALYSIS OF DATA

Transcripts and Observation Reports

Qualitative research in most cases sought data through interview, observation, Case Study, Record Keeping, Process of observation, Ethnographic research and Focus groups. In the first two methods, through interviews and observations, it is a common procedure to make a record of what the researcher saw and listened to. Researchers have to make record because questions may come up about the information they have found. Therefore, interviews are often recorded in a tape or other devices for recording voice and later playback to transcribe word for word. Detailed notes are often made for observation as a report about what was seen. The research report is the most important instrument for keeping all events and actions of the target groups during observation.

Figure 1: Types of Methods for data collection in qualitative design



Source: questionpro.com

EXERCISE FOR THE CLASS

Students are expected to conduct an interview or observe a class next week and are expected to submit a transcript or a short observation report each with bibliography draft.

They should be prepared to tape-record the interview in order to make a complete transcript.

They should take detailed notes representing a complete short report about what is seen.

A transcript is the same as a written record of the conducted interview, radio program or T.V. show. The format of the script should be in the form of a dialogue; however, it must be in the exact words of the participant.

Here is an example:

Interviewer: Hafiz Najib- Student

Interviewee: Head of Educational Management

Interview Setting: Interview conducted in office of the Head, Department of Education. The interview was conducted at 12 Noon on Monday.

Affiliation with interviewee: Head of Education management has been my lecturer for two classes. I have also spoken with him privately regarding attending graduate school and areas of study.

(Start of Interview)

Interviewer: As a mechanical engineer, considering design and development, what are your duties in that capacity?

Interviewee: Are you referring to this work of present moment or before I got this offer and the position?

Interviewer: Both.

Interviewee: In my present position I am, I devoted half of my working hour to registration after which I do counselling as well as other issues of such. I do help the students as well as involving myself in management courses, teaching and doing preparation of other thing, all within thirty to forty percent of my time. Sorting out some administrative items as well as spending sometime on academic committee meeting gulped ten to twelve percent of my time. An observation report summarizes and states all that happened, as a description of the observed event. And gives the author's interpretation.

Observation:

Instructor:

Students:

Observed by:

WHAT I OBSERVED: IN AN ENGLISH LANGUAGE CLASS

I did an observation of the last two hours of the class as it meets from 3 –6:30 pm on three consecutive day of Mondays, Tuesdays, and Wednesdays. I met students working in groups of three or four to receive peer feedback on an essay draft on my arrival. In each group, all student listen carefully while only one of them reads his draft aloud, however, a copy of the draft is placed before each student. After the reader finished, the students gave verbal feedback about the draft to the reader.

MY REFLECTION:

This section was basically on peer feedback, revision and the analysis of the grammar. As non-native speakers, some challenges are encountered while editing mixed peer. In the first group, the native speaker's draft was very lyrical with lots of metaphors and figurative language. The Non-native speakers are observed to have had difficulty responding with appropriate feedback to the draft. Hence, Non-native speakers in most cases remain silent or tend to ask many questions regarding the meaning the grammar.

CHAPTER 12

Managing, Analysing and Interpreting Qualitative Data (Cont.)

LEARNING OUTCOME

By the end of this unit, student should be able to;

1. Describe Interviewing for Data
2. Explain Texts on qualitative data
3. Analyzing and interpreting qualitative data
4. Describe Visual Images

INTERVIEWING FOR DATA

1. Every researcher should check the available data (in the beginning) to make sure everything is intact and accurate.

There is the need to decide at the initial period if the available data are of sufficient quality for a major analysis (or the analysis under consideration).

2. Each respondent should be identified with a specific code while the researcher also create a system of ordering prior the commencement.

3. Once data is finally collected, the researcher needs to transcribe it base on the resources and the purpose for use. It may require a summary of the information gathered and followed by analysis.

4. It is safer for researcher to prepare an extra copy of the collected data while working with original hard copy. However, if one likes, colour tab is of immense importance to identify relevant information for the study while on coding process.

5. Source of the information, quotes, context and remarks should be given a close watch in order to prevent a mix-up because data from individual may necessarily be identified by date, site and time.
6. Once the coding is completed, sorting data follows while word document of raw data are saved in files via analytic memos based on the themes and categories.
7. Decide whether you will enter all responses according to questions, or text would be kept according to one case, individual, group or site altogether. It is more useful to create and save a file based on the parameters the researcher decides.
8. For data transcripts (as well as summary write ups and notes), researcher is advised to leave wide margins as wider space to jot down labels, codes, and notes.
9. Key ideas and theme could feature and must be rightly marked while reading though the text. Researcher is advised to use abbreviations or symbols (codes) to label key themes, ideas, concepts, etc.
10. Organize or combine related themes into major categories. The related themes should be combined and major categories be labelled in words and stored in files for convenient identification with time limit.
11. When cutting and sorting, use identifiers in all sections of the data to sustain data sources.
12. While cutting and sorting process is on the data is in progress, researcher should be aware to keep enough text together so as not to lose the centre of the information in order to make sense of the words in their context. At this juncture, text can easily become fragmented and lose its contextual meaning in the process of sorting and cutting. Be sure to include enough surrounding text for context to prevent losing the original meaning of the context.
13. A specific “methods” section is required as a way to fashion out data analysis choices. A well-defined method with clear explanation would allow readers to understand how you came to your conclusions hence your results will be more credible.

TEXT IN QUALITATIVE DATA

- Reading the data intensively
- Building the coding framework
- Coding the data
- Analysing the coded data
- Presenting the result

Explain Texts in Qualitative Data

In qualitative research approach, textual data analysis is the most common method used. It entails identifying patterns and themes followed by examining and interpreting these patterns and themes in the data to draw meaning and answer research questions. The five strategies of qualitative research mentioned—ethnography, phenomenological, grounded theory, narrative and case studies have their data analysed in different analytical procedures even though the preliminary and some general steps in data analysis are common to all. According to (Yamashita & Espinosa, 2015) these include:

1. Immediate processing and recording of data (important information, date/time details, observations, etc)
2. Commencement of data analysis shortly after collection
3. Sorting and cutting the data to make meaningful information
4. “Identification of meaningful generated patterns and themes” via Content analysis achieved by:
 1. Coding the data for certain words or content
 2. Identifying their patterns
 3. Interpreting their meanings.
2. Thematic analysis achieved by “grouping data into themes that answers research problem”
5. Display of data which include organizing data in forms of graphics, maps, tables, etc., to draw conclusions
6. “Drawing of conclusion and verification”

All the steps should usually be accompanied by references to literature, triangulation, keeping the research purpose on focus and constant back-and-forth analysis between and among the steps.

In most cases, analysis in qualitative research begins with “emic” analysis (this is analysis based on researcher’s knowledge that needs to bring to a research study) and it ends with “etic” analysis (analysis to derive meaning based on integration between what a researcher knows and what others or the participants know). It means that, training and personal experiences of a researcher, as well as subjectivity and other factors may influence the research process. As a result, there is a need for innovative ways of research approaches to allow objectivity and comfortability.

Some unique analysis procedures are briefly outlined under each strategy of qualitative research.

Ethnography Research

Ethnography theory research approach is about analysing on processes, patterns and trends that occur in individuals or across various groups regarding their cultural behaviour compromising the purpose of a research while achieving the steps a research analysis adopts. In ethnographic research, cultural ideas are observed and studied in an interactive process that arise during active involvement in the research study. These developments are used to write a document while bearing in mind the context, norms, frequency and other factors (Krueger, 1994).

Phenomenological Research

Phenomenological theory research approach is a research process that involves analysis method to follow the nature of data itself. It is called emergent strategy (Walters, 2015). Its analysis is based on the details that can be appreciated through an experience a subject lived. Some emergent strategies may include:

- Narratives or interviews from artistic depictions, photovoice, etc., while paying attention to aspects such as:
- Objects involved
- Activities and their results
- Time
- Descriptive elements
- Physical surroundings,

- Characters or their aspects such as relationships
- Social interactions
- Results of activities

Grounded Theory Research

Grounded theory research approach involves the process of moving in and out of data collection and analysis processes, a process called constant comparative analysis or ‘iteration’. After this process, a researcher begins to develop a theory regarding the questions and data collected (Strauss & Corbin, 1994). This process of theory generating is also based on theoretical sampling which may incorporate background research. The process of theory generation is proceeded in three levels of data coding:

Level 1 Data Coding (Open Coding/ Memoing/Category Development)

- Involves memoing– taking notes – giving names. A research may:
- Look for language such as action verbs or gerunds and points of dissonance which may denote an important experience or past time
- Employ biasness
- Focus on obtaining content and platform
- Use structured questions
- Read background after interview
- Collect and let data speaks then proceed to level

Level 2 Data Coding (Axial Coding/Collapsing/Categorizing/Renaming)

- Involves renaming and forming categories
- Ask semi-structured questions

Level 3 Data Coding (Selective Coding/Theme & Theory Construction)

- Involves formation of themes and theories
- Results in formation of grounded theory
- The process of coding is usually a cycle
- Normally, different kinds (at least two) of interviews are used; first interview which may include L1 Coding; second interview which may include L2 Coding (using semi-structured questions “smart bombs”); third second interview which may include L3 Coding (using unstructured questions–smart bombs)

.

Case Study Research

Narrative theory research analysis approach involves in-depth examination of a case under study. Analysis is unusual and concurrent with data collection. It includes an iterative (repeated) process in which initial analysis of data shapes subsequent data collection and analysis. ‘The principle data analysis method for case studies is referred to as OTTR, which stands for “observe,” “think,” “test,” and “revise.”’ Texas State Auditor's Office, Methodology Manual, rev. 5/95 (2015).

DATA INTERPRETATION

The interpretation of data is the usual step in analysis proceeding. The significance and meaning to the analysis undergoes clear description and that represents interpretation of the analysis. Interpretation identifies the relationship and integrations among descriptive dimensions as well as explaining the descriptive patterns of the data. Krueger (1994) argues that the completion of these processes, reporting the interpretations and conclusions must be the next step.

How do you analyze qualitative data?

Developing a systematic approach for analysing qualitative data is critical. There are four major steps to this process.

The researcher ought to have review the data for several times with understanding prior the analysis.

To make use of initial responses, first impression of the data should be marked while a repeated reading is necessary to have a general understanding

Due to complexity and large volume of qualitative data, it must be quickly organized after review for easy navigation and management as it saves energy and time. Many ways are available for data grouping including date, data collection types and also depends on what answer to provide for evaluation questions and types of data as for instance in (Focus group Vs. Interview) or via question asked

Coding

Coding the data is the process in which those themes that are in line with the evaluation questions are identified and labelled. The themes are those words, phrases and ideas that features repeatedly or that are prevalent after the data has been reviewed for several times.

The meaning of data interpretation is a practice of giving meaning and significance to data through the theme that appears more often and by attaching importance to their factors.

Reviewing data	Before beginning any analysis, it's important to understand the data that has been collected by reviewing it several times. If data consists of interview transcripts, for example, they need to be read and re-read to gather a general understanding of the content. First impressions of the data should be noted as these initial responses may be useful during interpretation.
Organizing data	Qualitative data sets tend to be very lengthy and complex. Once it's been reviewed, it needs to be organized so that it's more manageable and can be navigated with ease. This step often saves time and energy later. Depending on what evaluation questions need to be answered, there are a variety of ways to group data, including by date, by data collection type (such as focus group vs. interview), or by question asked.
Coding data	Coding is the process of identifying and labeling themes within data that correspond with the evaluation questions. Themes are common trends or ideas that appear repeatedly throughout the data. They may appear only after the data has been read and reviewed several times.
Interpreting data	Interpretation involves attaching meaning and significance to data. Start by making a list of key themes, then factor in any initial responses that were noted during data review.

The following are some important questions during analysis of qualitative data:

- What patterns/common themes emerge around specific items in the data?
 - How do these patterns (or lack thereof) help to shed light on the broader evaluation question(s)?
- Are there any deviations from these patterns?
 - If, yes, what factors could explain these atypical responses?
- What interesting stories emerge from the data?
 - How can these stories help to shed light on the broader evaluation question?
- Do any of the patterns/emergent themes suggest that additional data needs to be collected?

- Do any of the study questions need to be revised?
- Do the patterns that emerge support the findings of other corresponding qualitative analyses that have been conducted?

Below is a loosely structured guide for the steps to take when analyzing qualitative data. It's important to note that qualitative data analysis is an ongoing, fluid, and cyclical process that happens throughout the data collection stage of an evaluation project and carries over to the data entry and analysis stages.

Although the steps listed below are somewhat sequential they don't always (and sometimes shouldn't) happen in isolation of each other.

Step 1: Process and Record Data Immediately

As soon as data is collected it's critical that it be immediately processed and any detailed notes recorded. These notes could include:

- The striking things while in a data collection process
- Time/date details
- Other observations
- Highlights from the interaction

This step should be completed shortly after the interaction in order to remember some thoughts and reactions are documented with precision and accuracy while still fresh in memory of the researcher.

Accurate note is important as a complete reflection sheet template after each interview conducted across the data collection period

Step 2: Begin Analyzing as Data is Being Collected

Qualitative data analysis should begin as soon as data collection starts.

If a researcher begins reviewing his study data shortly after collection, themes and patterns would be easily identified and could be mentally process within short period of time and would allow researcher to embark on similar method in subsequent data with ease.

Step 3: Data Reduction

Qualitative studies generally produce a pool of data but not all of it is meaningful. Therefore, reduction of the data by sorting and cutting would leave researcher with meaningful part of the data. This is the process of reducing and transforming raw data.

The researcher has the responsibility to scan through the data to point out the parts that are significant as to transform it for better understanding in the relation to the research questions during when research question form a framework. The study suggests that the evaluator can use their intuition and expertise of others for thorough understanding of the study.

This step doesn't happen in isolation, it naturally occurs during the first two steps. Data reduction is already happening with efforts to only record what was felt to be most meaningful, usable, and relevant during a data collection interaction. Data is also reduced by looking for themes from the beginning. This process helps the evaluator hone in on specific patterns and themes of interest while not focusing on other aspects of the data.

Step 4: Identifying Meaningful Patterns and Themes

An effective analysis of data could be realized when grouped into meaningful patterns/themes that were observed. That is the core process of qualitative data analysis.

The process is generally conducted as either a Content analysis or a thematic analysis.

However, it has been repeatedly mentioned that the type of analysis is highly dependent on the nature of the research questions and the type(s) of data collected. Sometimes an evaluation study will use one type of analysis and other times, it may use both types

Content analysis is carried out by:

1. Coding the data for certain words or content
2. Identifying their patterns
3. Interpreting their meanings.

This type of coding is done by going through all of the text and labelling words, phrases, and sections of text (either using words or symbols) that relate to the research questions of interest. After the data is coded it can be sorted and examined by code to look for patterns.

Thematic analysis is carried out by grouping the data into themes that will help answer the research question(s). These themes may be:

- Directly evolved from the research questions and were pre-set before data collection began, or
- Naturally emerged from the data as the evaluation was conducted.

Once themes have been identified, it's useful to group the data into thematic groups so that their meaning can be analysed and connected back to the research question(s).

Step 5: Data Display

After identifying themes or content patterns, the data needs to be assembled, organized, and compressed into a display that facilitates conclusion drawing. The display can be a graphic, table/matrix, or textual display.

Regardless of what format chosen, it must give way to thinking about the data in new ways and should help in identifying systematic patterns and interrelationships across themes and/or content. It should also be possible to identify patterns and relationships observed within groups and across groups.

Step 6: Conclusion Drawing and Verification

This is the final step in qualitative data analysis.

The process of drawing reasonable conclusions involves:

1. Stepping back and interpreting what all of the findings mean;
2. Determining how these findings help answer the research question(s)
3. Drawing implications from the findings

These conclusions are verified by revisiting the data (multiple times) as confirmation.

Interpreting results and drawing conclusions

While data analysis can help identify key findings, the results will still need to be interpreted.

In assessing the implications of these conclusions, the following questions can be helpful:

1. What patterns and themes emerged?
2. Are there any deviations from these patterns? If yes, are there factors that might explain these deviations?
3. Do the results make sense?
4. Are there findings that are surprising? If so, how can they be explained?
5. Are the results significant from a clinical or statistical standpoint? Are they meaningful in a practical way?
6. Do any interesting stories emerge from the responses?
7. Do the results suggest any recommendations for improving the program?
8. Do the results lead to additional questions about the program? Do they suggest that additional data may be needed?

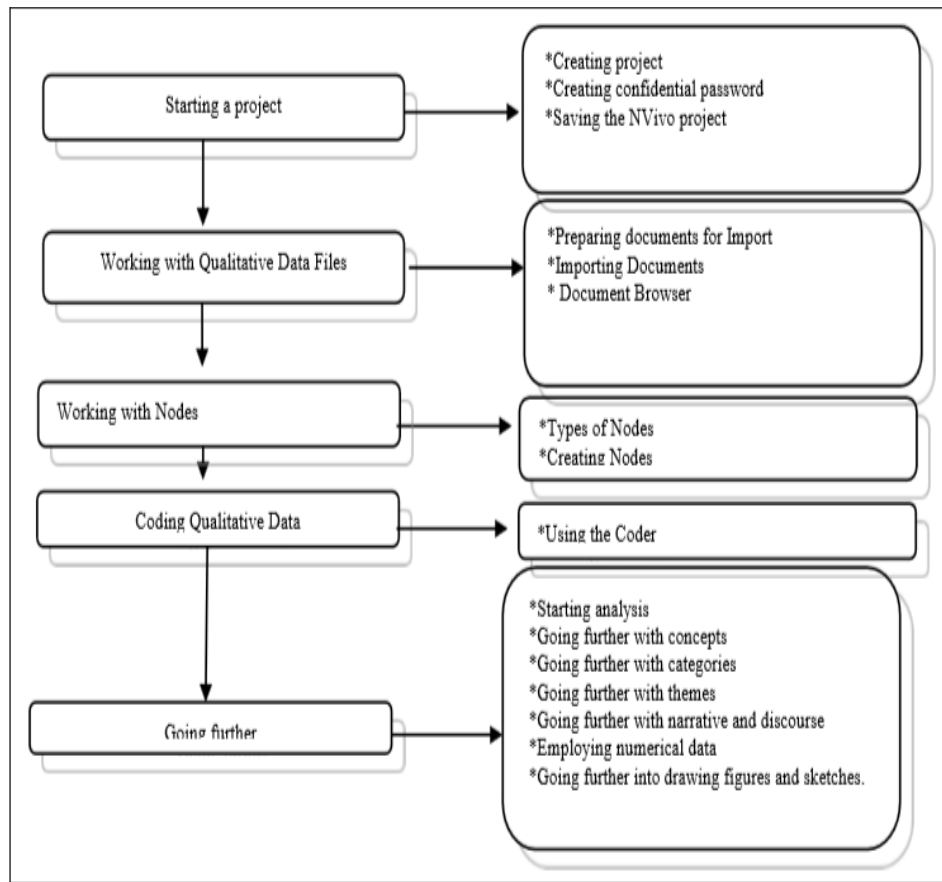
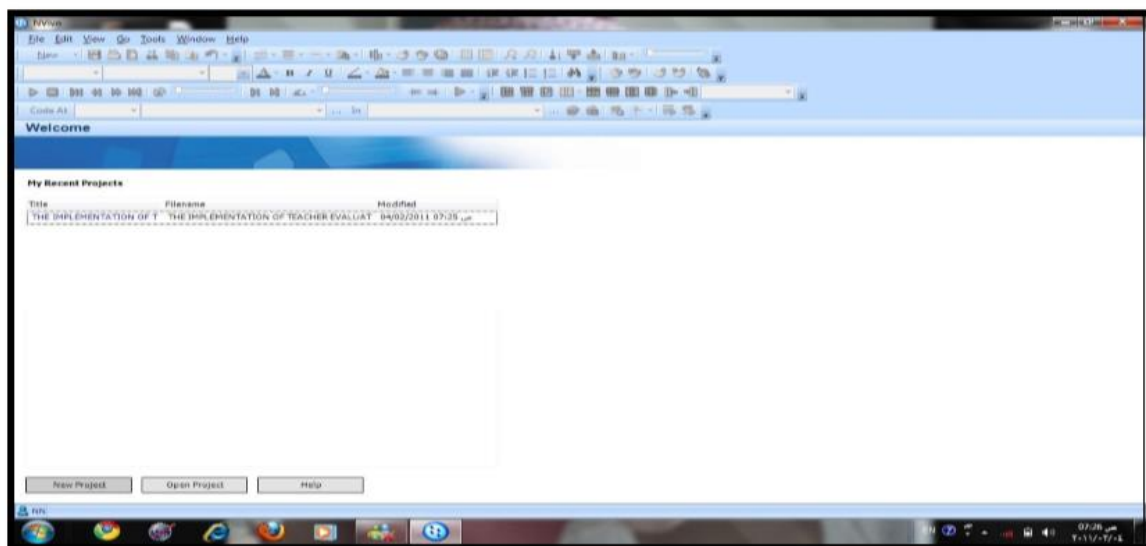


Figure 1
Procedure Followed in Applying NVivo Software.
 Adopted from [8]



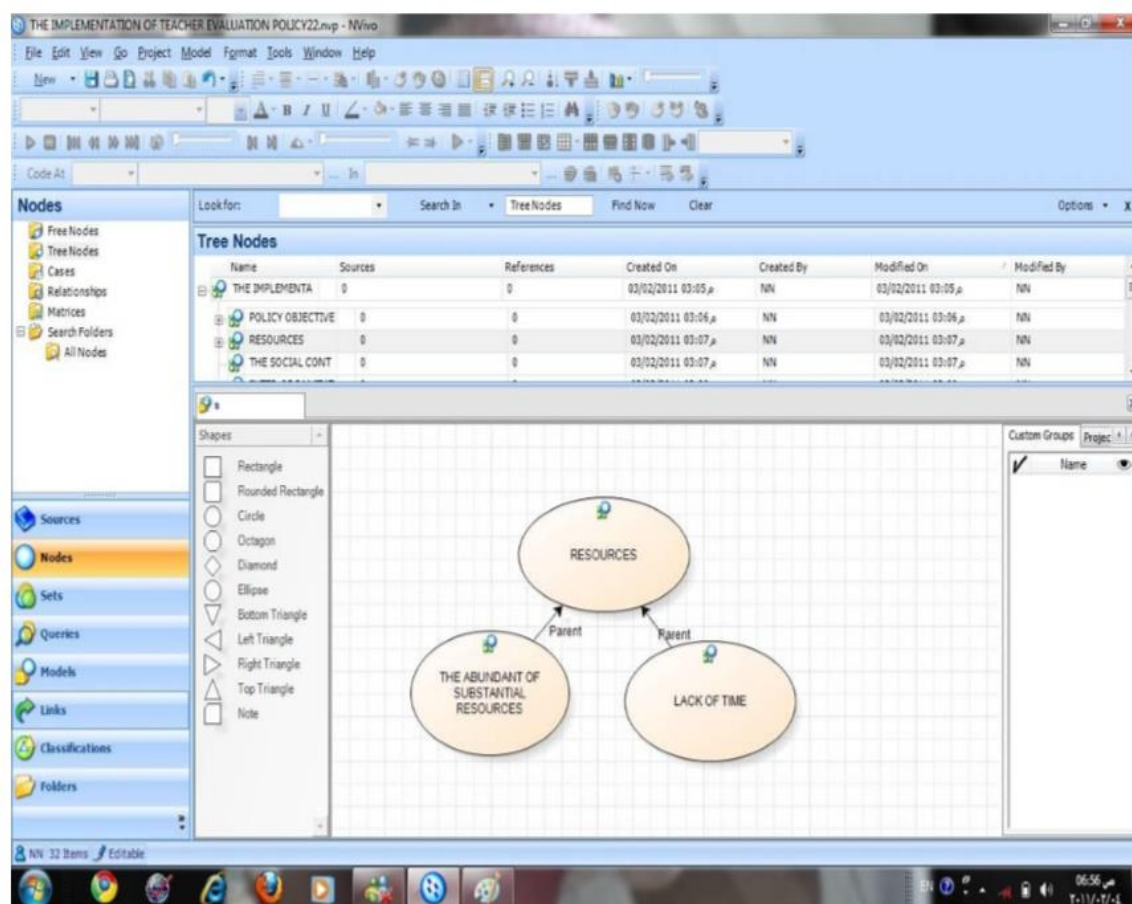
Name	Sources	Reference	Created On	Created By	Modified On	Modified By
Adm	4	5	20/10/2010 9:43:38 A	O	21/10/2010 6:12:23 PM	O
Adm	3	3	20/10/2010 9:16:16 P	O	21/10/2010 6:12:47 PM	O
Case	3	4	20/10/2010 9:37:50 A	O	20/10/2010 10:43:30 PM	O
chan	2	2	20/10/2010 9:44:56 A	O	21/10/2010 11:55:21 AM	O
Char	0	0	21/10/2010 10:46:18 A	O	21/10/2010 10:46:18 AM	O
Com	0	0	21/10/2010 10:45:53 AM	O	21/10/2010 10:45:53 AM	O
Cum	0	0	21/10/2010 10:52:11 AM	O	21/10/2010 10:52:11 AM	O
Legend	0	0	21/10/2010 10:47:28 AM	O	21/10/2010 10:47:28 AM	O
State	0	0	21/10/2010 10:50:22 AM	O	21/10/2010 10:50:22 AM	O
Vitalit	0	0	21/10/2010 10:51:28 AM	O	21/10/2010 10:51:28 AM	O
Cond	1	1	21/10/2010 10:53:20 A	O	21/10/2010 5:43:18 PM	O
Econ	3	3	21/10/2010 10:53:40 AM	O	21/10/2010 6:28:35 PM	O
Public	3	3	21/10/2010 10:54:29 AM	O	21/10/2010 6:28:35 PM	O
Social	7	11	21/10/2010 10:54:10 AM	O	21/10/2010 6:28:40 PM	O
Good	2	2	20/10/2010 6:10:20 A	O	20/10/2010 10:52:48 PM	O
Dispo	0	0	21/10/2010 10:57:12 A	O	21/10/2010 10:57:12 AM	O
Clair	0	0	21/10/2010 11:02:39 AM	O	21/10/2010 11:02:39 AM	O
Cum	1	1	21/10/2010 11:02:11 AM	O	21/10/2010 6:45:25 PM	O
The a	0	0	21/10/2010 10:58:08 AM	O	21/10/2010 10:58:08 AM	O
The on	4	10	21/10/2010 11:09:56 AM	O	21/10/2010 6:33:01 PM	O
The i	0	0	21/10/2010 11:01:06 AM	O	21/10/2010 11:01:06 AM	O
The i	2	2	21/10/2010 10:58:53 AM	O	21/10/2010 6:18:48 PM	O
Evalu	1	1	20/10/2010 6:17:14 P	O	20/10/2010 6:17:48 PM	O
evalu	2	2	20/10/2010 6:09:28 A	O	21/10/2010 5:44:15 PM	O
evalu	10	11	20/10/2010 6:11:30 A	O	21/10/2010 6:18:54 PM	O

Figure 3
NVivo Screenshot of the Tree Nodes

What are the purposes of teacher evaluation?

First and foremost we consider the teacher as a main component of our education system that is because of the multiple roles and responsibilities that the teacher bears in the educational system. Thus, we should pay extraordinary attention to these roles and responsibilities. Regarding the aims of teacher evaluation in our educational system, I see the main goal of the evaluation is to promote the level of teaching performance made by the teacher. Also, via the evaluation we would like to know the competences of the teacher in teaching behavior seeking to uphold these competences as well as attempting to eliminate the weak aspects in the teaching manner. Besides, we utilize the evaluation to decide the professional needs in the teaching performance. Consequently, conduct plans for professional development for this teacher.

What about decision making such as promotion, recruitment, and firing based on teacher evaluation?



Conclusion

NVivo as a software for data analysis is design to improve the research quality significantly. It makes analysis of data easier with professional outcome as result. The software minimixe the manual task as it helps the researcher to discover tendencies to spot more themes in the data and be able to derive conclusions.

In addition, NVivo is considered more useful for team work of researchers aiming at one unique project and goal. This software manages data and ideas, querying data, modelling visually and reporting. A call is made to qualitative researchers to strongly make use of the procedures of NVivo to ease the time-consuming, vague and module task in qualitative analysis.

Getting Started In ATLAS.ti

The software known as Atlas.ti accepts different file formats as well as text file, PDFs, Images, Excel tables as well as audio and video files. The ATLAS.ti can be used to conduct a systematic review which could be uploaded into the software that requires to be included for the systematic

review. The software is capable of accepting up to 51 PDF of peer-review journal articles if uploaded into it for review.

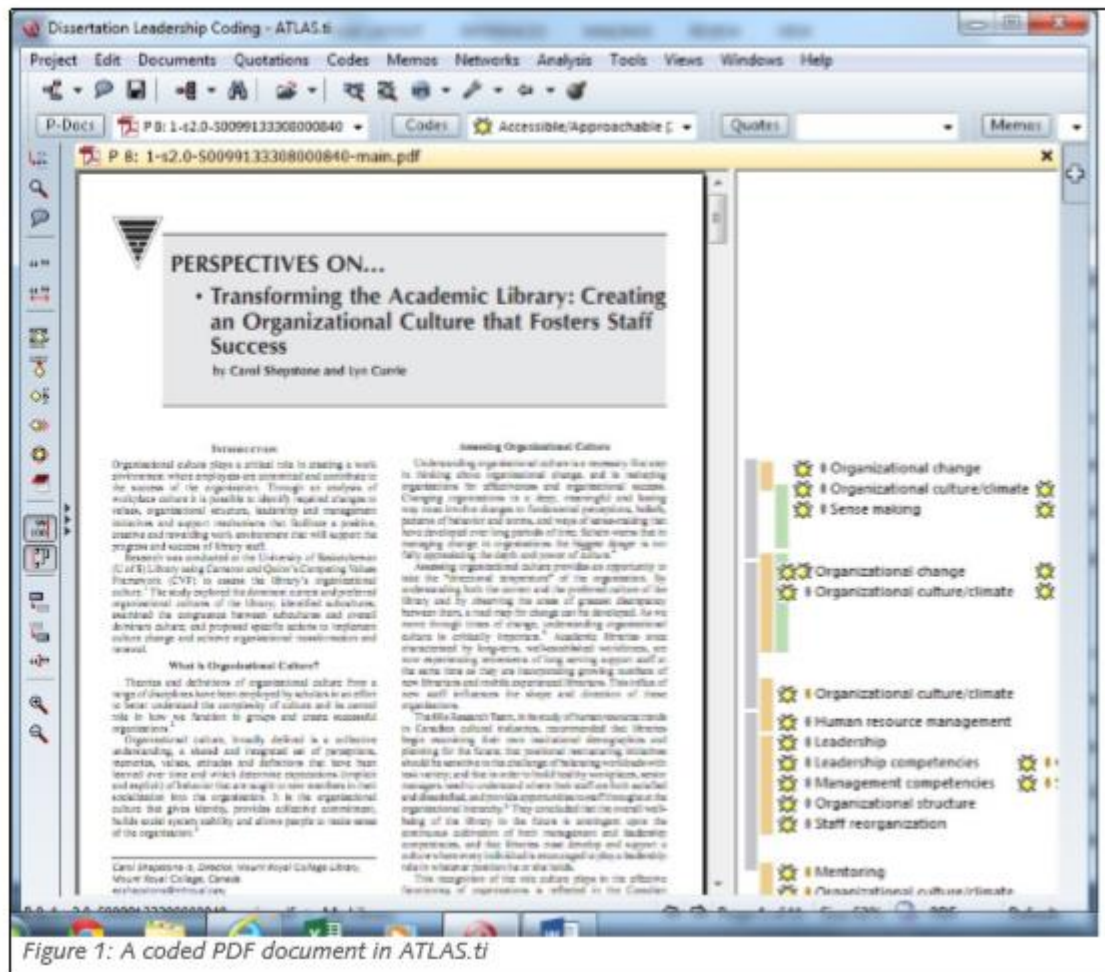


Figure 1: A coded PDF document in ATLAS.ti

[Atlas.ti First Stage Coding](#)

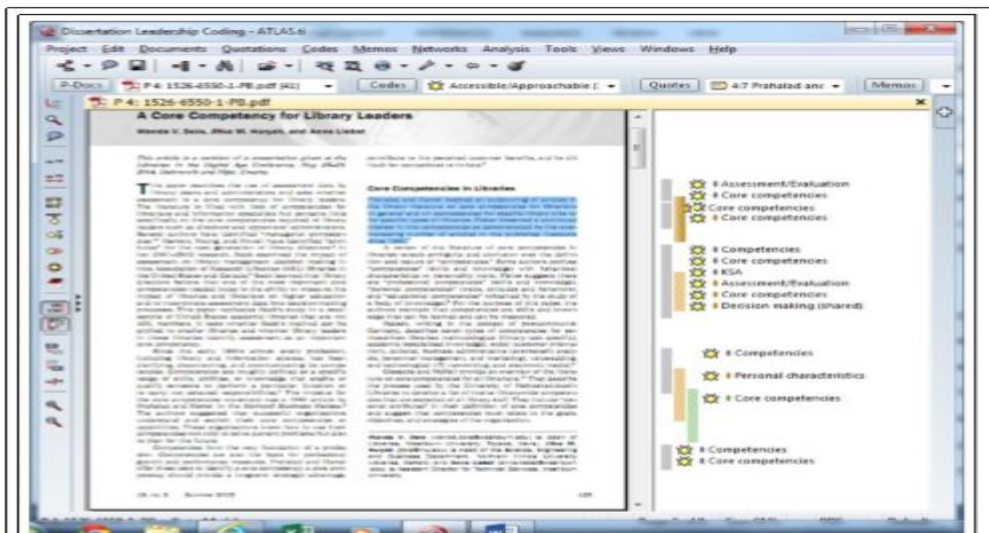


Figure 2: First Stage Coding in ATLAS.ti

Atlas.ti Second Statge Coding

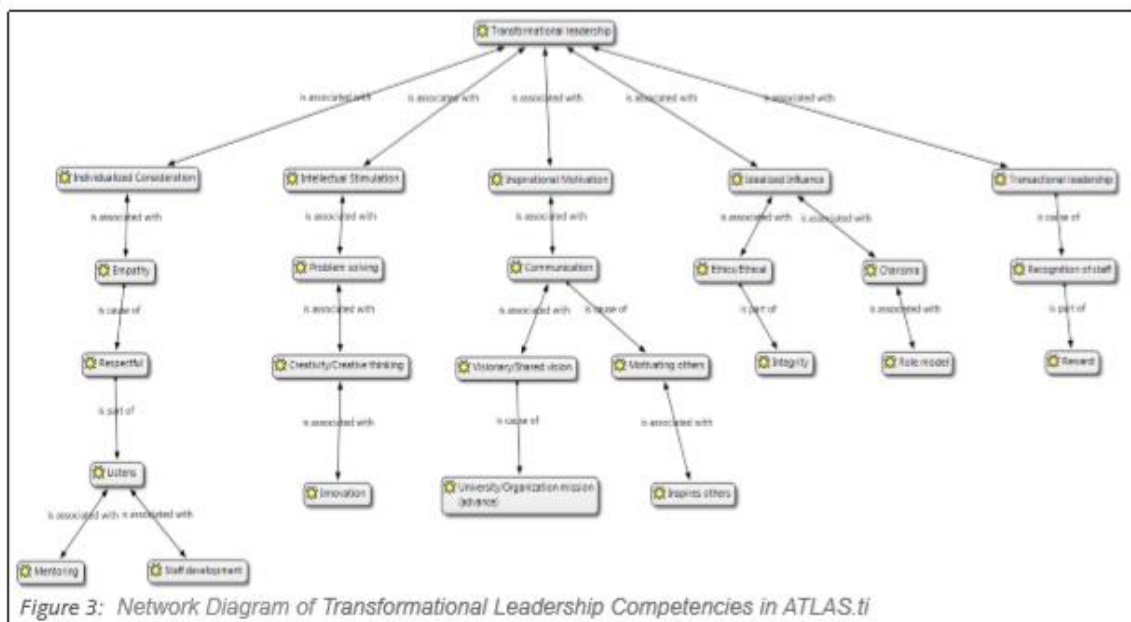
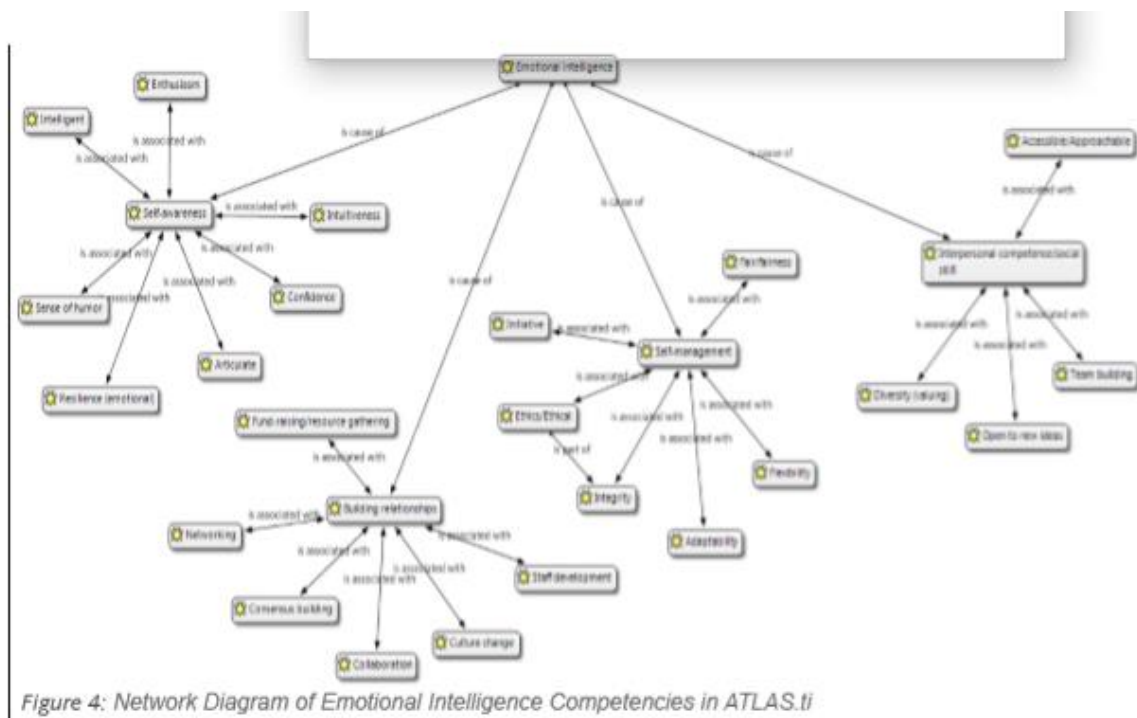


Figure 3: Network Diagram of Transformational Leadership Competencies in ATLAS.ti



(2007) points out two main reasons for the adoption of visual data analysis in qualitative research:

- I. In modern society, all visual representation must be given acknowledged in all scientific studies of society as images from this backdrop, are now having accommodating effect everywhere. Therefore image cannot be “apart” from research projects that focus on the study and understanding of the contemporary world of the present time.
- II. New sociological perspectives are now made known and clearly understood through the study of images and visual data, and these are particular consideration that were impossible to access with the use of other data to enhance these new revelations. However, according to Heisley (2001), and in response to his question “Why do researchers resist the adoption of the visual element?”, the following reasons are presented:
 - In general, the visual element is still considered less “serious” by academia;
 - Visual understanding is accessible to all, allowing those observing multiple interpretations. This loss of control can be uncomfortable and threatening to the researcher;
 - Researchers are not yet familiar with the use of “video” as a data source;
 - Researchers are still influenced and biased by the idea that words are more “intellectualized” than images;
 - There seems to be no “peer review” yet to legitimize its adoption;
 - It is very hard work and demanding.

In qualitative analysis, technological tools have just been in use in the last decades to facilitate the technical treatment of visual data such as image and video that allows flexibility and integration. Surprisingly many of these tools are still not within the knowledge of researchers. Banks (2007: 67) argues therefore that in general terms, it is possible to identify two main aspects in the adoption of visual elements in the social sciences (BANKS, 2007, p.67):

The researcher in the first argument is expected to create images (visual data) such as videos, photographs, drawings by himself /herself to document or analyze aspects of social life and social interaction while researcher makes his/her notes, records of what he/she observes and analyzes using visual elements.

The second argument concerns the collection and study of images produced and / or “consumed / observed” by the research subjects. In this case, the research project is more “visual” and there is a greater social and personal connection of the subject being studied with these same images.

Banks (2007) proposes, some solutions to this problem in the field of research and visual methods. Despite the scientific value of the form of data recording as presented in point 1 above, it is still not accepted or simply known by the academic community that most software packages already incorporate features for description, interpretation and transcription of videos and images. For example, in Figure 1 we present a system of indexing, with descriptive or inferential texts, associated to the coding and analysis of an image through webQDA software (www.webqda.net).

Photo elicitation is the use of photographs to generate verbal discussion (Thomas, 2009). The visual images can be produced by the informant or by the researcher. Photo elicitation is now a widely known and a frequently used technique which involves using one or more visual images in an interview and then asking participant’s to comment on the visual images used (Bigante, 2010).

Photo elicitation produces information of various types as it evokes feelings, memories, and information (Harper, 2002). The difference between conventional interviews and photo elicitation depends on participants’ response to the symbolic representations in the photographs. The parts of the brain that process visual information are in evolutionary terms older than the parts of the brain that process verbal information; therefore, visual images evoke deeper parts of human consciousness than words do (Harper, 2002). Words alone use less of the brain’s capacity than processing visual images using words (Harper, 2002). This is probably why the photo elicitation interview is not simply an interview process but a process that elicits more information and evokes a different kind of information during an interview (Harper, 2002).

Analytical Approach

Firstly, images and graphics are gathered into different themes and the period of there are their emergence are then counted across all of the photographs. The researchers thereafter indicate the number of themes that arose and also interpreted the processes that lead to these groupings (Thomas, 2009). Thematic analysis was used to analyze the findings as words and photographs can be more powerful than numbers alone. Thematic analysis is about identifying themes that

emerge from the data (Harding, 2013). It was “a method of identifying, analysing and reporting patterns (themes) within the data” (Braun & Clarke, 2006, p. 77). Thematic analysis involves searching through a data set to find repeated patterns of meaning (Braun & Clarke, 2006). In thematic analysis, coding needed to be performed initially in order to break up the data and to find links. These steps help the researchers to find themes in the data (Liamputtong, 2013).

The analytical approach used incorporated Collier and Collier (1986), Noland (2006), and Thomas’s (2009) recommendations for data analysis combined, as outlined in the eight steps below. This research project used Collier and Collier’s (1986) instructions on photographic analysis who were the pioneers of this method, and it also incorporated more recent researchers’ approaches (Noland, 2006; Thomas, 2009) to interpretive thematic analysis to ensure comprehensive analysis of the visual, verbal, and written data. This eight-step process used involved data analysis beginning during the interviews as a collaboration, then organizing the data, coding the data, structured analysis, detailed analysis, interpretative analysis, creating themes, and the write-up of findings.

Step 1 involved the data analysis, the beginning is the interview period as a period of collaboration between participants and researcher (XG) resulting in a collaborative interaction (Collier & Collier, 1986).

Step 2 involved organizing the data. Photographs were numbered and organized into tables, where normal, control group’s photographs in one column and the depression group’s photographs in the other. The categories with the most photographs were placed at the top of the table, with the least photographed items at the bottom of the table. Questions and observations were documented as per Collier and Collier’s (1986) instructions. Fortnightly, meetings with qualitative and quantitative experts were conducted to discuss the data and the themes emerging. This process also included peer review of the data and the findings as they emerged.

Step 3 involved coding the data by giving the photographs names (descriptors) as identified by the participants. Each photograph was then placed into a category/theme. Photographs which did not belong in a common category were placed in a separate category called miscellaneous. Counting and comparing of the photographs was then conducted to find out which the most important categories were and which less important categories within the two groups were. The most commonly photographed themes were allocated to the top of the table and the least

photographed themes were placed at the bottom of the table. This gave an accurate picture of the important sources of meaning in life for each group. In the written essays on the beliefs about the meaning of life, categories were also created and counting conducted to identify the most frequently discussed categories/themes. Common themes began to emerge and were recorded.

Step 4: It concerns structured analysis. Categories of themes are counted and comparing including graphs and tables constructed as categories and their frequency in discussion. The researcher considered all aspects of the photographs including colour, image, shades, content, meaning, reasons why the photograph was taken, and the differences between the groups.

Step 5 involved detailed analysis. Here, the researcher needs to look inward and identify common word or phrase the participants used by naming it or give it a number. For instance, a participant may say, “a very important work required of the government is providing social security because of the non-privilege people” therefore, “social security” became the category. Then counting how many themes emerged from the data and which themes had the most to least number of photographs in it allowed the researcher to identify the most and least important themes in each group. The researcher may then start narrowing the broader themes. Detailed analysis of the written essays on the beliefs about the meaning of life was also conducted. Important categories and quotes were recorded, and detailed information about what they meant was recorded and clarified. This allowed for common themes to emerge, with accurate quotes to reflect or confirm emerging themes.

Step 6 involved interpretative analysis to give meaning to the data. This approach provided insights into the contribution of the participants and the usefulness of their information as per their huge knowledge, so that ideas and meanings could be found and clarified. Once, the researcher recorded observation, questions and thoughts were recorded, themes were thereafter developed in much more detail. Clarification is given to the data from final analysis of the patterns and meanings that emerged clarified by reviewing repeatedly through the photographs, interview transcripts, and written essays.

Step 7 involved creating themes; thematic analysis put forward binding the important themes found into major/ overarching or related themes. These themes were conducted, refined, located into priority order from most important to least important while common themes emerged were carefully identified and recorded in detail.

Step 8 is concerned about the presentation of findings including the methodological process of interpretative thematic analysis into a readable, interesting, and coherent piece of academic work with the conclusion, and clinical implications. This allows the reader to understand the process, the data that emerged, and how this can be implemented into clinical practice. Throughout the process, rigor was greatly applied by using Shenton's (2004) strategies for ensuring trustworthiness to demonstrate credibility, transferability, confirmability, and dependability.



Figure 1. Family. This photograph is an interesting example of how creative the participants were in this study. Not wanting to gain written consent from every member of her family and to maintain their anonymity, instead the participant photographed her family's shadows in the sand.

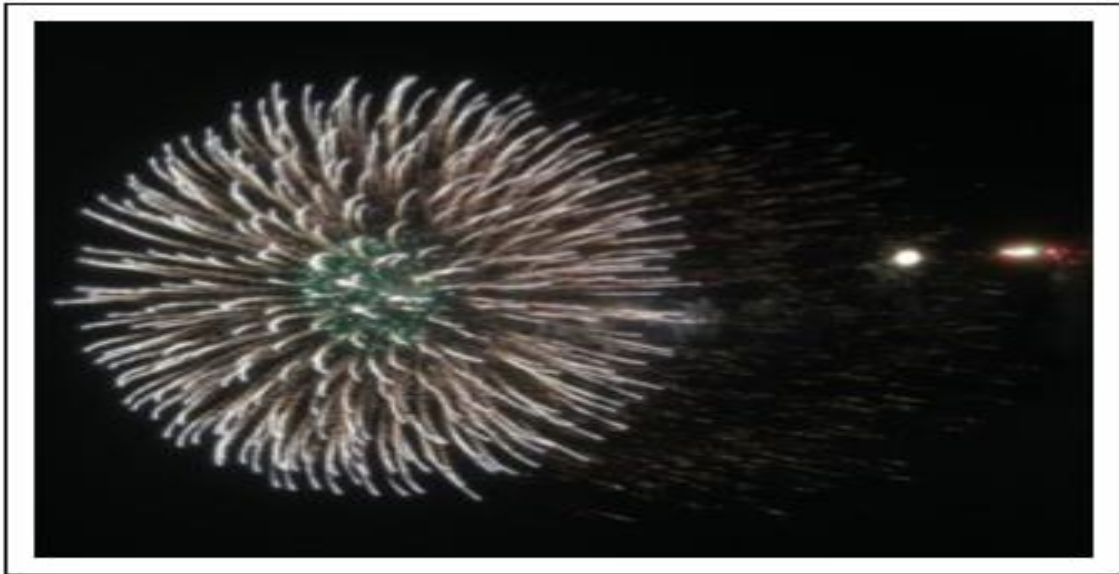


Figure 2. Celebration. Another example of how a participant represented celebration without the need to gain consent for images of people.



Figure 3. Health and fitness. No consent needed for this image as the people are unidentifiable.



Figure 4. Working as a midwife. Another image that did not need written consent and that is very creative.

CHAPTER 12

PROPOSAL DEFENSE (SEMINARS)

Can you suggest a topic about any phenomenon about issues in education, with explanation of the problems of the research study, follow the steps in research outline. Prepare a three-page tentative research proposal with your subtitles under each of the Chapters?

Purpose

The purpose of the dissertation proposal defense is to assure that your plan of researching your proposed research question is complete and holds academic merit. Students work closely with their supervisory committees in determining the composition of the dissertation proposal and in writing the proposal.

Process

At least six weeks prior to the dissertation proposal defense, the candidate contacts Student Services to confirm the members of their supervisory committee. This would include the addition of a non- Al Madinah International University external faculty member if previously agreed upon.

The candidate schedules a date, a time, and a room for the dissertation proposal defense. The candidate also submits details regarding the dissertation proposal defense to the School web calendar, the PhD program chair, and Student Services.

At least two weeks before the scheduled proposal defense date, the final written proposal must be submitted to all members of the supervisory committee. The voting members of the committee, in consultation with the student, determine the length and outline the structure of the defense.

The proposal defense is a public event. However, the deliberations of the supervisory committee are private. The supervisory committee records an official decision using the dissertation proposal defense form.

Once the proposal has been defended and accepted, the candidate is cleared to finish writing the dissertation. The candidate submits one paper copy and one PDF version of the dissertation proposal to Student Services.

The following are also the guidelines for preparing a defense seminar.

1. Discuss with your supervisor. He/she will help you to make difficult things easy.
2. As you progress in your research, try to make as many presentations as possible, keeping in mind that you are preparing for your final presentation.
3. Explain to your friends, parents, colleagues and others, whenever possible, what your work is about.
4. Do not show too many slides in your final presentation. If you have too many results, you do not have to present all. Present only the most important and most relevant results. Again, discuss with your supervisor about it.
5. Make a PowerPoint presentation in front of your supervisor and your lab colleagues at least 10 days prior to your final presentation. Ask them for criticism and try to improve. If necessary, make another presentation before your supervisor 3-4 days prior to your final presentation.
6. **Title slide and a summary preview:** After reading the title, give a well-prepared speech for about 3-5 min describing in simple language what your research is about. Some points that can be addressed here are: how this research started, the most important findings (without details), benefits of these findings, and most importantly how you gained insight, experience, and expertise in research. You have to express your excitements for your work. This is like giving a preview of your presentation in simple words. This will make the audience interested in your presentation. This will also serve as a warm-up for your data presentation.
7. **The problem.** Describe the problem that your research addressed in one or more slides.
8. **Justifications for your work:** Why did you invest 3-5 years of your life for addressing the above problem? Why are these time and money investments justified? (At least one slide).
9. **What was already known when you started?** You may show a number of slides to present a brief review of literature. Discuss with your supervisor about specifics. This must be short. The review of literature must not be dull, it must be connected well with the problem.

10. **Overall goal of your research (one slide):** State how you addressed the problem.
11. **Specific objectives:** Dissect the overall goal into specific doable objectives (one slide).
12. **Objective 1.** State the objective 1 and the associated hypothesis (one slide). At this stage do not rush. In about one min, try to give a simplified preview of the methods and experiments you conducted in this objective. You should have a well-prepared 1 min speech here. This will help to maintain attention of the audience on your work.
13. **Experiments in objective 1.** Using a number of slides, describe the experiments and results for objective 1. You may show short flowcharts to describe methods. Whenever you present some results with tables or graphs, give enough interpretations. Always try to connect results with the problem.
14. **Objectives 2 and 3.** Present in the same way as for objective 1. Do not forget to give a 1 min simplified preview of experiments for each objective before going into details.
15. At the end, remind the audience about the problem you wanted address and how your results addressed some questions. Here again you need to face the audience and stop depending on your slides. Tell briefly (in about 1 min) the highlights of your work.

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