Qualitative Research Methods for the Social Sciences 9th edition Lune Solutions Manual

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Chapter 2: Designing Qualitative Research

Chapter Overview:

This chapter offers a basic description of how to design a research project. It provides the basic information necessary for understanding the research enterprise. This chapter discusses the research process and proposes a spiraling model to follow when developing a research agenda. Chapter 2 also offers advice about how to organize and conduct a literature review. Additionally, this chapter examines topics such as operationalization, conceptualization, and how to frame a project.

Learning Objectives:

2.1: Evaluate the applicability of theory and concepts in qualitative research
2.2: Explain how research progresses from the original idea
2.3: Describe the importance of authentic literature in research
2.4: Give an example of a problem-statement with researchable questions
2.5: Describe the process of operationally defining a concept
2.6: Examine how the technique of concept mapping assists the research design process
2.7: Recognize the importance of advance planning before beginning the data-collection process
2.8: Describe the three concurrent flows of action comprising data analysis
2.9: Explain why dissemination of research findings is important
2.10: Analyze why the design logic is important in understanding research
2.11: Recognize why research fails at times

Chapter Outline

1. Theory and Concepts
    a. Patterns in social life
    b. Meaning underlying patterns
    c. Theory to explain meaning
    d. Concepts defined by theory
        i. Symbolic element
        ii. Definitional element
    e. Propositions explain relationships between concepts
    f. Hypotheses test propositions about research concepts
2. Ideas and Theory
    a. Relationship between idea and theory
    b. Theory-before-research methodology
    c. Research-before-theory methodology
    d. Linear progression of research
    e. Spiral progression of research
3. Reviewing the Literature
    a. Rough idea

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- b. Locate relevant databases, periodicals, books
- c. Develop variety of subject terms to search
- d. Investigate variety of topic key words
- e. Evaluating Web sites
    - i. Legitimacy
    - ii. Large missed body of work
    - iii. Whose Web site is it, and what's in the URL?
    - iv. What is the nature of the domain?
    - v. Is material current or dated?
    - vi. Can the information be corroborated?
- f. Content versus use
    - i. How to take notes on research
        1. What does material say?
        2. How does this relate to my research?
    - ii. Take good notes
    - iii. Record full citation
    - iv. Identify major claims of work
    - v. Write out best quotes, definitions, unique findings
    - vi. Don't paraphrase
    - vii. Save keywords for each work
    - viii. Sort notes into categories on key word
- g. How to use your notes
    - i. Create solid ground to base new work upon
    - ii. Relate new idea to pillars of research
    - iii. Use classic works to establish conceptual framework
- h. Create literature review
    - i. Dispel myths
    - ii. Explain competing conceptual frameworks
    - iii. Clarify focus of your work
    - iv. Justify assumptions

4. Trying It Out
    - a. Family Research Council
    - b. Searches on homelessness
5. Framing Research Problems
    - a. Create clear problem statement
    - b. Define several specific research questions
6. Operationalization and Conceptualization
    - a. Operationally define key terms
        - i. Define meaning of concept in study
        - ii. Create criteria to empirically measure concept
    - b. Use defined concept to design measuring technique
7. Designing Projects
    - a. Create plan for research
        - i. What type of information is gathered and how?

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ii. Where will research take place, and who will be the subject?
iii. Will you use single method or triangulation?
iv. Will you work alone or with other researcher?
v. Will you use one theory or multiple related?
vi. How much will it cost?
vii. What is appropriate data collection strategy?
viii. What will data look like?
ix. How will data be organized?

b. Determine pacing
c. Consider ethics
d. Concept mapping
   i. Creating a concept map
   ii. List concepts on one page
   iii. Rearrange to move from abstract to specific
   iv. Divide concepts into stacks
   v. Move stacks into clusters
   vi. Review literature and assign descriptions to clusters
   vii. Add additional description
   viii. View visual relationship between concepts
   ix. Show map to others and refine
e. Setting and population appropriateness
   i. Identify site that is reasonable in size and complexity
   ii. Entry is possible
   iii. Target population is available
   iv. Study's focus processes are available
   v. Research can be conducted effectively
f. Sampling Strategies
   i. Convenience samples
   ii. Purposive samples
   iii. Snowball samples
   iv. Quota samples

8. Data Collection and Organization
   a. What will research data look like?
   b. How will data be organized for analysis?
9. Data Storage, Retrieval, and Analysis
   a. Data reduction
   b. Data display
   c. Conclusions and verification
10. Dissemination
   a. Presentations
   b. Publications
11. Why It Works
   a. Relationships between theories and concepts
   b. Previous research

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12. Why It Fails
    a. Bias
    b. Poor measurement
13. Trying It Out
    a. Asthma
    b. Operational definitions

Lecture Suggestions

1. How to Structure Research: Comparing and Contrasting the Research-before-theory, Theory-before-research, Linear Progression, and Spiral Methods
2. Research Strategies: How to Search and Identify Valid Sources
3. The Importance of Specificity to Allow Reproduction of Study and Define Concepts
4. Choosing a Sampling Strategy
5. Why It Works and Why It Fails

Class Activities

Activity 1: Using your favorite search engine on the Web, look up "Family Research Council." Take a look at the research data available at several of the hits that the search has found. Consider the merits of the documents on each of these sites. Does the material seem biased? Does the material sound reasonable? How heavily would you rely on this information in a report or research? (LO 2.3: Describe the importance of authentic literature in research)

Activity 2: Locate the Index to the Social Sciences in a college or university library. Use the index to find 10 sources of reference material for a potential study on homelessness. Now go to the Web, and, using your favorite search engine, enter the search term "homelessness" to locate 10 additional reference items. Compare the two sets of materials. (LO 2.3: Describe the importance of authentic literature in research)

Activity 3: Run a Web search on the term "asthma." Now compare the different resources that may be available if you add the search terms "peer reviewed" or "magazine." Based on these different answers, offer a conceptual definition of the term that would be suitable for research. (LO 2.5: Describe the process of operationally defining a concept)

Activity 4: Identify six concepts and operationally define each. Be sure to consult relevant literature before the terms are defined. Do not make up definitions off the top of your head. When operationalizing how each concept will be measured, be certain these operations conform to both relevant literature and the qualitative paradigm. (LO 2.5: Describe the process of operationally defining a concept)

Key Terms

Theory: A system of logical statements or propositions that explain the relationship between two or more objects, concepts, phenomena, or characteristics of humans.

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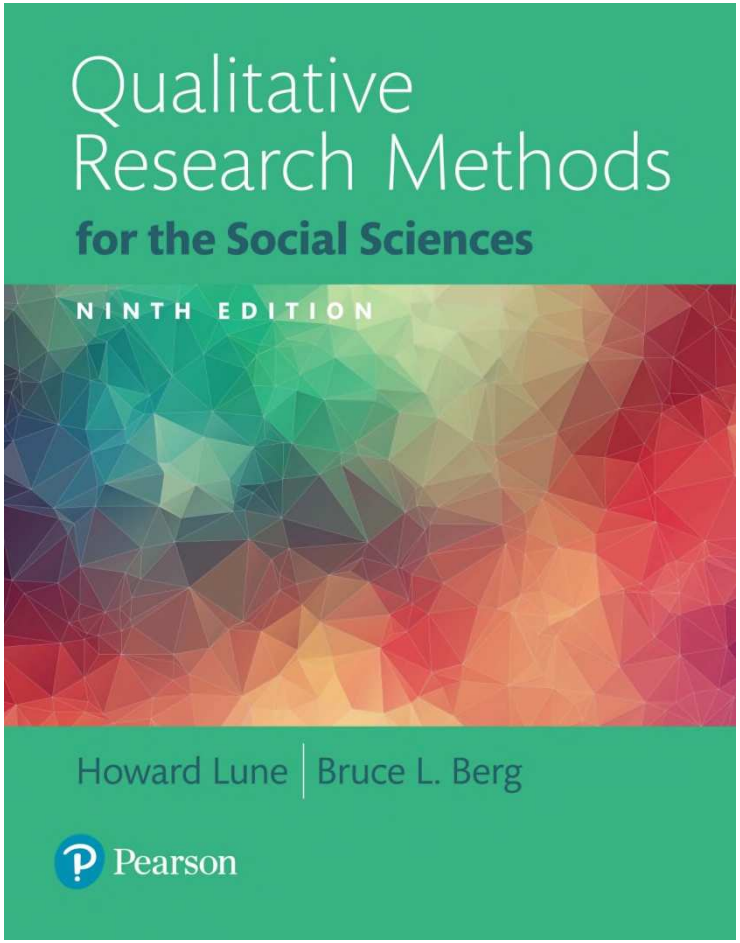
Concepts: Symbolic elements representing objects, properties, or features of objects, processes, or phenomena that allow communication of thought.
Propositions: Concept clusters, or statements about the relationships between concepts.
Hypotheses: Testable propositions about the relations among research concepts.
Cognitive reality: The thoughts in your mind, in which anything is possible.
Sensory reality: The world around you, in which there are clear limitations and conditions are not in your control.
Operational definition: A concrete intended meaning of a concept in relation to a particular study that provides criteria for measuring the empirical existence of that concept.
Concept mapping: A technique used to pictorially represent ideas and their connections and enhances understanding of relationships between ideas/concepts.
Sampling: A research technique in which a subset (the sample) of a larger population is used to make inferences about the population as a whole.
Probability sampling: A research technique in which a sample is selected mathematically to represent subgroups of some larger population.
Simple random sample: A sampling technique in which each element of the full population has an equal and independent chance of inclusion in the eventual sample to be studied based on a full listing of every element in the full population to be investigated.
Convenience sampling: A sampling technique relying on subjects who are close at hand or easily accessible.
Purposive sampling: A sampling technique in which researchers use special knowledge or expertise to select subjects who represent the population for inclusion in the sample.
Snowball sampling: A sampling technique in which a sample is obtained through respondent referrals to obtain entrance to a difficult-to-access population by gaining participants from a small group of original subjects who share similar characteristics.
Quota sampling: A sampling technique where the sample is designed to match the percentage of certain named groupings in the general population studied.

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Qualitative Research Methods

Ninth Edition



Chapter 2
Designing Qualitative Research

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Learning Objectives

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2.10 Analyze why the design logic is important in understanding research

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Introduction: Designing Qualitative Research

- Thinking about, planning research
- What tools needed, when, why
- Conceptualization
- Conducting literature reviews
- Advance designing, planning of research

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2.1: Theory and Concepts

- Social science and patterns
- Theory
- Concepts
- Concept parts
- Concept occurrence

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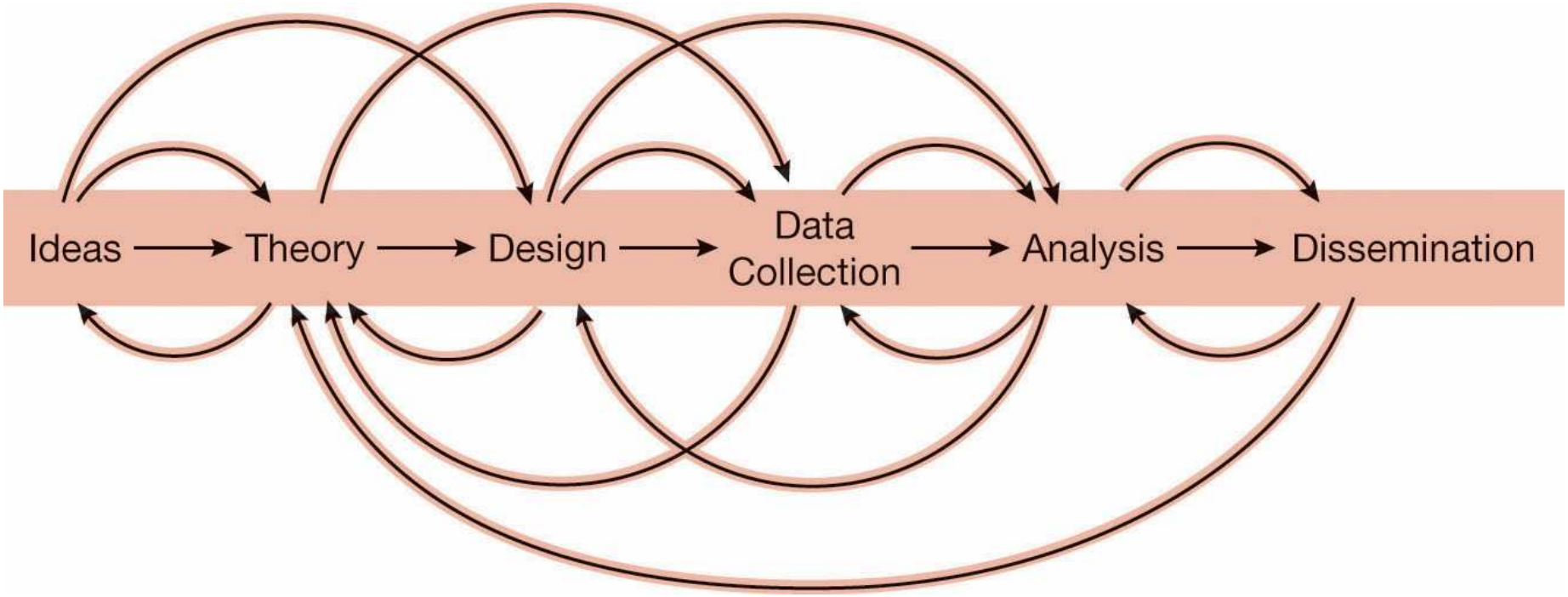
2.2: Ideas and Theory

- Ideas
- Difficulties
- Theory-before-research model
- Research-before-theory model
- Spiral approach

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Figure 2.1
The Spiraling Research Approach



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2.3: Reviewing the Literature

- 2.3.1: Evaluating Web Sites
  - Internet searches
  - Considerations for web use
- 2.3.2: Content versus Use
  - Suggestions for organizing work
  - Writing notes
  - Using keywords
  - Writing literature review

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2.4: Framing Research Problems

- Research problems
- Suggested organization

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2.5: Operationalization and Conceptualization

- Conceptual definitions
- Operational definitions
- Examples

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2.6: Designing Projects (1 of 3)

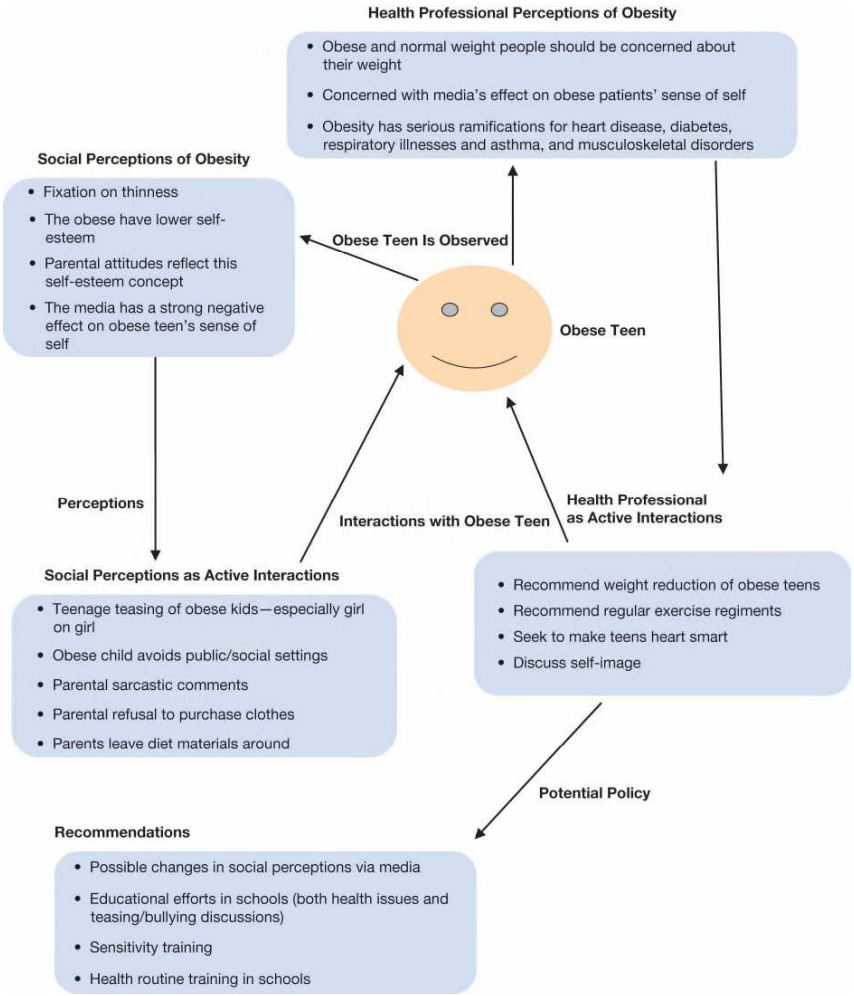
- 2.6.1: Concept Mapping
  - Concept/mind mapping
  - Origin
  - Features
- 2.6.2: Creating a Concept Map
  - Creation steps 1
  - Creations steps 2

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Figure 2.2

Concept Map of Concepts Pertaining to Social and Health Professional Perceptions of Obese Teens



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2.6: Designing Projects (2 of 3)

- 2.6.3: Using a Concept Map
  - Concept map benefits
  - Technical use in research design
- 2.6.4: Setting and Population Appropriateness
  - Features of study site/setting
  - Decision to use research site
- 2.6.5: Setting and Population Appropriateness
  - Overview
  - Convenience samples
  - Purposive samples
  - Snowball samples
  - Quota samples

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2.6: Designing Projects (3 of 3)

- 2.6.6: Using a Concept Map
  - Demographics
  - Determining representativeness

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2.7: Data Collection and Organization

- Data considerations
- Data organization

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2.8: Data Storage, Retrieval, and Analysis

- Data reduction
- Data display
- Conclusions
- Verification

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2.9: Dissemination

- Upon completion of research project
- Dissemination

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2.10: Why It Works

- Measures
- Logic of research design

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2.11: Why It Fails

- Our expectations
- Other reasons for failure

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