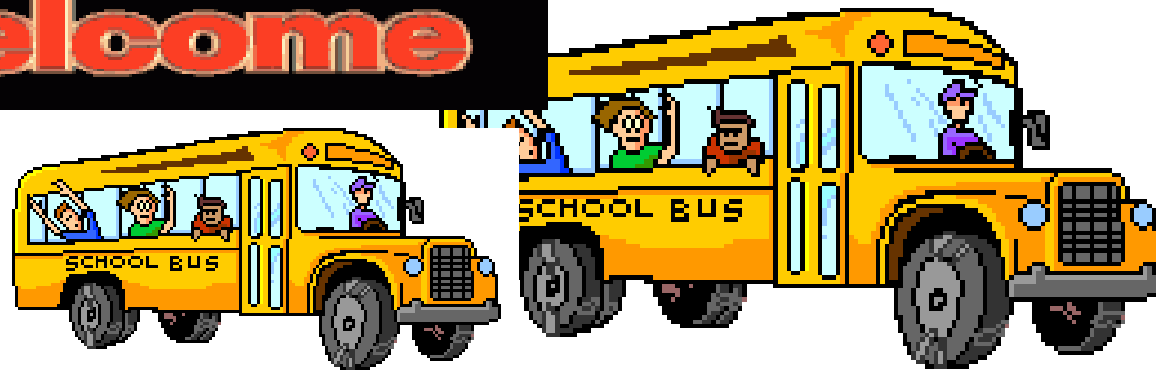


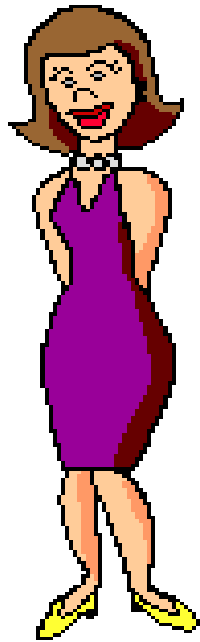
SP_IRS : Research in Inclusive and Special Education

**Lecture :Collecting Data.
Presented By: Mr. S. Kumar
Lecturer Education**

Welcome



Presentation Outline



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- Activities
- Conclusion



Data collection approaches for qualitative research usually involves:

1. Direct interaction with individuals on a one to one basis
2. Or direct interaction with individuals in a group setting

Qualitative research data collection methods are time consuming, therefore data is usually collected from a smaller sample than would be the case for quantitative approaches - therefore this makes qualitative research more expensive.

The benefits of the qualitative approach is that the information is richer and has a deeper insight into the phenomenon under study

The main methods for collecting qualitative data are:

1. Individual interviews
2. Focus groups
3. Observations
4. Action Research

Interviews

Unstructured

- Can be referred to as 'depth' or 'in depth' interviews
- They have very little structure at all
- The interviewer may just go with the aim of discussing a limited number of topics, sometimes as few as just one or two
- The interviewer may frame the interview questions based on the interviewee and his/her previous response
- This allows the discussion to cover areas in great detail
- They involve the researcher wanting to know or find out more about a specific topic without there being a structure or a preconceived plan or expectation as to how they will deal with the topic

- # Semi structured

- Semi structured interviews are sometimes also called focused interviews
- A series of open ended questions based on the topic areas the researcher wants to cover
- A series of broad questions to ask and may have some prompts to help the interviewee
- 'The open ended nature of the question defines the topic under investigation but provides opportunities for both interviewer and interviewee to discuss some topics in more detail'
- Semi structured interviews allow the researcher to prompt or encourage the interviewee if they are looking for more information or find what they are saying interesting
- This method gives the researcher the freedom to probe the interviewee to elaborate or to follow a new line of inquiry introduced by what the interviewee is saying
- Work best when the interviewed has a number of areas he/she wants to be sure to be addressing

Structured

- The interviewer asks the respondent the same questions in the same way
- A tightly structured schedule is used
- The questions may be phrased in order that a limited range of responses may be given - i.e. 'Do you rate our services as very good, good or poor'
- A researcher needs to consider whether a questionnaire or structured interview is more appropriate
- 'If the interview schedule is too tightly structured this may not enable the phenomena under investigation to be explored in terms of either breadth or depth.'

- Qualitative interviews should be fairly informal and participants feel they are taking part in a conversation or discussion rather than in a formal question and answer situation.
- There is skill required and involved in successful qualitative research approaches - which requires careful consideration and planning

Good quality qualitative research involves:

- Thought
- Preparation
- The development of the interview schedule
- Conducting and analysing the interview data with care and consideration

Focus groups

- The use of focus groups is sometimes used when it is better to obtain information from a group rather than individuals.
- Group interviews can be used when:
 - Limited resources (time, manpower, finances)
 - The phenomena being researched requires a collective discussion in order to understand the circumstances, behaviour or opinions
 - Greater insights may be developed of the group dynamic - or cause and consequence

Characteristics of a focus group:

- Recommended size of the sample group is 6 - 10 people as smaller groups may limit the potential on the amount of information collected, and more may make it difficult for all participants to participate and interact and for the interviewer to be able to make sense of the information given
- Several focus groups should be used in order to get a more objective and macro view of the investigation. i.e. focussing on one group may give you idiosyncratic results. The use of several groups will add to the breadth and depth of information. A minimum of three focus groups is recommended for best practice approaches
- Members of the focus group should have something in common which is important to the investigation
- Groups can either be put together or existing groups - it is always useful to be mindful of the group dynamics of both situations

- The aim of the focus group is to make use of participants' feelings, perceptions and opinions

This method requires the researcher to use a range of skills:

- group skills
- facilitating
- moderating
- listening/observing
- analysis

Observations

- According to Babbie (2004: 282; 2005: 296), observation is an appropriate method to study attitudes and behaviors best understood within their 'natural setting'.
- It is natural since as Creswell (2007) put it that the researcher tends to do data collection in the field at the location where participants are experiencing the issue which is being studied.
- Moreover, Babbie (2004: 285) further argued, "direct observation in the field lets researchers observe subtle communications and other events that might not be anticipated or measured otherwise."
- In order for the researcher to arrive at useful and reliable results, the researcher will collect data in natural setting by way for observing what students experience in the area of study. The observer will act as a non-participant. It is to observe the way students conduct interaction with instructor in regard to how students interact in the lessons conducted by teachers. The role of the researcher will lie between as participant and non-participant where the researcher will act as more observer than participant (Sarantakos, 2005).
- This is meant, as Sarantakos (2005) argued to avoid the subject to be aware of being observed because if they know it, they might change their behaviors from natural setting.

Observation

| Observation ____ Date _____ Time _____ | OBSERVATION | OBSERVERS comments |
|--|-------------|--------------------|
| | | |

Self Study

Consider an area within your work that you might want to observe in order to get an answer, find out more or gain a better understanding.

Think about and plan:

- What your aim/purpose is.
- What permission, etc, you may need to gain.
- What your role/presence will be.
- How you will record your observation.
- What you will record.
- What you will do with your findings.
- What are the pros and cons of this process.