

March 11 and 12, 2005 **Notes:** Korynne Taylor-Dunlop
RESEARCH

Triangulation

Archival Data: important to your research: Summary Table, e.g. chart

Research Questions guide the study: You talk about what you've found in terms of those research questions. You come up with data to address your research questions.

Setting: You need to be clear and specific...map of the world you are talking about.
e.g district, school, location, etc. for both qualitative or quantitative. Ethnicity, gender, age, socioeconomic, years of education...A snapshot of what your population looks like, and use archival data to support it. Report on all groups present in population.

Data collection techniques: What you are going to do to gather the data: e.g. drawings, interviews, observations, anecdotal notes, case studies

What are you going to do with data? Analyze it, organize it, patterns, themes and discrepancies

Findings and Conclusions: should answer your research question. Tell the story of what you've found, but don't wander around, it should be about the research questions.

Ancillary question: question as a byproduct

Descriptive, parative and summative
Mean, Median and Modes

DISERTATION CHAPTERS:

Chapter 1: Introduction

Chapter 2: Lit Review

Chapter 3: Methodology

setting

subjects (ethnicity, age, number of students)

data collection

data analysis

summary

Chapter 4: Patterns, Themes and Discrepancies: **FINDINGS/ SUMMARY:** Answer the research questions!!!

Chapter 5: Conclusions and Recommendations: This is where you demonstrate your ability to think outside the box...your turn to soar...Constructivist; conclude and

recommend in terms of your research questions. The last chapter should almost write itself. A good ch. 2 helps you write a great ch. 5. A good 3, helps you write a good 4. The final recommendation is for future research.

EXAMPLE:

Title: How does leadership style of the building principals affect the success of character ed. programs?

Chapter 3:

Setting: district, elementary schools

Subjects: building principals, teachers, parents, students

Data Collection: Survey parents and staff: Determine leadership style:

Reliable instrument

After Chapter 5:

References

Appendices: alphabetized

EVERY DRAFT YOU SHOULD DATE AND NUMBER

3/12/05

Chapter 1: Introduction:

Background: local, state, national level

Problem Statement: (paragraph)

Purpose of the Study

Significance of Study: (why does this matter?) e.g. This study is important because it may help school districts develop an understanding of)

Definitions: For the Purpose of this study, the following terms will be defined...eg. A definition of "at risk." Define only the major terms that need defining...the problem, statement/title should drive the definitions section. Anything that needs clarification will be here.

Conceptual Rationale or Conceptual Framework or Theoretical Framework (ch. 1 or 2)
Those who came before you and where you're going to end up...a mini-lit review, and how your study is going to end up. Give theorists thoughts that will support your ideas...what lenses are you using for the study? What went before that you deemed matters, and where that has taken you with your study. Which theorists will guide your thinking, and the last paragraph says how you are stepping into it from where they left off.

Methodology: e.g. case study method. Point out which theorists employ this model and why. Qualitative or quantitative, males females, etc. employing interviews, focus groups and a survey, for example.

Limitations limitations that are imposed from the outside

Delimitations: limitations you impose on the study

Chapter one should be approximately 12 to 21 pages

Data Collections Techniques:

Demographics: School Profile Data

Focus groups: 3 to 4 major questions

Individual Interviews

Shadowing: The researcher attempts to experience the life of the other person as the person goes through her/his daily schedule. Allows you to develop a feeling or sense of the culture of the school

Chapter Two: The Lit. Review

The problem statement drives the lit. review. And so, the lit. review should also follow the wording of the problem statement. Start with the 3 or 4 most recent studies related to your topic. Synthesize what has been said. Use Bloom's Taxonomy. Compare and contrasting where people agree or differ. Go to other people's lit. reviews and make a laundry list of different "lead ins" to sharing the research. For example: "It has been said..." Search for supporting data. Use ERIC. Analyze the data. Check "referee journals" when you do an ERIC search. Should be a mix of books and articles. Interpret the data. No long quotes in the lit. review. Paraphrase and use only the salient piece. Present both sides. The lit. review helps you become an expert on your topic. It also gives you new ideas and approaches in relation to what's going on with your subject. The lit. review helps you with your findings. Places to look: Indexes, Abstracts, On-line searches, published bibliographies, *Bibliography of Bibliographies*, books in print, book review digest, cumulative book index, catalogs, library of congress, British museum, National Library, Medlars, ERIC, University Microfilms, Guide to Microforms in print. Government Publications: Depository Library of the U.S. Govt., The U.S. Government Printing Offices, Statistical Abstract of the United States, Scope Almanac, <http://info.er.usgs.gov/gils/index.html>, Search Engines; Use Quotation Marks, Use citations of other researchers.

Conducting a Lit. Review; Write the problem at the top of the page, subtitle, Write key words and phrases under appropriate sub-problems, make an agenda, find resources related to the agenda at the library, READ! Make multiple copies.

Strategies for obtaining unavailable topics: go to amazon.com, submit request for inter-library loan, order from the bookstore or online.

Keep all your references: perhaps use index cards to list articles. Page numbers, etc. It's too time-consuming to do it later. APA FORM!!!

Proquest digital dissertations (UMI dissertations abstract data base):

www.lib.umi.com/dissertations

ERIC: www.edrs.com/

Organization of Materials:

Create 2 files: One by author, and one by serial number of the source, e.g. ERIC document #-----.

Stop when: you find repetitive patterns in the material. When you no longer find new viewpoints. Immerse yourself in the literature.

Evaluating, Organizing and Synthesizing the Literature:

1. compare and contrast theories
2. Show change over time
3. Describe general trends
4. Identify discrepant or contradictory findings
5. Suggest explanations for contradictions or discrepancies
6. Identify general themes

Guidelines for Writing the Lit. Review

1. focus
2. proper psychological orientation
3. discuss studies, research and scholarly writings as related to your problem
4. organize structure from broad to specific
5. do not reproduce the author's ideas
6. cite sources
7. summarize
8. revise
9. get advice and feedback

Dissertation set up:

ch. 1 10 to 20 pages

ch. 2 15-30 pages

ch. 3 8-15 pages

ch. 4 10-20 pages

ch. 5 7-20 pages

references 5-10 pages

appendices

A lit. review shares the findings of **others** who have investigated similar problems. A good review of the lit. will provide a rationale for studying the problem, as well as identifying possible resolutions to the problem. The conclusion of this chapter is a summary of the major recurring themes of the literature which will serve as the basis of your study.

TEXT: *Policy Paradox* by Stone