

# RESEARCH DESIGN CONSIDERATIONS

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\* Context Pros: Recent scholarship looks in a rigorous way at the current situation and tries to suggest why and how the co-operative model is important.

## **CONTEXT** Cons

- 1. Lengthy and fascinating research discussions over cooperatives potential contributions, their underlying values and principles, and their operating practices and distinctive qualities.**
- 2. Because of such discussions, the wide diversity in types of co-operatives and the varied contexts in which they exist, co-operatives can appear to be *opaque* in the popular mind.**
- 3. A lot is an “*internalist*” discussion.**
- 4. Sometimes, research does not take seriously the underlying co-operative values and principles.**
- 5. Lack of case studies that are compared, where theoretical insight emerge from variety. Most are individual cases.**
- 6. Much research in the intensive literature of the co-operative movement does not address the “big picture”.**

- 1. Place research in relevant context**
- 2. Maintain openness through the research design**
- 3. Building a research strategy in which the epistemological link between the research approach (the question) and the methodology is clear.**
- 4. Because the research of co-operative enterprises does not blend into the existing 'grand theories' (eg in economics and business), grounded theory, constructivism and a triangular mix of analyses appear more appropriate.**
- 5. Keep in mind building a theory of change (diachronic view)**

# \* Research design is the end result of a the series of decision junctures

**In traditional design: 'It is a blueprint for conducting the study that maximises control over factors that could interfere with the validity of the findings.'**

**The generation of knowledge can be instead characterised as developmental and dynamic.**

**Thus, research design is the sum of series of decision junctures and the path chosen throughout the research.**

**3) research strategies where epistemology links the research approach and the methodology.**

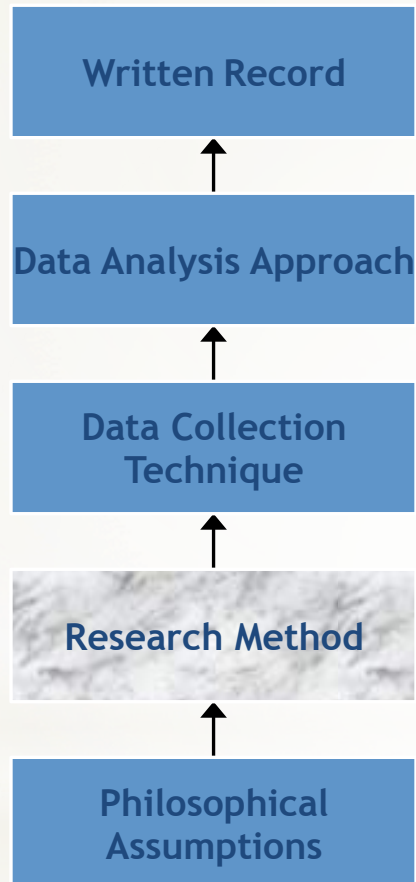


Decision Juncture Example	Interpretivist			
	Ethnography	Constructivism	Social Constructionism	Hermeneutics
Epistemologies	Objectivism, subjectivism, constructionism	Subjectivism, constructionism, contextualism	Objectivism, subjectivism, constructionism, social epistemology	Subjectivism, constructionism, contextualism, externalism
Purpose statements	<ul style="list-style-type: none"> <li>To describe a culture and its various characteristics</li> </ul>	<ul style="list-style-type: none"> <li>To describe individuals' perspectives, experiences, and meaning-making processes</li> <li>To describe individuals' values and beliefs</li> </ul>	<ul style="list-style-type: none"> <li>To describe socially constructed view on the phenomenon</li> <li>To describe socialization, roles, dialogue, and transformation</li> </ul>	<ul style="list-style-type: none"> <li>To understand holistically and cyclically participants' experiences</li> <li>To interpret a phenomenon</li> </ul>
Research questions	How do teachers and administrators describe the current school culture at Lincoln High School?	How do classroom teachers describe their experiences of professional development workshops?	How does a mentor-mentee dyad describe the socialization process that takes place during the professional development workshop?	How do classroom mentees understand the role of professional development?
Sampling strategies	Closed (within a culture or particular unit)	Homogeneous, purposeful	Variety of options including purposeful, homogeneous, maximum variation	Variety of options including purposeful and maximum variation

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	Ethnography	Constructivism	Social Constructionism	Hermeneutics
Main data collection methods	Ethnographical interviews and observations	Individual interviews, journals	Group interviews, focus groups, group assignments, archival materials	Interviews, archival materials
Analysis method	Domain analysis, content analysis, thematic analysis	Narrative analysis, grounded theory, conversation analysis	Discourse analysis, conversation analysis	Hermeneutical analysis, narrative analysis
Trustworthiness/ validity	Validity (Creswell, 2007)	Communicative and pragmatic validity (Rorty, 1979)	Validity as social phenomenon (Gee, 2005)	Ethical and substantive validation (Angen, 2000)
Main knowledge producer	Participant and researcher	Participant	Group of participants together	Participant and researcher
Role of researcher	Level of participation varies	Detached	A group member	Interpreter
Research's relation to practice	Describe the practice	Describe the practice	Negotiate and transform the practice	Interpret the practice

*Note.* For definitions see, for example, Audi (1995) and Blaauw and Pritchard (2005), as these approaches are overlapping and interrelated. These simplified categories and labels are provided for illustrative purposes only.

# \*Process



- **Grounded theory is a research method that seeks to develop theory that is grounded in data,**
- **systematically gathered and analysed**
- **There is a continuous interplay between data collection and analysis**



## \* 4 - Methodology: Grounded Theory

**Grounded Theory is not a theory but a methodology**

**to discover theories dormant in the data' (Legewie & Schervier-Legewie, 2004).**

**to develop new concepts and theories firmly grounded in data, which allows for the emergence of original and rich findings.**

**Three elements are essential:**

***1.Theoretical sensitive coding*, generating theoretical strong concepts from the data to explain the phenomenon researched (open, axial, selective coding);**

***2.Theoretical sampling*,**

***3.Comparison* between the phenomena and the contexts to make the theory strong.**

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