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Chapter 1 : Research design - Wikipedia

The design is the structure of any scientific work. It gives direction and systematizes the research. Different types of research designs have different advantages and disadvantages.

Writing a Good Research Question Writing a Good Research Question The following unit will discuss the basics of how to develop a good research questions and will provide examples of well-designed questions. Identify the process for writing meaningful research questions. Developing a good research question is one of the first critical steps in the research process. The research question, when appropriately written, will guide the research project and assist in the construction of a logical argument. The research question should be a clear, focused question that summarizes the issue that the researcher will investigate. How to Develop a Good Research Question: Researchers should begin by identifying a broader subject of interest that lends itself to investigation. For example, a researcher may be interested in childhood obesity. The next step is to do preliminary research on the general topic to find out what research has already been done and what literature already exists. How much research has been done on childhood obesity? What types of studies? Is there a unique area that yet to be investigated or is there a particular question that may be worth replicating? The following video may be helpful in learning how to choose appropriate keywords and search online databases: For example, a researcher may want to consider the factors that are contributing to childhood obesity or the success rate of intervention programs. Create a list of potential questions for consideration and choose one that interests you and provides an opportunity for exploration. Finally, evaluate the question by using the following list of guidelines: Is the research question one that is of interest to the researcher and potentially to others? Is it a new issue or problem that needs to be solved or is it attempting to shed light on previously researched topic. Is the research question researchable? Consider the available time frame and the required resources. Is the methodology to conduct the research feasible? Is the research question measureable and will the process produce data that can be supported or contradicted? Is the research question too broad or too narrow? Considering the information above, the following provides examples of flawed research questions as well as questions that are well-designed: This is too narrow because it can be answered with a simple statistic. Questions that can be answered with a "yes" or a "no" should also typically be avoided. How does the education level of the parents impact childhood obesity rates in Phoenix, AZ? This question demonstrates the correct amount of specificity and the results would provide the opportunity for an argument to be formed. Unfocused and too broad: What are the effects of childhood obesity in the United States? This question is so broad that research methodology would be very difficult and the question is too broad to be discussed in a typical research paper. How does childhood obesity correlate with academic performance in elementary school children? This question has a very clear focus for which data can be collected, analyzed, and discussed. How much time do young children spend doing physical activity per day? This question may allow the researcher to collect data but does not lend itself to collecting data that can be used to create a valid argument because the data is just factual information. What is the relationship between physical activity levels and childhood obesity? This is a more subjective question that may lead to the formation of an argument based on the results and analysis of the data. How are school systems addressing childhood obesity? This information can be obtained without the need to collect unique data. The question could be answered with a simple online search and does not provide an opportunity for analysis. What are the effects of intervention programs in the elementary schools on the rate of childhood obesity among 3rd - 6th grade students? This question is more complex and requires both investigation and evaluation which will lead the research to form an argument that may be discussed.

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Chapter 2 : Social Research Methods - Knowledge Base - Types of Questions

A mixed research design involves having both a quantitative design and qualitative design. Mixed designs is the best approach if the study requires both quantitative and qualitative designs to address the problem statement.

Examples of main research questions for a dissertation Date published December 2, by Bas Swaen. August 21, The main research question is the most important part of your dissertation. Reviewing our criteria is an easy way to determine whether your main question is good or bad. Main research question Is it good? Criterion Do boys or girls have more talent related to technology and does education play a role? Researchable and specific What is iconoclasm? This descriptive question is likely too straightforward for a main question. However, it could make a good first sub-question. What are the specific problems and characteristics of different types of stray cats e. How can World War II be explained? This explanatory question is not specific enough and will not lead to a concise answer. What kind of music production workers are the most productive: How can the sexual health counseling that mental healthcare workers in Rotterdam provide to young people in district X be improved? The question is focused and clear although it may be more appropriate for an undergraduate-level dissertation. How can poverty among immigrants be reduced in the Netherlands? The subject is again too wide and needs to be made more specific. For instance, what kind of behavior will be considered? What effect does conducting preventive alcohol checks have on the number of people who drive after drinking? Will paying more attention to the early identification and remediation of reading problems in grades 3 and 4 lead to fewer below-average readers in grades 4 and 5? A testing question would be better here:

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Chapter 3 : Basic Research Designs - Center for Innovation in Research and Teaching

Describes the importance of creating questions to guide research, provides insight on how to develop these questions, and includes many examples.

Longitudinal study Confirmatory versus exploratory research[edit] Confirmatory research tests a priori hypotheses – outcome predictions that are made before the measurement phase begins. Such a priori hypotheses are usually derived from a theory or the results of previous studies. The advantage of confirmatory research is that the result is more meaningful, in the sense that it is much harder to claim that a certain result is generalizable beyond the data set. The reason for this is that in confirmatory research, one ideally strives to reduce the probability of falsely reporting a coincidental result as meaningful. Exploratory research, on the other hand, seeks to generate a posteriori hypotheses by examining a data-set and looking for potential relations between variables. It is also possible to have an idea about a relation between variables but to lack knowledge of the direction and strength of the relation. If the researcher does not have any specific hypotheses beforehand, the study is exploratory with respect to the variables in question although it might be confirmatory for others. The advantage of exploratory research is that it is easier to make new discoveries due to the less stringent methodological restrictions. In other words, if the researcher simply wants to see whether some measured variables could be related, he would want to increase the chances of finding a significant result by lowering the threshold of what is deemed to be significant. State problems versus process problems[edit] A distinction can be made between state problems and process problems. State problems aim to answer what the state of a phenomenon is at a given time, while process problems deal with the change of phenomena over time. Examples of state problems are the level of mathematical skills of sixteen-year-old children or the level, computer skills of the elderly, the depression level of a person, etc. Examples of process problems are the development of mathematical skills from puberty to adulthood, the change in computer skills when people get older and how depression symptoms change during therapy. State problems are easier to measure than process problems. State problems just require one measurement of the phenomena of interest, while process problems always require multiple measurements. Research designs such as repeated measurements and longitudinal study are needed to address process problems. Examples of fixed designs[edit] Experimental research designs[edit] See also: Experiment In an experimental design, the researcher actively tries to change the situation, circumstances, or experience of participants manipulation , which may lead to a change in behaviour or outcomes for the participants of the study. The researcher randomly assigns participants to different conditions, measures the variables of interest and tries to control for confounding variables. Therefore, experiments are often highly fixed even before the data collection starts. In a good experimental design , a few things are of great importance. First of all, it is necessary to think of the best way to operationalize the variables that will be measured, as well as which statistical methods would be most appropriate to answer the research question. Thus, the researcher should consider what the expectations of the study are as well as how to analyse any potential results. Finally, in an experimental design, the researcher must think of the practical limitations including the availability of participants as well as how representative the participants are to the target population. It is important to consider each of these factors before beginning the experiment. Non-experimental research designs[edit] Non-experimental research designs do not involve a manipulation of the situation, circumstances or experience of the participants. Non-experimental research designs can be broadly classified into three categories. First, in relational designs, a range of variables are measured. These designs are also called correlation studies because correlation data are most often used in the analysis. Since correlation does not imply causation , such studies simply identify co-movements of variables. Correlational designs are helpful in identifying the relation of one variable to another, and seeing the frequency of co-occurrence in two natural groups See correlation and dependence. The second type is comparative research. These designs compare two or more groups on one or more variable, such as the effect of gender on grades.

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The third type of non-experimental research is a longitudinal design. A longitudinal design examines variables such as performance exhibited by a group or groups over time. Examples of flexible research designs[edit] See also: Case study Famous case studies are for example the descriptions about the patients of Freud, who were thoroughly analysed and described. Ethnography This type of research is involved with a group, organization, culture, or community. Normally the researcher shares a lot of time with the group. Grounded theory study[edit] Grounded theory research is a systematic research process that works to develop "a process, and action or an interaction about a substantive topic".

Chapter 4 : Types of quantitative research question | LÃ¼rd Dissertation

Research design is an overall strategy that you use to carry out your study. It is a way to address your research problem, by using set of methods and procedures to collect and analyze data for measuring the variables of your research and to answer your research questions.

When we talk about quantitative research designs, we are typically referring to research following either a descriptive, experimental, quasi-experimental and relationship-based research design, which we will return to shortly. However, there are also specific goals that you may want to achieve within these research designs. You may want to: Goal A explore whether there is a relationship between different variables; Goal B predict a score or a membership of a group; or Goal C find out the differences between groups you are interested in or treatment conditions that you want to investigate: GOAL A Exploring the relationship between variables Are you trying to determine if there is a relationship between two or more variables, and what this relationship is? This kind of design is used to answer questions such as: Is there a relationship between height and basketball performance? Are males more likely to be smokers than females? Does your level of anxiety reduce your exam ability? These designs answer questions such as: Can I predict exam anxiety based on knowing the number of hours spent revising? Can I predict whether someone is classified as computer literate based on their performance in different computer tasks? GOAL C Testing for differences between groups or treatment conditions Are you trying to test for differences between groups e. This type of design aims to answer questions such as: What is the difference in jump height between males and females? Can an exercise-training programme lead to a reduction in blood sugar levels? Do stressed males and females respond differently to different stress-reduction therapies? In each of these cases, we have different groups that we are comparing e. Just remember that in addition to relating and comparing i. These three basic approaches i. We could describe factors relating to the make-up of these Facebook users, quantifying how many or what proportion of these university students were male or female, or what their average age was. We could describe factors relating to their behaviour, such as how frequently they used Facebook each week or the reasons why they joined Facebook in the first place e. We could compare some of these factors i. For example, we could compare how frequently the students used Facebook each week, looking for differences between male and female students. We could relate one or more of these factors e. For example, we could relate age to how frequently the students used Facebook each week. This could help us discover if there was an association or relationship between these variables i. These three approaches to examining the constructs you are interested in i. If you are exploring the relationship between variables i. However, if you are predicting the score or a membership of a group i. You need to do this for two main reasons: You will have to state which type of research design you are using in your dissertation when writing up the Research Design section of your Chapter Three: The research design that you use has a significant influence on your choice of research methods, the research quality of your findings, and even aspects of research ethics that you will have to think about. Once you are familiar with the four types of research design i.

Chapter 5 : Step 2: Research design for your dissertation | LÃ¼rd Dissertation

The purpose of this article is to introduce you to the three different types of quantitative research question (i.e., descriptive, comparative and relationship-based research questions) so that you can understand what type(s) of quantitative research question you want to create in your dissertation.

Diving Deeper into Limitations and Delimitations If you are working on a thesis, dissertation, or other formal research project, chances are your advisor or committee will ask you to address the delimitations of your study. In a previous article , we covered what goes into the limitations, delimitations, and assumptions sections of your thesis or dissertation. Here, we will dive a bit deeper into the differences between limitations and delimitations and provide some helpful tips for addressing them in your research project—whether you are working on a quantitative or qualitative study. However, the biggest difference between limitations and delimitations is the degree of control you have over them—that is, how much they are based in conscious, intentional choices you made in designing your study. Some limitations are inherent to your research design itself. Likewise, while an experimental study allows you to draw causal conclusions, it may require a level of experimental control that looks very different from the real world thus lowering external validity. Of course, your choice of research design is within your control; however, the limitations of the design refer to those aspects that may restrict your ability to answer the questions you might like to answer. Limitations can get in the way of your being able to answer certain questions or draw certain types of inferences from your findings. Delimitations are also factors that can restrict the questions you can answer or the inferences you can draw from your findings. However, they are based on intentional choices you make a priori i. Like limitations, delimitations are a part of every research project, and this is not a bad thing. If you try to do so, your project is bound to get huge and unwieldy, and it will become a lot more difficult to interpret your results or come to meaningful conclusions with so many moving parts. You have to draw the line somewhere, and the delimitations are where you choose to draw these lines. One of the clearest examples of a delimitation that applies to almost every research project is participant exclusion criteria. In conducting either a quantitative or a qualitative study, you will have to define your population of interest. Defining this population of interest means that you will need to articulate the boundaries of that population i. Those boundaries are delimitations. The possibilities can go on. These are choices you will need to make, both for practical reasons i. Or elementary school children. As interesting as their experiences might be, you can save these questions for another study. That is the part of the beauty of research: Similarly, the focus of the research problem itself and the associated research questions is another common source of delimitations. By choosing to focus your research on a particular problem or question, you are necessarily choosing not to examine other problems or questions. There may be other related problems or questions that are equally worthy of study, but you must choose which one s you are and which ones you are not looking into with your project. For instance, you are not asking how effective the new curriculum is in improving student test scores or graduation rates. You might think that would be a very interesting question, but it will have to wait for another study. These other questions may be interesting and important, but, again, they are beyond the scope of your project. Common Examples of Limitations While each study will have its own unique set of limitations, some limitations are more common in quantitative research, and others are more common in qualitative research. In quantitative research, common limitations include the following: Because these questions define the boundaries or scope of your project and thus point to its delimitations, your research design itself will also be related to these delimitations. Questions to Ask Yourself As you are considering the limitations and delimitations of your project, it can be helpful to ask yourself a few different questions. If I had an unlimited budget, unlimited amounts of time, access to all possible populations, and the ability to manipulate as many variables as I wanted, how would I design my study differently to be better able to answer the questions I want to answer? The ways in which your study falls short of this will point to its limitations. Are there design issues that get in

the way of my being able to draw causal conclusions? Are there sampling issues that get in the way of my being able to generalize my findings? Do I have concerns about participants telling the truth or being able to provide accurate responses to my questions? What are my exclusion criteria? Who did I not include in my study, and why did I make this choice? What questions did I choose not to address in my study? Of course, the possibilities are endless here, but consider related questions that you chose not to address. In what ways did I narrow the scope of my study in order to hone in on a particular issue or question? What other methodologies did I not use that might have allowed me to answer slightly different questions about the same topic? How to Write About Limitations and Delimitations Remember, having limitations and delimitations is not a bad thing. The important thing is to be aware of them and to acknowledge how they may impact your findings or the conclusions you can draw. In fact, writing about them and acknowledging them gives you an opportunity to demonstrate that you can think critically about these aspects of your study and how they impact your findings, even if they were out of your control. Good, strong research projects have clear boundaries. Also, keep in mind that you are the researcher and you can choose whatever delimitations you want for your study. You just have to be prepared—both in your discussion section and in your dissertation defense itself—to justify the choices you make and acknowledge how these choices impact your findings. Research Methods for Students Which of the many different types of research design is best for you? One thing that you will want to consider early in your dissertation process is the design of your research study. By the time you start your dissertation or thesis, you have probably taken graduate and undergraduate courses about research methods; however, it has probably been a while since you have taken these courses, and you may need help sorting through all the different types of research design. Below is a brief refresher on different research designs and methodologies. General Types of Research Designs Descriptive: Researchers use descriptive research designs to describe particular phenomena or relationships within a single group sample. Descriptive designs are typically used as either pilot or preliminary studies and generally have rather basic statistical procedures. By nature, descriptive studies do not and cannot be used to explain causation. Descriptive research designs usually provide researchers with information about a group or phenomenon about which there has been little research e. Researchers use quasi-experimental research designs to identify differences between two or more groups in an attempt to explain causation. What keeps these types of experiments from being true experiments is lack of randomization. For example, researchers cannot randomly assign gender to participants; therefore, any study in which researchers are investigating differences between genders is inherently quasi-experimental. Quasi-experimental designs allow researchers more control to make assumptions about causation and implications of findings. Quasi-experimental designs are also useful when researchers want to study particular groups in which group members cannot be randomly assigned e. A major drawback to using quasi-experimental designs is that quasi-experimental research designs typically have less internal validity than do true experimental designs. Experimental research designs have the most control, and, thus, allow researchers to explain differences between groups. One of the key features of an experimental design is that participants are randomly assigned to groups. Experimental designs can be used to test differences between groups e. True experimental research designs are understood to be the gold standard of research because experimental research designs are the best designs for researchers to predict causation. However, true experimental designs often require more resources than do other research designs and will not work with all research questions. A design method in which the same group is tested at multiple points in time. Giving students an assessment of knowledge the first day of class and giving the same assessment on the last day of class is an example of a research design based on a single-sample repeated measures. A specific single-sample repeated measures design in which participants are measured at baseline A , after an intervention B , and again after the intervention has been removed A. A design in which researchers compare the scores of two or more groups. Between-group designs can be used as either a single or repeated measure. A specific between-groups design in which researchers match participants across groups based on criteria determined by the researchers e. After matching participants based on the predetermined criteria, researchers examine differences between

matched pairs not between group means. Writing Assumptions, Limitations, and Delimitations During the process of writing your thesis or dissertation, you might suddenly realize that your research has inherent flaws. Virtually all projects contain restrictions to your research. However, being able to recognize and accurately describe these problems is the difference between a true researcher and a grade-school kid with a science-fair project. Concerns with truthful responding, access to participants, and survey instruments are just a few of examples of restrictions on your research. In the following sections, the differences among delimitations, limitations, and assumptions of a dissertation will be clarified.

Delimitations Delimitations are the definitions you set as the boundaries of your own thesis or dissertation, so delimitations are in your control. Delimitations are set so that your goals do not become impossibly large to complete. Examples of delimitations include objectives, research questions, variables, theoretical objectives that you have adopted, and populations chosen as targets to study. When you are stating your delimitations, clearly inform readers why you chose this course of study. In any case, you should clearly list the other options available and the reasons why you did not choose these options immediately after you list your delimitations. You might have avoided these options for reasons of practicality, interest, or relativity to the study at hand. For example, you might have only studied Hispanic mothers because they have the highest rate of obese babies. Delimitations are often strongly related to your theory and research questions. If you were researching whether there are different parenting styles between unmarried Asian, Caucasian, African American, and Hispanic women, then a delimitation of your study would be the inclusion of only participants with those demographics and the exclusion of participants from other demographics such as men, married women, and all other ethnicities of single women inclusion and exclusion criteria. A further delimitation might be that you only included closed-ended Likert scale responses in the survey, rather than including additional open-ended responses, which might make some people more willing to take and complete your survey. Remember that delimitations are not good or bad. They are simply a detailed description of the scope of interest for your study as it relates to the research design.

Limitations Limitations of a dissertation are potential weaknesses in your study that are mostly out of your control, given limited funding, choice of research design, statistical model constraints, or other factors. In addition, a limitation is a restriction on your study that cannot be reasonably dismissed and can affect your design and results. Do not worry about limitations because limitations affect virtually all research projects, as well as most things in life. Even when you are going to your favorite restaurant, you are limited by the menu choices. If you went to a restaurant that had a menu that you were craving, you might not receive the service, price, or location that makes you enjoy your favorite restaurant. The people whom you managed to get to take your survey may not truly be a random sample, which is also a limitation.

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Chapter 6 : Some Examples - Develop Research Questions - Research Guides at Modesto Junior College

Choosing a Research Design Diving Deeper into Limitations and Delimitations If you are working on a thesis, dissertation, or other formal research project, chances are your advisor or committee will ask you to address the delimitations of your study.

Introduction Before beginning your paper, you need to decide how you plan to design the study. The research design refers to the overall strategy that you choose to integrate the different components of the study in a coherent and logical way, thereby, ensuring you will effectively address the research problem; it constitutes the blueprint for the collection, measurement, and analysis of data. Note that your research problem determines the type of design you should use, not the other way around! Research Design in Social Research. Research Methods Knowledge Base. General Structure and Writing Style The function of a research design is to ensure that the evidence obtained enables you to effectively address the research problem logically and as unambiguously as possible. In social sciences research, obtaining information relevant to the research problem generally entails specifying the type of evidence needed to test a theory, to evaluate a program, or to accurately describe and assess meaning related to an observable phenomenon. With this in mind, a common mistake made by researchers is that they begin their investigations far too early, before they have thought critically about what information is required to address the research problem. Without attending to these design issues beforehand, the overall research problem will not be adequately addressed and any conclusions drawn will run the risk of being weak and unconvincing. As a consequence, the overall validity of the study will be undermined. The length and complexity of describing research designs in your paper can vary considerably, but any well-developed design will achieve the following: Identify the research problem clearly and justify its selection, particularly in relation to any valid alternative designs that could have been used, Review and synthesize previously published literature associated with the research problem, Clearly and explicitly specify hypotheses [i. However, you can get a sense of what to do by reviewing the literature of studies that have utilized the same research design. Also included is a collection of case studies of social research projects that can be used to help you better understand abstract or complex methodological concepts. The Research Methods Videos database hours of tutorials, interviews, video case studies, and mini-documentaries covering the entire research process. Qualitative, Quantitative, and Mixed Methods Approaches. Sage, ; De Vaus, D. Creating Robust Approaches for the Social Sciences. Sage, ; Leedy, Paul D. Pearson, ; Vogt, W. Gardner, and Lynne M. When to Use What Research Design. Action Research Design Definition and Purpose The essentials of action research design follow a characteristic cycle whereby initially an exploratory stance is adopted, where an understanding of a problem is developed and plans are made for some form of interventionary strategy. Then the intervention is carried out [the "action" in action research] during which time, pertinent observations are collected in various forms. The new interventional strategies are carried out, and this cyclic process repeats, continuing until a sufficient understanding of [or a valid implementation solution for] the problem is achieved. The protocol is iterative or cyclical in nature and is intended to foster deeper understanding of a given situation, starting with conceptualizing and particularizing the problem and moving through several interventions and evaluations. What do these studies tell you? This is a collaborative and adaptive research design that lends itself to use in work or community situations. Design focuses on pragmatic and solution-driven research outcomes rather than testing theories. When practitioners use action research, it has the potential to increase the amount they learn consciously from their experience; the action research cycle can be regarded as a learning cycle. Action research studies often have direct and obvious relevance to improving practice and advocating for change. There are no hidden controls or preemption of direction by the researcher. It is harder to do than conducting conventional research because the researcher takes on responsibilities of advocating for change as well as for researching the topic. Action research is much harder to write up because it is less likely that you can use a standard format to report your

findings effectively [i. Personal over-involvement of the researcher may bias research results. The cyclic nature of action research to achieve its twin outcomes of action [e. Advocating for change usually requires buy-in from study participants. Coghlan, David and Mary Brydon-Miller. *The Sage Encyclopedia of Action Research*. Action Research in Education: Guilford, ; Gall, Meredith. Chapter 18, *Action Research*. Norman Denzin and Yvonna S. SAGE, , pp. Writing and Doing Action Research. Sage, ; Reason, Peter and Hilary Bradbury. *Handbook of Action Research: Participative Inquiry and Practice*. Case Study Design Definition and Purpose A case study is an in-depth study of a particular research problem rather than a sweeping statistical survey or comprehensive comparative inquiry. It is often used to narrow down a very broad field of research into one or a few easily researchable examples. The case study research design is also useful for testing whether a specific theory and model actually applies to phenomena in the real world. It is a useful design when not much is known about an issue or phenomenon. Approach excels at bringing us to an understanding of a complex issue through detailed contextual analysis of a limited number of events or conditions and their relationships. A researcher using a case study design can apply a variety of methodologies and rely on a variety of sources to investigate a research problem. Design can extend experience or add strength to what is already known through previous research. Social scientists, in particular, make wide use of this research design to examine contemporary real-life situations and provide the basis for the application of concepts and theories and the extension of methodologies. The design can provide detailed descriptions of specific and rare cases. A single or small number of cases offers little basis for establishing reliability or to generalize the findings to a wider population of people, places, or things. Design does not facilitate assessment of cause and effect relationships. Vital information may be missing, making the case hard to interpret. The case may not be representative or typical of the larger problem being investigated. If the criteria for selecting a case is because it represents a very unusual or unique phenomenon or problem for study, then your interpretation of the findings can only apply to that particular case. Chapter 4, *Flexible Methods*: Columbia University Press, ; Gerring, John. Past, Present and Future Challenges. *Encyclopedia of Case Study Research*. The Art of Case Study Research. Applied Social Research Methods Series, no. Most social scientists seek causal explanations that reflect tests of hypotheses. Causal effect nomothetic perspective occurs when variation in one phenomenon, an independent variable, leads to or results, on average, in variation in another phenomenon, the dependent variable. Conditions necessary for determining causality: Empirical association -- a valid conclusion is based on finding an association between the independent variable and the dependent variable. Appropriate time order -- to conclude that causation was involved, one must see that cases were exposed to variation in the independent variable before variation in the dependent variable. Nonspuriousness -- a relationship between two variables that is not due to variation in a third variable. Causality research designs assist researchers in understanding why the world works the way it does through the process of proving a causal link between variables and by the process of eliminating other possibilities. There is greater confidence the study has internal validity due to the systematic subject selection and equity of groups being compared. Not all relationships are casual! The possibility always exists that, by sheer coincidence, two unrelated events appear to be related [e. Conclusions about causal relationships are difficult to determine due to a variety of extraneous and confounding variables that exist in a social environment. This means causality can only be inferred, never proven. If two variables are correlated, the cause must come before the effect. Beach, Derek and Rasmus Brun Pedersen. *Causal Case Study Methods: Foundations and Guidelines for Comparing, Matching, and Tracing*. University of Michigan Press, ; Bachman, Ronet. Chapter 5, *Causation and Research Designs*. Sage, , pp. Chapter 11, *Nonexperimental Research: Cohort Design Definition and Purpose* Often used in the medical sciences, but also found in the applied social sciences, a cohort study generally refers to a study conducted over a period of time involving members of a population which the subject or representative member comes from, and who are united by some commonality or similarity. Using a quantitative framework, a cohort study makes note of statistical occurrence within a specialized subgroup, united by same or similar characteristics that are relevant to the research problem being investigated, rather than studying statistical

occurrence within the general population. Using a qualitative framework, cohort studies generally gather data using methods of observation. Cohorts can be either "open" or "closed. Date of entry and exit from the study is individually defined, therefore, the size of the study population is not constant. In open cohort studies, researchers can only calculate rate based data, such as, incidence rates and variants thereof. Closed Cohort Studies [static populations, such as patients entered into a clinical trial] involve participants who enter into the study at one defining point in time and where it is presumed that no new participants can enter the cohort. Given this, the number of study participants remains constant or can only decrease. The use of cohorts is often mandatory because a randomized control study may be unethical. For example, you cannot deliberately expose people to asbestos, you can only study its effects on those who have already been exposed. Research that measures risk factors often relies upon cohort designs.

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Chapter 7 : Research Designs - How to construct an experiment or study

Research Questions and Hypotheses - This book chapter takes an in-depth look at the principles used to design and write research questions and hypotheses for qualitative, quantitative and mixed methods research and describes the differences in approaches based upon the type of research.

Basic Research Designs Basic Research Designs This module will introduce the basics of choosing an appropriate research design and the key factors that must be considered. Learning Objectives Distinguish between quantitative and qualitative research methods. Identify whether or research project is qualitative or quantitative in nature. List the key factors that must be considered when choosing a research design. Once the research question has been formulated, it is critical that the researcher select the appropriate research methodology to answer the question. The type of research question will typically dictate the methodology that will be employed. The reliability and validity of the results depends on upon proper selection of the research approach and design. Forms of Research Research is a systematic inquiry used to describe, explain, predict or control some observed phenomenon - the research topic. Research can be classified into four main forms based on the specific purpose: Basic Research - This research is descriptive in nature and is used to understand and explain a phenomenon. This type of research is often conducted for the sake of increasing and advancing a knowledge base. Applied Research - The purpose of this research is to provide information that can be used and applied in an effort to help people understand and control their environment. This type of research is more prescriptive in nature and seeks to offer potential solutions to problems. Evaluation Research - The purpose of evaluation research is to examine the processes and outcomes associated with a particular solution to a problem. The research may be formative in that it attempts to improve the intervention or solution or it may be summative and attempt to evaluate the effectiveness of solution or program. Action Research - This research is often conducted within a program, organization or community and the researchers are involved in gathering data and studying themselves. Regardless of the purpose of the research, the process is similar. The researcher will then develop a research problem related to the topic and create a specific question. The research design will then be developed and the procedures for analyzing the data will be identified. The results of the research will hopefully lend themselves to the publication of a scholarly article. Quantitative and Qualitative Designs There are two main approaches to a research problem - quantitative and qualitative methods. Quantitative methods are used to examine the relationship between variables with the primary goal being to analyze and represent that relationship mathematically through statistical analysis. This is the type of research approach most commonly used in scientific research problems. Qualitative methods are chosen when the goal of the research problem is to examine, understand and describe a phenomenon. These methods are a common choice in social science research problems and are often used to study ideas, beliefs, human behaviors and other research questions that do not involve studying the relationship between variables. Choosing a Design The following table lists and describes the most common research designs used at Grand Canyon University. Different research books will use different terms for similar types of research. However, the research designs identified in this document are fairly common in terms of their use and their terminology. Types of Research Designs.

Chapter 8 : Choosing a Research Design | Thesis and Dissertation Survival

All of the different qualitative research methods have several characteristics The research question revolves around an existing, known, problem. Research Design.

Chapter 9 : Different Research Methods - How to Choose an Appropriate Design?

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A research method is a general framework guiding a research project. Different methods can be used to tackle different questions. Research design is a specific outline detailing how your chosen method will be applied to answer a particular research question. Research methods are generalized and.