

Defining research projects: theory & research problem

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CONTENT OF THE LECTURE

01

The role of theory in research – choice of topic and theoretical problem

...

02

Topic introduction: Interviews with international students studying in the Czech Republic

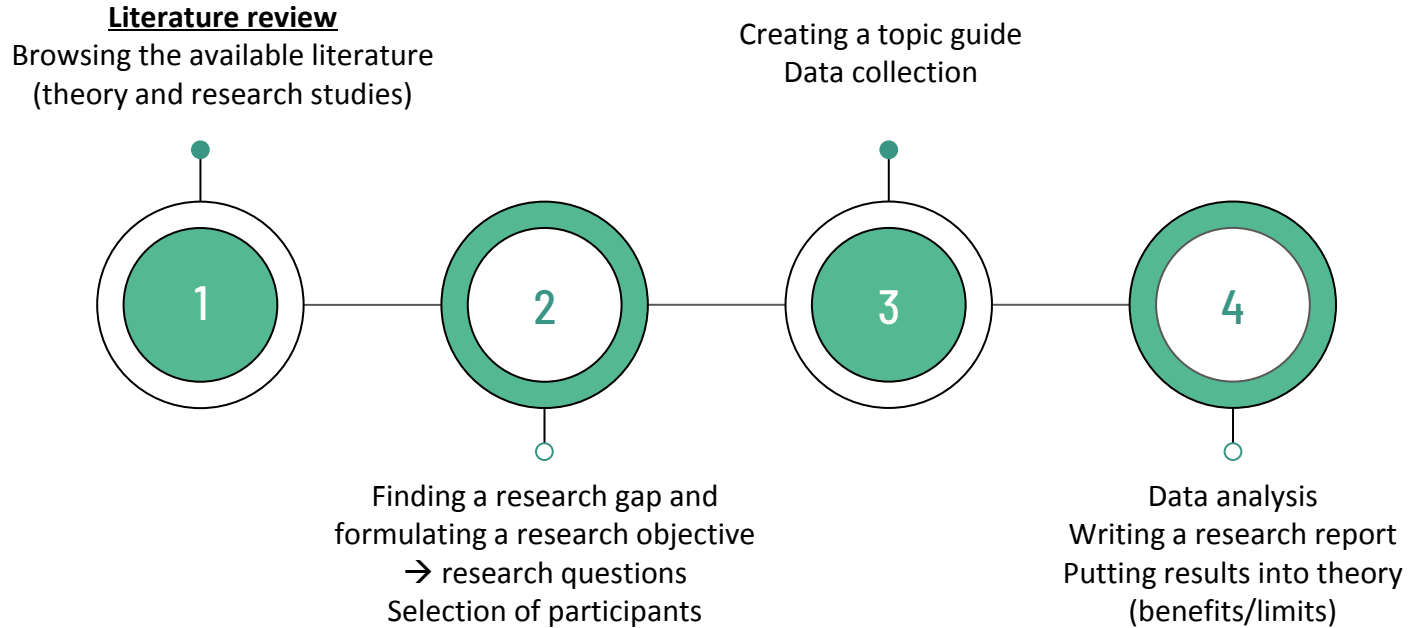
...

03

Research questions and aim of the research

...

QUALITATIVE RESEARCH: STEPS





ANCHORING THE PROBLEM IN THEORY

Where to start

...

Building on previous research: what are the current questions?

What limits and future recommendations do others highlight?

Trying to get a handle on current thinking on the topic.

Contribution

...

What could we contribute to the research?
How is our proposal different?



Narrow definition of the research field

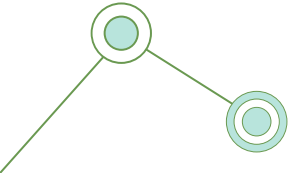
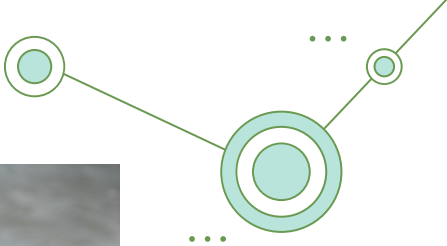
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Clearly and concisely stated research objectives and research questions.

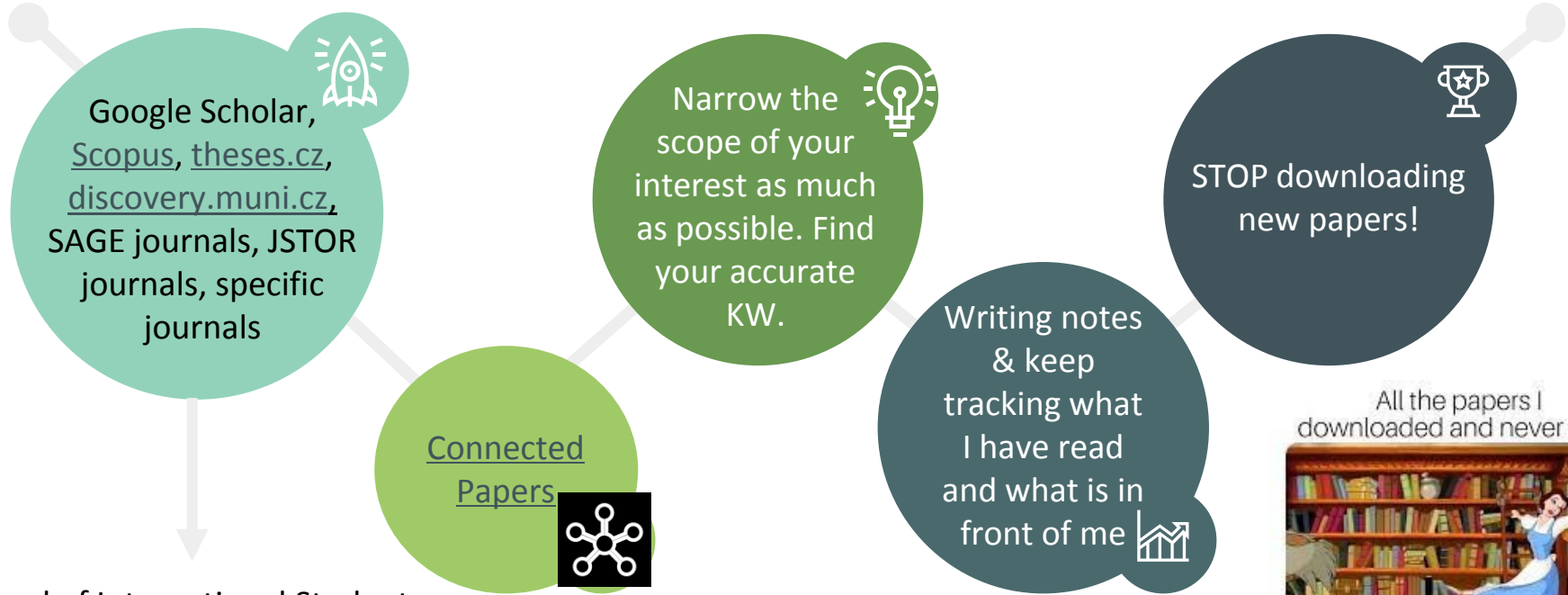
Not everything can be covered, nor is it desirable

It is better to cover a smaller number of phenomena but more thoroughly

BUT WHERE AND HOW TO START?



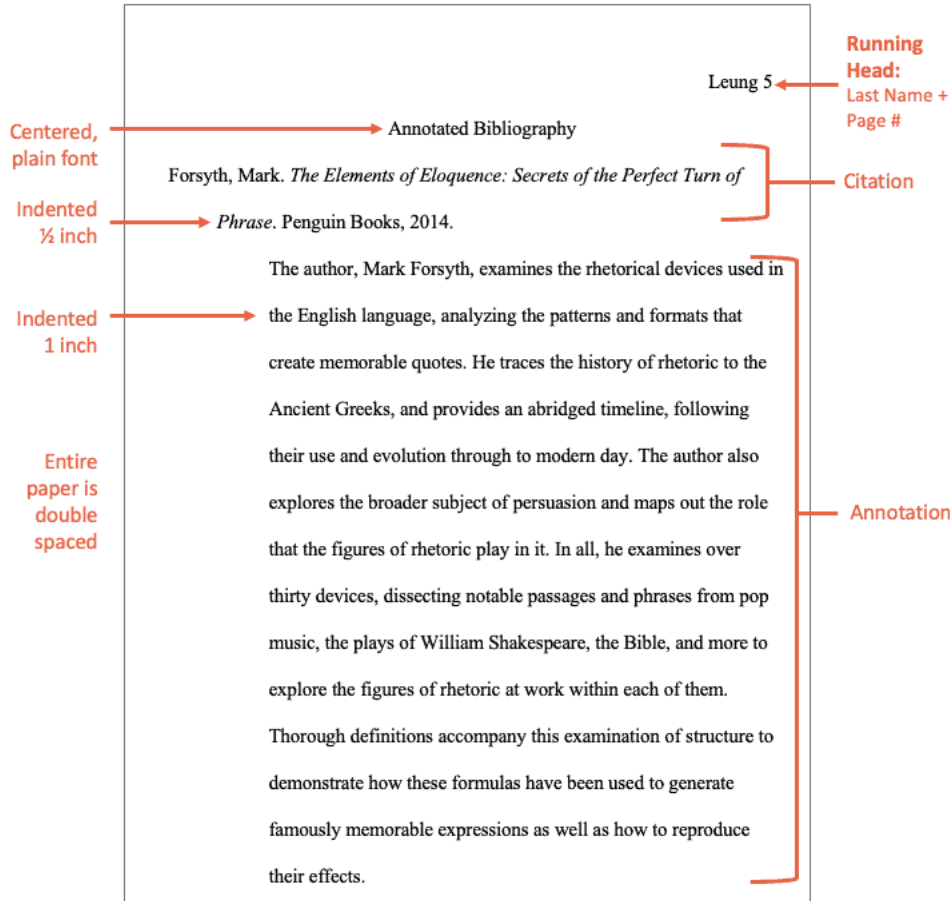
SOME STRATEGIC TIPS FOR THEORETICAL REVIEW



Journal of International Students
The Interdisciplinary Journal of Study Abroad
Journal of Studies in International Education

1	Auteur	Jaar	Titel	Journal	Volume	Issue	Pages	Keywords	Onderzoeksmethode	Thema
2	Abidin C.	2016	Engaging with	Media International Australia	161	1	86-100	Influencers, Instagram,	ethnographic	visibility labour in which
3	Abidin C., Thompson E.C.	2012	femininities and	Forum	35	/	467-477	commerce	content analysis	<i>economic and gendered aspects</i>
4	Alsaleh, Dhoha	2017	role of blogger	Research, Education & Application		17	23-40	Consumer Behavior,	Survey	intentie tot aankoop van
5	Sundararajan A.	2013	contagions: Optimal	Network Science	1	2	1-43	Contagion, Social	- A longitudinal	<i>complement and extend current</i>
6	Vliegenthart R.	2017	on Twitter: The role of	International Journal of Advertising	36	3	496-513	diffusion, retweeting,	content analysis	<i>different types of users can</i>
7	Archer C.	2019	'mumpreneur'	Media International Australia	170	1	47-56	influencers, mom,	(ethnographic)	<i>compares the motivations,</i>
8	Archer C., Harrigan P.	2016	How bloggers as	Media International Australia	160	1	67-77	blog, bloggers, dialogu	(ethnography,	topic of public relation of
9	Kandpal, C., Aswani, R., &	2019	media influencer	Services	49		86-101	Influencer	analyse,	influencers - This study propose
10	G., Guidry Moulard J.	2018	threat: When social	Journal of Business Research	/	/	1-13	Social media	research =	= (1) an observation of SMI-
11	Chatzopoulou E.	2019	a blogger: The role of	Psychology and Marketing	36	/	342-353	communication theory,	online panel	<i>information-search motivations</i>
12	Ballantine P.W., Yeung C.A.	2015	valence in organic	Marketing Intelligence and Planning	/	/	508-521	Word of mouth, Blog	experiment	understand the differences

1	Auteur	METHODE	DESIGN (bv. 2x2)	MANIPULATIE	PROCEDURE	PLATFORM	INFL. MARKETING STRATEGIE	PRODUCT CATEGORY	PERSPECTIVE (respondent) (consumer/influencer)	FEATURES INFLUENCER	IV	DV	MEDIATOR	MODERATOR
2	Abidin C.	interviews + ethi /		/	A interviews (1)	instagram	OOTD advertorial c:	none	consumer	real influencers on	/	/	/	/
3	Thompson	content analysis /		/	(1) they surveyed	blogshops	blogshop	clothes (fashion)	influencers	blogshop bloggers	person succes /			/
4	Dhoha	survey			Convenience sar	Blogs	/	Food, cosmetics, Consumer		/	Percei	Attitude	Attitude	/
5	Muchnik L.,	large scale data /		/	We define a time- none specific		seeding strategy = network targeting	consumers	peer influencers	varying adoptic user satisfactio				characteristics of
6	Neijens P.,	content analysis /		/	Brand tweets wer	Twitter	word-of-mouth, bran	restaurants (3), e	influencers	Twitter influencers	the nur numbe /			the number of foll
7	Archer C.	qualitative appr		/	(1) The interview:	blog	'mumpreneur' - moth	children, mums, r	bloggers/influence	num bloggers	ethic, n mother /			/
8	Harrigan P.	ethnographic st /		/	3 years of ethnographic study	be PR		not specified	influencers	bloggers as stakeh /	/	/	/	/
9	Bansal, S.,	nethnography /		/	For the purpose c	Instagram/Twit	social media influen	not specified (infl	influencers	influencers/celebrit likes or social i /				/
10	de Kerviler	Qualitative rese		/	Three steps - pro	Instagram	SMI-brand partners	fashion and lifest	influencers	social media influer	SMI-br authen /			number of followe
11	Chatzopoulou	online panel /		/	Susceptibility to ir	beauty blogs	blogging	beauty	customers	beauty bloggers	attracti influen /			The level of issue
12	P.W., Yeung	experiment	2 (blog source) × 3	The manipulated	Subjects were rar	blog	consumer-generate	fashion industry	customers	bloggers	Blog sc	paraso /		/

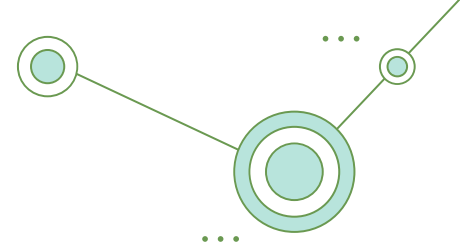


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WHY international students' mobility?

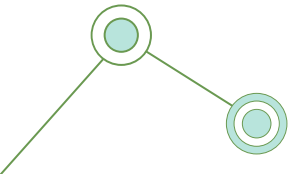


□ <https://uis.unesco.org/en/uis-student-flow>

- In 2014, there were **4.2 million** students who crossed borders, in 2018, this number had increased to **5.6 million** (UNESCO, 2020).
- Topic that has been researched from many different angles (educators, geographers, economists, sociologists, and others)

“students who have crossed borders expressly with the intention to study”
(OECD, 2009., p.311)

- Various levels of education are explored



“as crossing country borders for the purpose of or in the context of tertiary education” (Richters & Teichler, 2006, p. 78)

DIFFERENT TYPES OF MOBILITIES

Full degree program in a foreign country

Short-term study-abroad experience as part of degree program at home institution

Crossborder collaborative degree programs between two or more institutions or providers

Research and fieldwork

Internships and practical experiences

Study tour, workshops

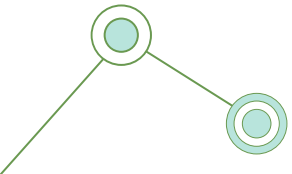
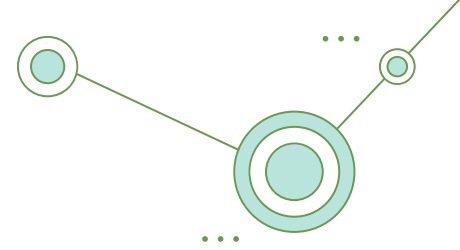
(Knight, 2012)

WHAT are the topics ISM

- **Broad topics:** Cultural adjustment, learning experiences, psychological adjustment, and perceived benefits
- **KW:** cultural adaptation, academic adaptation, academic performance, satisfaction, motivation, support, mental health well-being, social network, intercultural sensitivity, and identity
- **Long-term studies:** sociocultural, emotional and academic well-being
- **Short-term studies:** language learning, pedagogy, intercultural competencies



COVID-19 and how it shaped foreign mobility other crises (Russo-Ukrainian war)



ISM and (social) media



- **NEWS CONSUMPTION:** Changing news media habits (local, international, national news), changes within the frequency of getting information (Metyková, 2010, Novotná, 2020)

- **NEW TECHNOLOGY & COMMUNICATION:** Keeping in touch with family and friends from home country (Kim, 2016) and the role of social media in building new relationships in foreign countries.

- **PLACE PERCEPTION VIA TECHNOLOGY:** People who come from the same country and their role (Martin & Rawzi, 2014).

(Kim, 2016)

I have no problem with my English, but I still don't want to speak too much in English. I get exhausted. So after school, I want to relax with Korean language. I feel at home while watching Korean TV shows.

**(Metyková,
2007)**

I buy a few magazines, one is Creative Review, this is a British one, the other is Urban Design magazine so it's all within my interests but I do spend all the time on the Internet especially with Polish newspaper Gazeta [Wyborcza].

**(Martin &
Rawzi, 2014)**

Because there are a lot of Chinese people here, we often use Weibo to exchange information. Like, where is there good food; where is there a sale on; where is a room available. [...]

I went to Nike and Adidas to get my shoes. And I [took] photos and sent it through [smartphone app] WeiXin to my parents to see if these shoes are good enough. And they said, it's pretty. And they said OK, get [a pair].

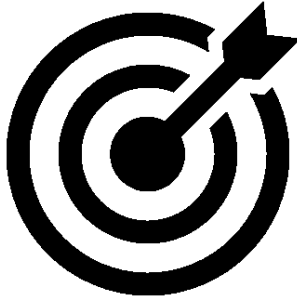
**IS ANY TOPIC THAT RESONATES
WITH YOU ACCORDING TO
FOREIGN MOBILITY?**



WHICH ROLE DOES MEDIA PLAY IN THE CASE OF YOUR STAY IN A FOREIGN COUNTRY?



IDENTIFY RESEARCH GAP



Identify research questions
(your interest/knowledge
in the field)



Gaps can be in
methodology, context
(time, country)...



How could you contribute
to the field? What is the
sub-topic relevance?



Identify key literature
& terms

SUM UP: WHEN CHOOSING YOUR SUB-TOPIC, KEEP IN MIND



Access to your participants (try to at least think about how you will find your participants; would it be hard?)



Go through the literature in a team. Try to be effective.
Draw down possible topics.



Make sure that the sub-topic is not too narrow or too broad.

1. Main research question(s)
↓
2. Assess what is already known about this question and what you would like to find out about it
↓
3. Use your research from stage 2 to come up with a series of potential topics
↓
4. For each topic, draft a list of possible questions, using a variety of question formats
↓
5. Cross-check your possible questions against your main research question to check they are helping you to answer this
↓
6. Refine questions and organise them into a loose but logical structure
↓
7. Assess your guide according to the Good Interview Guide Checklist, and revise if necessary
↓
8. Pilot your guide, reflect on this process and make final changes

FORMULATION OF MAIN RESEARCH QUESTIONS AND SECONDARY RESEARCH QUESTIONS

- Avoid phrasing questions with **YES/NO** answers
- RQs are phrased as what, how and why?
- The formulation of one or more general questions supplemented by more focused sub-questions is recommended. Strategies vary in this respect.
- For final bachelor/master theses, it is recommended/ customary to include an explicitly worded central research question



EXAMPLES OF RESEARCH QUESTIONS AND THEIR FORMULATION

RQ1: What discussion dynamics can demobilize participation in online debates during global crises?

RQ2: What role do cross-cutting discussions and their characteristics play in the unwillingness to participate in discussions on Facebook?

RQ3: How are online cross-cutting discussions related to the perception of polarization among the public?

RQ4: How does incivility affect active participation in discussions on Facebook?

FLOW OF THE RESEARCH

1. Here you are

2. Literature review I.

Getting to know the literature. 1st phase of literature review – gap and narrow scope of your interest

4. Literature review II.

You go back to literature (narrow to your sub-topic)

3. Selecting research topics and creating Teams

3 Teams (3-4 members)

You will get one supervisor who will be here to provide you with support in teams.

8. 10.

5. Formulating research questions & aim

2-3 questions

**Any
questions?**



Sources

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Pictures and presentations motives

- <https://www.pexels.com/>
- <https://storyset.com/>
- <https://www.flaticon.com/>