

Deeper Dive into Qualitative Design Selection

Thank you everyone for, um, attending this session, the deeper dive into qualitative, um, design selection.

And so this is one of our newer webinars, and we're really excited to be able to bring this information, um, to you.

So thank you very much for being here.

Uh, Dr.

Cabrice, did you want to do any introductory comments? Uh, so yes. First of all, uh, hello everyone.

Welcome to our session, and, um, just a brief overview that why we are offering this webinar.

Uh, often when we are interested in the qualitative study, it can be a little bit confusing, uh, to select a right design.

So we thought that, uh, it's really good to have this session.

It's a panel of discussion, uh, that, uh, we are offering to you, um, uh, Dr. Karen Johnson, Dr.

Jim Lane, and Drella Smith.

Along with me, we are focusing on, um, the main characteristics of these designs and, uh, the, the, basically the goal is for you guys to kind of see the main charact characteristics can be able to compare and contrast these characteristics and, um, keep these in your mind when you are, uh, selecting a design, a qualitative design.

And please keep in mind that we have been offering webinars for all these design, uh, for the last few years, starting from 2018.

And the recording and PowerPoint slides of the designs are available in the research hub, as well as in teams research methodology group teams.

So extended discussion related to all of these design are available.

However, for this session, we are basically just going to compare, uh, basic characteristics.

So, uh, extended explanation, uh, are provided on in the previous webinars.

And so with that, I'm going to focus on the first two design cases, study and action research.

Uh, if you can move the slides, Dr. Schmidt, I appreciate that.

All right, so the very first, uh, design that we'd like to share with you, uh, is cases study.

And as you know, cases study is one of the very popular designs that we use in qualitative studies.

So as you see in this slide, we are sharing the main characteristic of cases study with you.

Uh, first of all, please note that cases study can be qualitative as well as mixed method.

So depending on your, um, problem and your situation, you may decide to go with qualitative only or with a case mixed method, um, approach.

If you are doing a dissertation, usually we recommend you avoid doing a mixed method just because doing a mixed method study can be very complicated.

It takes time. It's, it's a great approach, but it does take a lot of time and effort.

So to make your study, um, easier or manage it better, we recommend you to avoid mixed method.

However, if you are post, uh, dissertation and you are just interested doing a research and interested in doing mixed method, that's per, it's a perfectly fine approach to use.

Uh, so for ca cases study, the focus is on, um, developing an in-depth description and analysis of a case or a phenomenon.

And keep in mind that this is always happening.

Cases, studies happening within real context.

Uh, um, and when I'm talking about real context, mostly I'm referring to the situation that we are not going to actually manipulate anything.

We are not going to have experimental design.

It's just like in a very, uh, natural setting that things happen or is happening.

We just wanna kind of discover how, why or what is happening.

So that's the, that's one of the major issue that you need to consider if you're interested in doing a cases that has to happen in a real context.

Um, the type of problem that you would consider is basically related to whenever you wanna kind of discover, uh, a better understanding, deeper understanding of a case or a multiple case, you would do that.

And one example, like I can provide for you, if you have, for example, a principal who is doing a, uh, exceptionally great job engaging with students as well as teachers in, in his or her school, you wanna discover why the he's like that or how he's like that.

You may wanna go after using a case study.

Basically in a national setting, you try to discover why the principal is so impactful or why he's doing such exceptional job.

That's, that's a situation that basically call for doing a cases study.

Um, the sample size, if you are just going with qualitative, uh, cases, study, usually we go between 10 and, um, to 20, 25 is the maximum.

Uh, and I said per case, usually we, again, we have, we can, you can have single case or you can have multiple cases, but to make your study more manageable, we recommend you to go with single case.

Um, as you know, qualitative studies end up with lots of data.

So you, we don't recommend you to go over like 25.

You'll with so much data to, to cover unit of analysis.

We usually focus on a program, an activity, uh, or a policy, something that is manageable and is there to, for you to kind of focus on.

And we are not going to manipulate any situation in a case study.

Like I said, it does, doesn't, cannot be like experimental.

You cannot have any intervention.

Uh, the trademark of cases study is using multiple sources of data.

Uh, make sure that in your data collection, you use interviews, observation documents, reviewing artifacts, um, any of these can be used.

The, the recommendation is at least using two.

If you go, which three is even better, to basically cross validate your, um, your data.

Um, as far as the analysis, you usually go with coding, thematic analysis, and, um, you try to cross, um, campaign validate all the teams and, um, uh, finding that you gather.

And in your reporting, you always go very, with a very detailed analysis of your, um, cases.

I added two example down there in the slide.

Uh, these are two dissertation conducted by our students who, who were actually the winner of dissertation of award in 2024.

I really encourage you to look at these two examples.

Um, and, uh, these are definitely not the perfect example, but there are some good example that you can use as you consider doing a case study.

Uh, moving to the next slide, please.

Then the next design is action research.

The action research is basically the focus of action research is in, um, focusing on improving your practice.

Whenever you see that there is a need to do something, change something immediately, you may wanna consider doing action research.

Uh, we do have two type of action research, pragmatic action research, which basically refer to place such situation that you try to improve quality and performance of an organization, often researcher organization.

And then the next, next type is called like critical or liberatory action research.

In that type of action research, we're focusing on, um, assisting or liberating generalized group.

So two type of action research and the problem.

Again, whenever you think that you do need to come up with a immediate changes, it's good for you to, to select action research.

Action research, again, can be mixed material or qualitative.

If it's qualitative, very recommend to go with just 10, maximum 20 participants.

If it's, if you add a quantitative portion to it, then it really depend on the design of your quantitative.

You may add more, uh, sample to, to your study.

Um, you need of analysis, again, like I mentioned, uh, if it's a pragmatic action research, you focus on a practice, you really wanna improve a practice.

If it's like a laboratory type, you are focusing on improving a policy or a program to help, um, marginalized group.

The type of data collection, observation, interviews, survey, uh, attitude scales, tests, documents, journals.

Any of these can be used. Uh, for action research.

We recommend to use multiple sources of data, but it's not required.

So if happen that you just use interview when you have qualitative actions, which that's fine.

And for analysis, again, we, you can go with coding, thematic analysis and constant comparative design.

Uh, one thing that you may wanna consider for action research, when you are reporting your finding, make sure that you provide a plan of action.

Basically, you end up with a plan, actionable plan developed based on your findings.

And in that plan, basically you suggest your, the stakeholders, what you do to improve the, the situation.

Now, that action plan plan can be like a pilot program or a new practices or something like that.

So I again, provided two examples of dissertation completed by our own students.

Um, I added a little bit more details, like the first one, focusing on train teaching dance during a pandemic.

That's qualitative participatory action usage.

In that example, we have nine teachers, and they collected the data through doing interviews and observation, and they use in vivo coding.

And the next one is focusing on organizational policy to control cybersecurity breaches by employees.

And that's, again, a participative action research.

And, um, we have 21 participants in this one and collected data only through interviews.

So again, I encourage everyone to focus on these two.

With that, I would turn it over to Dr. Stit.

Hello everyone. Um, so I have the opportunity to do the next two, um, methods that were approaches that we're going to discuss.

And so the first one is grounded theory.

So in the focus and a grounded theory is to develop a theory grounded in data from the field.

And so rather than specifically starting from, um, from a theory, you're taking all of the participants, uh, perspectives and their experiences, and you are using those experiences to develop a theory.

Um, so that is the focus and the type of problem that's best suited for this design is a problem that's grounded in, um, the, the, the, um, views of participants.

So if you really want to, um, divine a theory that is uniquely, um, contextual, because you're gonna be looking at your participants and developing a theory from, uh, their, uh, their experiences and what they share with you in the data collection process.

Uh, so the sample size, and this is based on Creswell, um, it would be 20 to 60 individuals.

Um, and you are looking for enough saturation within your data collection that you can justify that you're creating a theory.

So that is one of the reasons why there, the sample size is larger.

If you're conducting a grounded theory study, then if maybe one of the other, um, qualitative approaches.

And so the unit of analysis is often studying a process, an action, an interaction, um, involving many individuals.

So you're really trying to figure out, um, uh, based on the experience of your participants, create a theory that explains what is happening with those individuals.

And so based on Creswell, uh, the data collection usually includes, um, interviews.

Um, and that kind of makes sense because you're getting all of these individual participant, um, experiences in order to roll those up into, uh, what you would consider to be a theory to explain whatever is happening based on the view of those participants.

And you would analyze that data through open coding, axial coding, and selective coding. You take that based on the codes, and then come up with the tenets or the components of whatever the theory is that you're proposing.

And then when you're doing your research findings, you should produce a theory with specific components based on your data analysis and, um, your understanding of what's happening based on your participant experience.

So if you are doing a grounded, the, there's the expectation that you're creating a theory or your proposing a theory based on the research that you're doing.

And so I have an example of one, um, dissertation that uses this, um, this design.

And so, uh, it is employee turnover and pet grooming industry, a qualitative grounded theory approach.

Uh, and if you go to this theory, um, you will see in their chapter five where they have proposed the, uh, or this dissertation, excuse me,

um, they proposed a theory to explain, uh, employee turnover impact grooming industry.

So it's a interesting study, and it's a recent study from a University of Phoenix graduate.

So the next, um, uh, method or approach that I have the opportunity to explain is program assessment or program evaluation.

And the reason why I put both of them there is because in the dissertation guide, sometimes they use both of the names, but they are talking about, um, the, the, the same thing.

So I wanted to put both of those up there for you to recognize that.

So what is the focus of this? The focus is to develop and implement a systematic approach to collecting and analyzing data to determine the effectiveness of an existing program.

Uh, so you really are looking at, okay, this pro, uh, a program assessment, how is this program doing based on its current goals? Uh, what might be things that they could improve? What things are they already doing well? Um, and as they, um, as they move towards, um, doing this assessment and move towards, uh, trying to improve.

So the type of problem that's best suited for this design is to assess the, or evaluate the outcome of a program against its intended results.

So what were its objectives? What were its goals? Are they meeting or not meeting those goals? The sample size is generally one program or organization.

So you are assessing that program.

And so that is the unit of analysis.

Now, there might be people in that program or different people that you talk to, but really you are assessing the whole program.

And so that's why that is the sample size and the unit of analysis.

Um, data collection is typically qualitative.

So you're doing interviews, you're doing focus groups, you might be doing some observations, but it's also supported by quantitative data.

And so you're looking at descriptive statistics type information that might be supporting you within this program evaluation.

Um, so this is another one that could be mixed as well.

Um, but often even if it's qualitative, you're still using descriptive statistics to augment the data that you're getting from the interviews, um, and the other qualitative methods that you might be using.

So to do the data analysis, you have, um, systematic methods to identify the themes, the patterns, and the insight from participant responses.

Um, so you're coding, you're izing, and then you're pulling those and, and transitioning those into findings.

And then when you're doing your findings report, you wanna ensure that it's evidence-based and it shows insights to highlight the

strengths areas for improvement and actionable, uh, recommendations.

So this is really, um, a swat in some regard around the organization.

You're doing a program assessment and you're looking at all of the different areas, um, that could be both strengths and weaknesses for your organization.

And so an example of a dissertation that has used this, um, this method is the clinical ladder program through the perception of registered nurses, a program evaluation.

This was done in 2024, and it's available in the dissertations and thesis area of University of Phoenix.

So it's a newer dissertation. Um, as Dr.

Caprice said, no, dissertation is perfect, but it will give you an opportunity to see what your colleagues have done in the program and to understand better through the example how to, um, complete, uh, this type of dissertation.

And so with that, I will move on to the next one, um, for Dr. Johnson.

Dr. Johnson.

Sorry, I was muted.

Okay, so thank you very much.

It's a pleasure to be here tonight and visit with so many people.

It looks like we have a lot of students and a few faculty in our participant group.

Uh, thank you all for being here.

I'm gonna talk briefly about two, uh, research designs that we don't see used as often as perhaps the case study and the narrative inquiry and some of the other designs, but they're important to know about so we can make good choices when we're deciding what research design best fits our research study.

The first, uh, design I wanna talk about is phenomenology.

Uh, phenomenology is a really broad topic, as you know, it's both the philosophy and a research design.

But tonight we're just gonna focus on some of the key, uh, components of the research design.

Phenomenology research is a qualitative approach focused on understanding the essence of human experience through detailed exploration of lived experiences.

We're going to hear those two phrases over and over, essence and lived experiences that we'll talk a little bit about what they mean.

Phenomenology emphasizes subjective perceptions, meaning making processes.

How does a participant make sense out of what the phenomena was that they experienced and the structural underlying conscious experiences that they report to us.

The researcher is concerned primarily with how the participants make meaning of the experience or phenomenon with the focus of

the study on the phenomenon.

So, um, phenomenology focus prioritizes the first person perspective of individuals lived experiences.

It seeks to understand how people perceive, interpret, and assign meaning to a specific phenomena that the people in the study have all experienced.

It includes their emotions, their thoughts, and their interactions with the world, and how they make sense of how whatever's happened to them or with them fits in with their worldview.

Some key characteristics of phenomenology are bracketing, intentionality and essence seeking primarily through in-depth subjective analysis.

That's a lot of words.

Let's talk about what some of them mean.

So let's start with what is essence? We say that, uh, the, the main characteristic of phenomenology is, is, uh, finding the essence of sharing the essence of an experience.

So essence, according to, you know, a pure dictionary definition is the most important or defining characteristic of something.

Um, but it can also refer to a substance that has the special qualities of another substance.

So it's like, um, the basic nature of something.

It's a perfect or complete form of something, but it's also, um, better, I think, explains by some examples.

So if we wanted to say, uh, like, what is the essence of love? So maybe the essence of love is unselfishness.

Uh, what's the essence of this, uh, artist work, the essence capture the artist's paintings capture the essence of France, if that's what he painted about.

Or you might hear people say, in essence, your situation isn't so different from mine.

So it really is just that defining characteristic to more, uh, everyday examples that might be clearer to us.

I read a couple examples that said, the essence of Las Vegas is poker chips and dreams.

And the essence of Johnny Cash is black clothing and country music.

So if you're familiar with either of those two things, Las Vegas or Johnny Cash, maybe that gives you a clearer picture of what we mean by essence.

It's synonyms are things like the heart of something, the, the gist, the crux, the bottom line.

So that's really what we're looking for when we talk about the essence of people's lived experiences.

What, what is the, the major characteristic? Um, Other characteristics of phenomenology include bracketing, which you will also see called epica.

Um, this, this was an idea put forth by Ole who said, the researchers should intentionally suspend their preconceptions and assumptions as they approach the phenomenon with an open mind.

And we know it's important to not let our own bias control our study.

But, uh, other, uh, phenomenologists have argued that it's not possible to completely do that.

So we have to be transparent about where we stand as researchers on the phenomenon that's under study.

Um, But this does allow the, um, researcher to examine the topic without the influence of their own biases as much as possible.

The, um, sample size of a, uh, phenomenological research study can vary greatly from as few as three.

I've actually seen some authors who've said as few as one, um, but as many as 25.

And the real important, um, elements to consider when you're choosing the sample size for a phenomenological study is how in depth are you able to go with, with a few people? Because you're really looking for that rich deep data.

So if you're only gonna do three or four or five interviews, uh, you likely need to do multiple interviews with each person to really, um, give them time to reflect between the, the interviews and come back with additional information or deeper information, or even questions for you that might contribute to your study.

Uh, it doesn't make a lot of sense in the phenomenological study to me to do like a really large number, because that's not really the point.

We're looking to see how a specific group of people have, have shared and experienced a phenomenon.

Um, the, uh, data collection method is typically, like I said, iterative one-on-one interviews.

And the unit of analysis is this essence I've been talking about, the essence that you're getting from the people that is the unit of analysis.

Data analysis can be interpretive.

You've probably seen in the literature IPA analysis that's, um, interpretive phenomenological analysis.

We also use descriptive or thematic.

The, um, final, um, considerations for findings in the report should be the themes that come from the interviews, the voices of the people that you have, um, interviewed that should say context, not context, but the context of the study needs to be clear.

And as in all of our studies, there should be a link back to the literature as we discuss the, um, findings of the study to compare and contrast those to previous studies.

The example I've included here is also a dissertation of the year, um, award winner.

This is a really interesting study.

If you're interested in phenomenology or even just in a healthcare topic, it might be worth your time to go skim through this dissertation.

The student did an excellent job, um, studying the, uh, why healthcare workers didn't use, um, protective gear correctly during covid.

So that's out there, and you can find that in the database on the, on the, in the library.

So that's a really down and dirty way too fast Look at phenomenology.

The second research design that I'd like to mention is the, the Delphi method and like phenomenology, the Delphi method, um, it doesn't always, uh, isn't always used, um, as frequently in our, uh, research dissertations as things like case study and, and action research or even, uh, narrative inquiry.

But, but it does have a place, and we'll look at that briefly to see if it fits perhaps the study that someone here would like to do tonight.

The, um, characteristics of a Delphi are a little different from some of the others we've heard tonight.

The, the main characteristics are, um, it's intent is to, uh, look at the, or to gather and determine the consensus of a panel of experts on a topic.

And that makes it different from, um, other studies in that, or not looking for large number of people who've had experience.

We're looking for whatever number of people is appropriate for our study who have true expertise in the topic.

So like in the field of education, that might be fairly simple to do.

You know, you could determine someone is an expert by some criteria that you establish in education.

It might be their degrees, it might be their publications or their presentations.

But in other areas like business or healthcare, we have to look at other things that cause people to be considered experts in their field.

Are they people who are frequently, quote, quoted in the literature? Are they people who are known to be, uh, experts in finance or that sort of thing? But it's important that the people have not just experience, but also expertise.

So that, that's a, a real key in in finding the right group to, um, be the, the expert panel for your Delphi study.

The best, um, types of problems that are suited for the Delphi study are those things where we need to forecast trends.

Probably have read some about the, the Rand Corporation, uh, first using the Delphi method to, uh, forecast needs of, of the, um, government in the military during the Cold War based on data they gathered from a number of experts.

So there's that forecasting piece that we often look for in a Delphi.

We can also use it to look for best practices among a group.

And I saw that done really well in this example of a dissertation that provided here.

Um, I got these two mixed up.

It's actually this study that's the one about the personal protective, uh, equipment during covid.

Uh, usually in a Delphi study, uh, data's collected by interviewing the panel of experts.

Usually you gather narrative data in the first round, and then you follow up with quantitative surveys to reach consensus about the information gathered in the first round.

But in this, um, dissertation I've shared here, this student did an excellent job of thinking outside the box a little bit, and his first round of data collection was actually observing.

He had his participants observe people on their jobs to see how they were using their PPE, and then, and then they had a round of interviews and then one or two rounds of quantitative data analysis using Likert type scales together, the consensus from the, from the findings in the initial rounds of data.

So that's a really interesting study.

You might also want to check out the, um, uh, data analysis is usually, uh, themes from the first round, sometimes the first two rounds, and then quantitative data that's statistically analyzed during the second, third, or whatever number of rounds that are required.

The findings are usually reported in tables and graphs to show the consensus.

And it's important to also, even though you've reached consensus by having 80 or 85% of the people all agree, is still important to port out any minority opinions that may have come up in the course of the study.

And I think that's important.

That's similar to me as to what we do in the literature review in chapter two.

We don't just write about studies that have that support our study.

We write about all the studies that, that are both, um, similar findings to ours and also where ours might be different, where that's what the compare and contrast is all about.

And as you do that in your chapter five, of course, you'll link back to the literature, uh, as I mentioned in the phenomenological, uh, discussion.

So that's a really, again, quick down and dirty look at some of the specific things that we look for in the Delphi study that might be different from some of the other qualitative designs that we are covering tonight.

Thank you.

I, Um, hi, Dr. Smith. Is it my turn? Yes, it's your turn. Welcome, Dr. Lay.

Thank you. And Dr. Smith, I'm gonna throw a, a monkey wrench here.

Would you mind advancing to ethnography, please? Which I think is probably a couple of slides on Ethnography. Is it DC? Yes. Okay. Alright, perfect.

Just tell me where to go and I'll go there.

Well, this is perfect. Thank you.

So, so, uh, thanks everyone for being here.

And, and you know, we're just giving you the 30,000 feet view of these different designs.

And as Dr. Cabrice said, we have presentations, uh, go into detail on each of these.

So this is just a, a bird's eye view.

So I, I'm starting with that ethnography, and it may be counterintuitive.

Um, ethnography is probably the least applied, uh, design in, uh, university of Phoenix dissertations.

So in fact, a search only pulled up a few.

And, and, uh, in fact, ethnography was more often is most often, uh, embedded within other studies.

So that's actually why I'm starting with this, because we see elements of ethnography in, in, um, many, uh, qualitative designs.

Um, but ethnography really had, its had its, uh, birth in looking at, uh, cultures, subgroups, um, indigenous people.

And, uh, it's characterized by the researcher really embedding themselves within the culture and maybe even becoming a part of that culture for a period of time.

Uh, certainly, uh, uh, and, and the idea is to inscribe patterns of cultural experience to give a perspective insight into this culture.

Um, for university fields purposes would be an organization or a classroom, uh, culture, uh, uh, it could be ethnic cultural norms and, and so on.

So, um, but I, as I said, these are embedded in other, other studies.

I, I was actually just thinking just now of an ethnographic design.

Long time ago, I was a high school English teacher, and I had the honor of teaching in two, two high schools, large high schools.

And, um, they were very different culturally.

And, um, I was just thinking one was kind of a very toxic culture, although I liked it.

I learned a lot, but, but pretty, pretty toxic, pretty, um, um, combative.

Uh, the other school was very positive, very unified, uh, uh, just more fun to be there.

And so I thought, you know, wouldn't it be interesting to go in and, and do a, an ethnographic study of one of those? And that would be

difficult. You'd have to be, but you'd have to be within, within the group to do that.

So you, you want interviews, um, observations, uh, and I, I, and I know a lot of times people, I embed, um, observations in a lot of things.

Case study, for example, uh, or other things.

I, I caution that, um, when I, I was, um, a principal, middle school principal, and we were trained in how to do, uh, observations and followed careful rubrics.

So, um, I, you know, I, it, it's a, it's a job.

You, you gotta be pretty careful if you do observations, involves a lot of notes, a lot of field notes, descriptions.

So, uh, it's an important thing if you wanna do it.

I, I wouldn't say don't, but just be aware of that.

Uh, and there may be artifacts involved, which, uh, of course you would see in a case study.

Um, so again, you wanna identify the common theme, common elements, um, kind of like this, the consideration, uh, for this.

Uh, you wanna broaden horizons, create empathy for those who are different.

Uh, now this is more of the ethnographic piece to understand how to converse, to feel connected.

Um, and so, uh, and perhaps strategies on how to improve the situation.

So, again, all of these are embedded in other studies.

It's hard to find purely ethnographic studies, but I think we'll see that these elements are embedded in other designs.

So, Dr. Smith, can we go back to wherever I started? I was the first, was the first slide narrative for me.

Yes, it was narrative, Narrative. You, you want to a little different.

You want to, you want to capture, uh, the stories of people, uh, uh, phenomenology may do does that also, but narrative is a little different.

All of these have nuances.

All of them have, uh, philosophies behind them, theories behind them.

And, and whatever design you choose, you, you, you, you need to become, um, familiar with those.

Uh, so it takes some reading, uh, and some writing, but, but with narrative, you want to understand the stories, the experiences of people.

And, and, um, Cline de and Connely back in 2000, uh, borrowed actually from Dewey, built on, on John Dewey's work, uh, a few decades earlier.

And, and they argue, uh, a metaphor for what they call three dimensional space.

So you want to, you want to describe, examine people's experiences in terms of time, over time, uh, sociality, which, which is really is what they call sociality, is really culture.

The cultural elements that shaped, shaped past tense and continue to shape their experience.

And the spatiality the physical, uh, uh, presence elements.

So all of these, these are stories.

Um, they, they each have arcs of stories.

And so, uh, the, the researcher wants to co collect that, and, and may, may reconstruct the stories.

Uh, I have seen narratives where researchers, uh, constructed a common story made up of elements from different, uh, participants.

And, and that's fine, as long as you explain what you're doing.

Um, sample size, geez, uh, as I think Dr. Johnson said, it can vary, uh, between six and 15.

Uh, I, I think if you only have six, you're gonna have to make a pretty good argument to your committee.

Why, uh, really try.

I would say try, try for 10 or 12, uh, I think after 15, I, I think that's enough.

I think it's difficult to do more than that.

Uh, the, uh, uh, dissertation that I'm sharing here was a dissertation of the year, and she actually did five, which we would out of the box say, you can't do five.

But, uh, she did, and she did a great, great, uh, study.

And, um, she, um, explored the experiences, the stories of, um, leaders of, uh, theater, theater programs in, in universities, and how they, uh, adapted to avant garde the growth of avant garde, uh, um, elements, designs, and in art, and art and, and performance.

So, um, she dug deep, she did five, and, and that was great dissertation of the year.

So it just varies. But understand this, you're gonna dig into their stories, um, interviews now, written narratives.

I actually like, um, written narratives.

We, uh, done a done studies where we ask people to write, you know, and just write and tell your story and pour your heart out.

And those are marvelous, you know, just marvelous.

And, uh, and, and sometimes people will reason, the reason that's good is that people will think of things maybe they didn't think of when you were talking to 'em.

So you can follow up with a written, uh, piece.

And, uh, you can do focus groups as well, because focus groups have a synergistic element to them.

And, and things build off each other.

So, uh, you want other stories, you wanna capture their experiences, different ways to do that.

Uh, you're gonna, you're, you're probably gonna gonna understand themes, descriptive, uh, thematic, uh, data analysis.

And, um, you're, you, more often, I think we're looking for commonalities in their experience.

But, but also you wanna, uh, describe the richness of, of diversity, whether they're artists or whether they're teachers or, or, um, or whatever.

Okay? What, what do they have in common? What, what, what key elements stand out as as so poignant and so wonderful? And so those are the things you're capturing and, uh, be ready to write because that's what, um, a narrative is about.

So I think we're ready for the next one, Dr. Smith.

Right? So appreciative inquiry, uh, is just, it should be a very kind design.

You wanna, you build on the premise of why are we doing well? What's going right? We, we don't begin with a problem.

The problem is places falling apart.

No, the pro we're doing a, we're doing some good things here, folks.

Uh, so we wanna build on that.

And then, of course, what can we do to improve, right? That is the, uh, the essence of appreciative inquiry.

Uh, and this, uh, another actually dissertation of the year, appreciative inquiry.

And, uh, she, she examined mentorship and, uh, the strong mentorship program, uh, for leaders within, uh, her company.

And, uh, the question is, how are we gonna transition, uh, to, uh, for millennials, who will be the leaders? And how do we build on the good things we're doing for mentorship to prepare these millennials, uh, for the, for the future of the organization? So, um, you can do, so, so this is from Cooper Rider, uh, and I think we have, we have, um, references at the end.

So Cooperrider designed this, uh, and, uh, it's built on four, uh, I don't know, stages, I guess you would say.

And, uh, their dis discovery, dream design and destiny and discovery is, what are you doing, right? What's going well, guys? How are we doing? How the dream is? Okay? If we could, if we could go to the next level, what is it gonna be? What would we, what would we just love? Just think out of the box. Um, then design.

How are we gonna do it? And the destiny is the future.

This is what we see is the future of the organization.

Uh, there is, uh, uh, uh, Cooper on handbook, which they talk about.

It's really a work workshop to show, uh, you, you can start.

It's a lot of work. You know, individual interviews, focus groups, people go meet in pairs, they meet in groups, uh, a lot of brainstorming, capturing notes, uh, but the, uh, uh, a lot of organizations have done this.

And, uh, but it can be a wonderful thing.

So, so you, if, if, if you're gonna do this for your study, uh, you need to be sure that you have access to, to your organization and cooperation.

You know, are people gonna, people are gonna put up for this with this, are they gonna do it? Uh, if you have a positive culture, like the high school that I worked in, uh, people are probably gonna do it, and that's great.

And let's, let's do it.

And, uh, it can be, it can be marvelous experience.

And it's, it's, you know, again, as characteristics, similarities with action research.

Uh, but, uh, you're focusing on what are we doing well, and, uh, what can we do better? What insights do we have? So, um, I think that's it.

Dr. Smith, thank you.

Thank you very much, Dr. Lane.

I'm gonna go here to the next slide.

Um, so we always, um, we'll open it up for questions, but I just wanna get through these couple of slides really quickly.

So we have our research methodology group.

Many of you are members of that because you get the information, but if you are not, um, this is a copy, a screenshot of what our website looks like, our webpage looks like on the c, um, center website and the research hub.

And then here's also a screenshot of the teams, um, which is where all of the recordings and all of the PowerPoints are going to be housed.

So if you look on the right hand side, the third, um, bar, if you click that, um, this is a screenshot, so I can't click it right now, but if you click that, um, you will go to, um, a set of files, and those files include the recordings for these webinars, and also a copy of the PowerPoints as PDFs.

PDFs. And so we would love for you to join the research methodology group.

I will drop a very long link into the chat, but if you go there, um, it will send a request to join, and we will, we would love to have you be part of this research community.

Um, Dr.

Ricci, did you have anything you wanted to add before we go into the questions? Uh, no. Thank you, Dr. Smith.

And I think there are a couple of questions in the chat.

Um, perhaps we may wanna address those.

Okay. Alright. And that's research methodology group? Yeah. Okay. Let me bring this, um, I'm gonna stop my share here so that I can bring this over and see these questions.

Okay. So I'm gonna start from the bottom up.

So I'm gonna keep going. Uh, it looks like there is some conversation related to one question.

Wait, Dr. Lane, um, um, there's a question that says, did you say that a classroom can be a culture in ethnography? You're muted if you're talking, Ah, okay, let's start again.

Uh, you know, I think, so if you, if you look at the dissertation guide, the dissertation guide specifically addresses the application of ethnography, and, uh, it, it says just that.

I think it mentions the classroom, uh, to study that as, as a, as a culture within itself.

And, um, so yeah, I, I think so, but I, but again, you, you gotta, you gotta, you gotta read, you gotta understand how that's going to be different than a case study.

Uh, what are, what are the elements of that classroom? What are the characteristics? And, you know, for a classroom, if you're dealing with kids, you're gonna deal with, uh, uh, you know, permission issues and access and, you know, the younger the kids, the tougher that is.

So, um, uh, I think that'd be wonderful is a classroom is a microcosm, uh, of, um, what of a lot of things of culture of the school community.

Marvelous. But, um, you know, yes, just yes, just be aware.

Thank you. So there's another question.

Um, I think this one would be for, it's, it's over Delphi.

So, so is Delphi a mixed method? Um, no, I answered that in the, in, in the, oh, answered it already, but that's okay.

Um, okay. Uh, it is not typically, um, it, the correct way to talk about it would be, it's a qualitative research design that utilizes, um, additional, uh, data in the form of quantitative data, you know, and that's important because the research questions are qualitative in nature.

The purpose is qualitative.

You just want to know the consensus of the people.

So you're not really, um, doing, you know, a true mixed method study.

You have a, almost a full qualitative study and a full quantitative research, qua quantitative study, and then try to, you know, somehow come to some kind of, uh, agreement and triangulation among the findings.

But, but that's not what happens in a Delphi.

In the Delphi, you gather qualitative data in the first round, or, or in the instance of the dissertation I showed tonight in the first couple of rounds.

And then to, to give, once you have the, the themes from the qualitative NA data, then you can send out, uh, quantitative Likert type surveys to, to have people indicate or rank the main themes or the main ideas.

And so that's how you collect quantitative data, but you're not really answering the statistical question about the topic of your study.

Mm. Okay. Thank you.

And it looks like the other question related to qualitative descriptive studies has been answered in the chat.

Um, are there any other questions? Dr. Smith, was there a follow up to, I thought I saw flash quickly.

Uh, the person was saying, uh, referencing a college classroom.

Is that right? Yes. Is that, is that a correct Yes.

You know, I, I don't know. I'll throw that to the panel.

I would think I'm, I'm gonna just gonna say probably not because college, and here's my reason.

Uh, college classes are pretty brief, you know, uh, I, I I don't know how that would work.

How would you do that for eight weeks or 12 weeks or something like that? I can see, I can see a classroom, whatever for, for, for a semester a year or something like that.

I, I don't, I just don't see ethnography working for a class a, a college class.

But that's just me. I'm, I don't, don't know.

Just other others may chime in.

Uh, I like to add here a thank you, Dr. Elaine.

Actually, you explain it very well.

But when we are saying that ethnography can be used in a, um, classroom, mostly we are referring to the situation that classroom share some value together, and they need to be together for a long time.

So then in K 12, when they are together for a year, they started developing some sort of shared value and norms.

And that's why it's not, can be applicable in the college classes.

If it's just they are not so close.

Students are so close, they may not develop some sort of shared values, then maybe esno cannot be applied.

So I guess the point is, when we are talking about using ethnographic, it's not just like using ethno for sharing foreign culture.

We can use it in subgroup culture as well.

For example, like in IT companies, sometimes people who work in it, they have specific culture, right? So in that case, we can use ethno or in the classroom, K 12, maybe they develop some sort of culture, we can't use ethnography.

It, I hope this kind of add more to the clarification.

Thank you, Dr. Capi. Are there any more questions? You know, I just, sorry, sorry, I just, again, thinking out loud about this.

So I taught, just after I retired, I actually taught, uh, English at a small, um, I to be a Catholic college.

Uh, and so I was thinking not for a cla and, and that those were traditional classes, uh, over a semester, right? So a longer time, and again, I don't, I don't really see even that don't see the classroom, but I could see an ethnographic study of, uh, of the college perhaps, or, or something like that.

Um, because then you could look at artifacts, you could, you could do observations, you do other things.

So, um, just, just think about it.

And again, the, the characteristics, characteristics of ethnography, uh, are embedded in some of these other designs.

So, wonderful. Uh, Dr.

Lay, there's one more follow up.

So what you shared makes sense, but they asked about a cohort at like UOP that go through the program together.

Would that be considered, or would you consider that ethnography? I don't know. I mean, that's something to think about that that'd be a nice, uh, narrative study as well.

What are the experiences? What are the stories, uh, throughout the, uh, the time? 'cause you've got temporality, you've got spatiality, you've got, um, culture sociality.

So, um, wow.

That could be a fun, that could be fun, fun narrative as well.

Uh, could it be graphy? I don't know.

Maybe I have to look at it. I wouldn't say no.

Okay. Alright.

And they said, uh, they were looking at a narrative study as well, but just wondered what the ethnography with, uh, could be, uh, whether ethnography could be a classroom.

So same for those comments.

Any other questions we're right at time? I just wanna add, yeah, just wanna add again here, related to this question.

I think it really depends on the focus of your, uh, study.

Uh, if you are interested in capturing story of group of students at University of Phoenix, like their experience going through this program, then maybe narrative is better.

But if you think that you are interested in capturing a shared culture or value that students develop as a result of being together in this University of Phoenix program for a while, then, then maybe it's not.

So it really depends on what you're interested in, what is your focus? Both of them are applicable as Dr.

Land mentioned, but it really depends on what you are interested in exploring.

Actually, That's a great topic.

I love it.

Exactly. And I wanna mention this is just a, it, this conversation actually help us better explain the other question that was posted in the chat.

And that was a question that like, why don't we further support a pure qualitative descriptive studies without any particular design? So as we discussed, now, you see this conversation of narrative inquiry versus ethnography.

You see that when you have design, you can actually be more insightful.

Like, so you need to have a specific focus.

And because of your focus and problem, you would go with whichever design is more appropriate, right? Like we said, that if you are interested in capturing culture, go with ethnography.

If you're interested in story, go with narrative inquiry and, and so on and so forth.

All other designs that tonight we discussed.

But if we don't have any design, like in a pure qualitative, descriptive qualitative studies, we are really actually kind of, um, losing.

We lose that inside. We lose the lens.

We don't have any approach in a way.

You see what I'm saying? So that's why it's, we are not really supporting, um, using just pure qualitative study without any particular design.

So having a design, give us more direction and give us more, um, plan and procedure.

As you noted tonight, we, we talk about, oh, the focus of the design or, or the data collection, the unit of analysis.

What do you put in your, um, finding reports? See, these are all related to different design, but if you are, you don't have a design, if you're design less, so basically you wouldn't have any specific, um, approach.

You cannot follow any particular procedure you see.

So it's just kind of, mm-hmm.

It would be, I think it would be harder or less.

Uh, you will lose your direction or plan if you are going without any design.

Dr. Kochi, can I just add that, um, you know, I, I know that we want to go through the checklist and be, it's very tempting to read the dissertation guide, which is a terrific, uh, tool and say, okay, I'm gonna take, you know what? I really like narrative. I'm gonna do that, or phenomenology.

Well, the, we cannot stress enough.

I can't, I think we'd all agree.

You, you really have to read, uh, the theorists behind that design.

Understand the, as Dr. Rich Reci said, what, what's, what's the focus? What's the purpose of the design? And you're gonna have to do some reading, you know, should be fun.

Uh, read the theorists.

If you look, uh, I believe, uh, one of, one of the courses is seven 15, where it has the cresswell, uh, pieces of the Creswell book.

And he, uh, uh, whichever course it is, that that's one of the textbooks, and that's a very good look, quick look, uh, and it shows you the different, uh, theorists and dissertation guide does that too.

So you just gotta spend some time reading to understand, uh, what is it you want to make, what's gonna work for your purposes.

So, and, and you know what, let me just say finally also, we have qualitative office hours, um, several days a week, Dr. Smith schedules those.

So, uh, we're happy to talk to you further, uh, about, um, this stuff.

And there's a comment in the chat where it says, um, this is where I seem to get stuck right now with the theorist finding, et cetera.

And then she's deep into the conceptual framework part.

So how to set up the qualitative office hours.

I'm glad that you last. So we have a, uh, we have a link to that.

I'm going to put it in the chat here, um, right now.

And so it's a, it's an online booking site, and when you go into that site, there are several of us that do qualitative office hours.

You can select the person that does that, um, that you'd like to meet with, or you can check at each one of us and see when we're available, and then pick the, um, the person whose availability matches yours.

So if you give me just a moment, I will drop that link into the chat for you.

And, uh, Oh, I'm sorry.

That's fine. As you are adding that, I see that there was follow up, follow up comments regarding using qualitative descriptive studies, which mentioned that they are very popular in healthcare.

Um, so yes, it can be popular and, uh, some institution use it, but like I said, um, we think that using a design makes more your study more, um, equipped with, with a direction.

And even with, I would say that if you call it pure qualitative study, still you are focusing on some particular problem, right? So depending on how you are focusing on particular, I think you, if you deeply examine this study, it would belong to some of these design that we discussed tonight.

Like if you are focusing on describing the phenomenon, then it's maybe you are doing a cases study.

Maybe when I'm saying cases study, like you are focusing the problem is good for a case study.

Or if you are trying to capture the sense of experience of people going through some difficulty in healthcare, maybe that's, that's a phenomenology.

Now, if you don't use the design, then you may lose the, those, uh, steps and procedures that you need to go through to, uh, properly, uh, resolve the problem.

You see what I'm saying? So it's, it is, is it possible to do a qualitative study without design? Yes. Would it be a preferred way of doing that? I would say no. And not just at University of Phoenix.

I think overall, that's the recommendation that in qualitative, in the world of qualitative studies, pick a design because it better help you equip you with the right procedure and, um, stages.

I hope that clarified.

Great. Thank you everyone.

So I, I put the post, uh, or the link to reserve research, uh, office hours into, uh, book an appointment for office hours into the chat, so you can pull that from there.

Um, the recording for this, um, webinar as well as the PowerPoint, which will be a valuable resource, will be posted on the research methodology group teams site, uh, as well.

All right. So we are a little bit after our time.

Um, thank you so much.

I see there's still some conversation around, um, the, the, the descriptive design and the different case studies.

And so, um, yes, that's, um, we all have different ways in which we approach methods, right? So that's, that's wonderful. Yes.

Um, so I want to thank everyone for being here and do a quick commercial for next week, which is narrative inquiry, um, data analysis, findings, and discussion.

So, Dr. Jim Lane will be, um, front and center for the full time talking about narrative analysis and the end things around narrative analysis.

So often we talk about starting the study, but we'll be providing insight on how you do the, the data analysis, the findings and the discussion.

How do you, how do you approach writing those things up, um, within your studies.

So we look forward to seeing you then.