Chapter 1 : Interpretive research methodology Research Papers - calendrierdelascience.com

This article examines the responses to an exercise administered over a year period to graduate-level psychology students in an advanced methodology seminar, to explore one of the central questions of qualitative research: What theories about identity do we bring to our analyses of first-person.

Paradigms, methods and methodology Noella Mackenzie and Sally Knipe Charles Sturt University In this article the authors discuss issues faced by early career researchers, including the dichotomy, which many research textbooks and journal articles create and perpetuate between qualitative and quantitative research methodology despite considerable literature to support the use of mixed methods. The authors review current research literature and discuss some of the language, which can prove confusing to the early career researcher and problematic for post-graduate supervisors and teachers of research. The authors argue that discussions of research methods in research texts and university courses should include mixed methods and should address the perceived dichotomy between qualitative and quantitative research methodology. Introduction Social scientists have come to abandon the spurious choice between qualitative and quantitative data; they are concerned rather with that combination of both which makes use of the most valuable features of each. When research is described in such terms, confusion may be created for the undergraduate student, first time or early career researcher. The research process is already a daunting prospect to the inexperienced researcher and the ongoing debate and contradictory information adds to the confusion. This is further exacerbated by laypeople that continually ask researchers whether their research is qualitative or quantitative. By writing this article, the authors aim to assist first time and early career researchers make considered decisions about the type of study they may undertake, the process involved in undertaking a research project and the debates in the literature surrounding theoretical frameworks underpinning research. Associated definitions and constructs will also be discussed. This article begins with a discussion of research paradigms, providing definitions and discussion of the role of paradigms in educational research. Paradigms receive varied attention in research texts. The role of the paradigm can, therefore, appear somewhat mysterious. The article then moves to a discussion of methodology as it relates to the research paradigm. In some research discussions methodology appears to be central and may even be seen to replace what is in effect the pre-ordinate role of the paradigm. In this article the authors discuss how the research paradigm and methodology work together to form a research study. The qualitative, quantitative and mixed methods debate is then discussed as it pertains to the decisions that need to be made by the researcher. More than 40 widely available research texts were reviewed during the preparation of this article, with particular attention given to the treatment of paradigms, methods and methodology. Research paradigms Research has been described as a systematic investigation Burns, or inquiry whereby data are collected, analysed and interpreted in some way in an effort to "understand, describe, predict or control an educational or psychological phenomenon or to empower individuals in such contexts" Mertens, , p. It is the choice of paradigm that sets down the intent, motivation and expectations for the research. Without nominating a paradigm as the first step, there is no basis for subsequent choices regarding methodology, methods, literature or research design. Paradigms are not discussed in all research texts and are given varied emphasis and sometimes conflicting definitions. In some research texts, paradigms are discussed at the beginning of the text along-side research design, while others may make only passing reference to paradigms at a much later stage or make no reference to paradigms at all. This may lead the first time or early career researcher to wonder where the notion of paradigm fits into the research course of action and to question its relevance. Alternatively, Mac Naughton, Rolfe and Siraj-Blatchford provide a definition of paradigm, which includes three elements: A number of theoretical paradigms are discussed in the literature such as: The use of different terms in different texts and the varied claims regarding how many research paradigms there are, sometimes leads to confusion for the first time or early career researcher. Definitions of some of the more common paradigms referred to in research texts follow. Positivism may be applied to the social world on the

assumption that "the social world can be studied in the same way as the natural world, that there is a method for studying the social world that is value free, and that explanations of a causal nature can be provided" Mertens, , p. Also, since Thomas Khun, theories are held to be provisional and new understandings may challenge the whole theoretical framework. This definition of postpositivism seems to be in conflict with the more widely used definition provided by Mertens Positivists and postpositivist research is most commonly aligned with quantitative methods of data collection and analysis. Constructivists do not generally begin with a theory as with postpositivists rather they "generate or inductively develop a theory or pattern of meanings" Creswell, , p. The constructivist researcher is most likely to rely on qualitative data collection methods and analysis or a combination of both qualitative and quantitative methods mixed methods. Quantitative data may be utilised in a way, which supports or expands upon qualitative data and effectively deepens the description. Transformative paradigm According to Mertens the transformative paradigm arose during the s and s partially due to dissatisfaction with the existing and dominant research paradigms and practices but also because of a realisation that much sociological and psychological theory which lay behind the dominant paradigms "had been developed from the white, able-bodied male perspective and was based on the study of male subjects" Mertens, p. Transformative researchers "believe that inquiry needs to be intertwined with politics and a political agenda" Creswell, , p. Pragmatic paradigm Pragmatism is not committed to any one system of philosophy or reality. It may be said, however, that mixed methods could be used with any paradigm. The pragmatic paradigm places "the research problem" as central and applies all approaches to understanding the problem Creswell, , p. Paradigm language When reading research texts, confusion can be created when authors use different terms to discuss paradigms. Table 1 has been developed using the language identified in a range of research texts and grouped according to their alignment with the broad paradigm groups discussed above. While the major paradigms will have an overall framework consistent with the definitions provided above, specific research paradigms may have particular features, which differentiate them from other paradigms within the same group. For example, while feminist and neo-Marxist research both fall within the transformative paradigm they have unique features, which are specific to their particular approach. Methodology and paradigms In reviewing research texts for this article, the authors were surprised to discover that a large number of texts provided no definition for the terms methodology or method, some texts use the terms interchangeably and others use them as having different meanings. According to the Macquarie Dictionary 3rd Ed methodology is the science of methods, especially: Education a branch of pedagogics concerned with the analysis and evaluation of subject matter and methods of teaching p.

This article interrogates transcription work in the context of qualitative research. Although it is common practice in academe for someone other than the researcher to transcribe tapes recorded for purposes of data collection, the author argues the importance of researchers taking seriously the ways in which the person transcribing tapes influences research data.

A version of this paper appears in the Handbook of Reading Disability Research] The citation should be: Routledge] Interpretive Research Donna E. Mallozzi University of Georgia The interpretive turn in social research marked a shift in epistemology and politics. Social research changed from emphasizing logical positivism, an approach based on using the scientific method to study human action, to interpretivism. Researchers using an interpretive approach aim to uncover meaning toward a better understanding of the issues involved. This undertaking necessitates certain methodologies, of which only a few are highlighted here. Symbolic interactionism involves understanding that humans act toward objects and with individuals according to the meanings that humans have for particular objects and people Blumer, ; Schwandt, Purpose and Background In this chapter we focus on the topics, practices, issues, and controversies embedded in methodologies associated with interpretive research. Pierre as cited in Lather, within a paradigm focused on understanding e. The advantage in using Lather and St. Historically, reading research could be characterized as largely reflecting positivist and postpositivist thinking aimed at predicting outcomes. Gates , , who contributed experimental measures of reading speed and levels of comprehension, paved the way for studying reading disabilities. These measures enabled researchers to establish correlations among reading disabilities, cognitive disorders, and reading difficulties. Decades later, Clay , , used naturalistic inquiry to understand why students who experienced difficulty reading were not benefiting from instruction and what could be done about it. Calls for situating disabilities within emancipatory or critical Shannon, and deconstructive Tisdale, paradigms are fairly recent and depart from the positivistic and postpositivistic views of reading disabilities that have historically shaped the field. Although shifts in research paradigms do not necessarily represent progress or refinement, they do offer different ways of generating knowledge by connecting social theory Habermas, ; Lather, to research methodologies. Reading Disabilities across Research Paradigms The concept of a reading disability looks different across research paradigms. Although researchers who situate their work within an interpretive paradigm may also hold to the reality of a reading disability, their interest is in understanding how individuals with reading disabilities and the people with whom they interact make sense of their various circumstances. Researchers using poststructural theories contest a simplified notion of reading disability and seek to deconstruct and expose unexamined assumptions about the very structures that maintain the existence of a reading disability. In this chapter, which is focused on a review of the literature on reading disabilities within an interpretive paradigm, we do not claim an inherent benchmark of quality for interpretive research. Rather, our goal is to use interpretive research as an entry point for considering the possibilities of a research agenda that complicates the study of reading disabilities. Second, we conducted a computerized search of these journals using Galileo, an interface of databases e. Third, we used search engines Google and Google Scholar to deepen and broaden our list of articles on reading disabilities research within an interpretive paradigm. Descriptors for the computerized searches included reading disability, reading disorder, reading difficulty, or simply reading cross-searched with a particular disabilities journal e. Interpretive Research in the Literature on Reading Disabilities An early definition of reading disabilityâ€"one that received considerable attention in the field of general educationâ€"depended on finding a discrepancy between reading ability and intelligence Education for All Handicapped Children Act, PL , The usefulness of an intelligence-based definition has been debated but with little consensus as to outcome Schell, ; Stanovich, , a, b. More recently, the Individuals with Disabilities Education Improvement Act IDEA, , de-emphasized the intelligence-discrepancy factor and opened the door to Response-to-Intervention RTI as a way of identifying students with

learning disabilities. Discrepancies in how reading disabilities are defined affect to no small degree the type of research paradigm that researchers deem viable. One thing these nonmedical-model definitions of reading disability share is their emphasis on setting or context. It comes as no surprise, then, that researchers who work within an interpretive paradigm rely to a large extent on definitions that take sociocultural views of reading disability into account. Using naturalistic, ethnographic, symbolic interactionist, conversation analysis, narrative inquiry, phenomenological, and mediational methodologies, researchers proceed on the assumption that a reading disability, while real, is best understood by studying the contexts in which it occurs and the sense that people make of it. When research on reading disabilities is distinguished from the larger literature on learning disabilities, the number of relevant studies conducted within the interpretive paradigm is quite small by comparison. Such was not the case, however. Our search results pointed to a much smaller body of research from which to draw implications than we would like. One of Lacey et al. The Literacy Hour, a prescriptive and explicit approach to literacy instruction, included 15 minutes of whole-class shared reading and writing, 15 minutes of grammar and phonics, 20 minutes of guided reading or writing, and a minute wrap up. The researchers visited 35 schools including primary, secondary and all-age special schools that were charged with educating students with severe learning difficulties. Overall, they found that regardless of school setting, teachers used both printed texts and other media pictures, film , though conventional alphabetic literacy lessons prevailed. They also found that the contexts for learning did not vary greatly because teachers at all levels appeared to follow the National Literacy Strategy rather strictly, believing that even small gains in conventional reading and writing skills were beneficial for students with severe learning difficulties. In their year- long study of Carl, an eighth-grade male student identified with learning disabilities, they learned that different social contexts within the classroom provided Carl with different ways of performing a literate identity. In settings where he could link his out-of-school knowledge and interests to in-school academic content, Carl exhibited more sophisticated reading and writing behaviors than in settings where he felt insecure and incompetent. This view of how teacher candidates make sense of inclusion offers yet another opportunity to look at the influence of context in relation to reading disabilities. However, during her semester-long reading methods class and visits to the local classroom where she observed a teacher working with a child with ADHD, Lydia began to reconsider her original stance toward teaching in an inclusive classroom. Like Lydia, however, Alisha was anxious initially about her ability to teach young children who had been identified as learning disabled. The researchers attributed this kind of learning to an environment that encourages teachers and non-labeled children to presume human competence and to expect students with significant disabilities to possess what they call literate potential. Pointing out that segregated classes for young children with severe to moderate disabilities do not present the same opportunities for childhood narrativesâ€"pretending, role playing, and dramatizingâ€"Kliewer et al. Symbolic Interactionist Approach As this approach gained acceptance in the field of mainstream sociology, which was at one time dominated by positivistic, quantitative researchers, it simultaneously attracted researchers from other fields, but not without some significant changes and fragmentation to its core concepts, according to Fine Decoding and word recognition difficulties created problems for Dan when he tried unsuccessfully to comprehend his assigned textbooks. In stark contrast to his lack of success with academic texts, Dan appeared competent and creative in the literacy lab where he produced a multimedia documentary that featured Ozzy Osbourne, a heavy metal musician who despite his artistic talent struggled privately and publicly with personal tragedy and success. Conversation Analysis Approach Opportunities for self-expression in inclusive classrooms are integral to carrying on conversations about texts of all kinds. In an effort to learn how such conversations encourage students to take a more active role in constructing meaning through classroom discussion, Berry and Englert applied conversation analysis techniques to two videotaped book discussions in a first- and second-grade inclusion classroom. Conversation analysis provided Berry and Englert with evidence that children with language and learning disabilities could assume some of the same leadership roles as their general education peers when appropriate support through collaborative book discussions is provided over an extended period of

time. Her findings, as told through the voices of Quinton and Rana but filtered through her lens as researcher , suggest that these two individuals had not felt sufficiently challenged in their pre-college years; nor had they developed the self-esteem they said they needed to be self-determining. However, community college was a different story. Largely through support services provided by the community college, both were developing strategies for becoming more self-determined learners. Phenomenological Approach Interestingly, as was the case for reading disabilities research that used narrative inquiry, the only reading disabilities study to use a phenomenological approach that we could find was an unpublished dissertation on a community volunteer tutoring program called Reading Matters Haynes, ; however, there are published phenomenological studies of learning disabilities not explicitly attributed to reading difficulty e. Her participants included a program coordinator, a principal, eight classroom teachers, three volunteers, and five students from a rural elementary school. Data sources included interviews and field notes of observations of 40 tutoring sessions each lasting 30 minutes and involving students in reciprocal read-alouds during the spring, summer, and fall of Positive mentoring relationships and flexibility in scheduling were among several characteristics that Haynes attributed to students generally showing improvement in reading as measured by the SORT-R. Two studies that were representative of a mediational approach to researching reading disabilities are discussed next. He also had to take responsibility for his own learning by asking appropriate questions based on the novel. The second study Kos, focused on four middle school students all of whom had been identified as having reading disabilities and their perceptions of why they had not made better progress in reading. Because the realities produced by socially constructed reading disabilities are no less oppressive than those openly objectified and studied from a positivist, or medical view, of disability, there is a need to research policies that inadvertently put students with reading disabilities at a disadvantage. Gregg heightened awareness of this need among adolescents and adults identified with reading disabilities who are in transition from secondary to postsecondary schooling. The first theme of making literate possibility invisible can be illustrated with two historical examples. The third theme, namely censuring and dismissing literate competence, points to how society denigrates the accomplishments of a categorized individual. The fourth theme is perhaps the most pernicious of all four themes. Garland-Thomson , for example, has made a case for reading disabled bodies by complicating what feminist theorists refer to as the gaze. Based on the assumption that men act and women appear Berger, , the gaze theorizes that a male viewer looks at a female body and in doing so objectifies the body as a thing of pleasure that exists to serve his desire in looking Mulvey, By relegating the body as an object, the body lacks agency and has only the identity that the viewer deems appropriate to his wants of any given moment. In a similar vein, Titchkosky argued for deconstructing the notion of disability as a limit without possibility. This deconstructive turn posits that by reading certain bodiesâ€"those identified as impairedâ€"through the lens of a disability studies perspective, one can represent impairment as both limit and possibility. They also rejected the idea that disability studies can support disembodied views of impairment. Looking beyond the interpretive paradigm reinforces the body as materially important. For those whose work has a deconstructive bent, the goal is to dismantle sociohistorical, linguistic, and economic structures that produce reading disabilities in order to substitute a more complicated pictureâ€"one that reconstructs disabilities as both possibility and limit. One implication is that scholarship in the field of reading disabilities is likely to continue to look to research paradigms that go beyond attempts to simply understand a social construct such as disability. If a physical disability can fade, or at least become invisible to researchers, then the dangers of invisibility are even worse for an individual with an already invisible cognitive disability. Making a cognitive disability part of the contextual social scenery has serious consequences beyond a lack of visibility. The resulting burden, that of adjusting teaching and learning contexts to alleviate the effects of the disability, may be extremely taxing and unrelenting on individuals involved. Including emancipatory and deconstructive paradigms in reading disabilities research will increase visibility of cognitive difficulties and the disabling conditions of people with disabilities. Giving a cognitive reading disability primacy in research does not impose a shackle on people with disabilities, but it does acknowledge that there are experiences that are not entirely within the control of

the person with the reading disability. The disability can serve as an entry into policy discussions that offer possibilities for change and opportunities for resistance to sociohistorical, economic, and political structures that are currently not serving people with disabilities. The use of emancipatory and deconstructive paradigms to highlight reading disabilities serves to keep this construct in play and fluidâ€"an antidote of sorts to the static construct that Kliewer et al. A second implication of the research reviewed here is that any macro-categorization of reading disabilities research is complicated by the very nature of such research. Although generally helpful, Lather and St. Consequently, in addition to reviewing the interpretive research on reading disabilities, we elected to review representative studies from the emancipatory and deconstructive literature as well. A third implication rests on the fact that reading disabilities research has traditionally been situated in positivist and postpositivist paradigms that are focused on predicting and explaining outcomes due to various reading interventions. A smaller body of interpretive research aims to understand and adjust the contexts in which the interventions take place. Therefore, on some level, we maintain that the change aspect of educational research is present even when emancipatory and deconstructive paradigms are not. This bit of irony aside, a research agenda for improving learning opportunities for students with reading disabilities can ill afford to overlook the possibilities for change inherent in both emancipatory and desconstructive work. Such work is never innocent, however, and when undertaken comes with its own set of precautions. For instance, scholarly attempts to deconstruct the term reading disability without first inviting people with this kind of disability into the conversation can produce a rhetoric that is taken up by others in the academy and yet have little or no positive, long-term impact on the lives of those with reading disabilities. To do otherwise is to deny people with reading disabilities the right to question the underlying assumptions of the texts that produced them as disabled in the first place, and to advocate on their own behalf. This research is difficult work. It may not produce a sizeable literature on reading disabilities; moreover, the rate at which such studies appear may be unusually slow with little hope for more rapid growth. That said, the better marker of research growth may be its complexity and effectiveness in creating a multifaceted picture of reading disabilities. Handbook of educational psychology 2nd ed. Book discussions in a primary inclusion classroom. Learning Disability Quarterly, 28 1 ,

Chapter 3 : Institute of Public and International Affairs

Perspectives are research methods, or lenses through which sociologists view human society and social behavior. The interpretive method acknowledges that social perspectives can shape facts and data.

Personal use only; commercial use is strictly prohibited for details see Privacy Policy and Legal Notice. Each of these approaches reflects different philosophical assumptions about the world and how we come to know it. Social scientific methods often involve quantitative data collection and research approaches such as surveys and experiments. From this perspective, intercultural communication is seen as patterns of interaction, and we seek to explain and understand these patterns through clear measurement and identification of key independent variables. Interpretive methods often involve qualitative data collection and research approaches such as interviews and ethnographic observation. From this perspective, intercultural communication and meaning is created through interaction, and we seek to understand these meanings by exploring the perspectives of people who participate as members of cultural communities. Critical methods often involve qualitative data collection and research approaches such as interviews and textual critique. From this perspective, intercultural communication involves inequalities that can be attributed to power and distortions created from mis use of this power. Critical scholars seek to unmask domination and inequality. Most scholars utilize one of these primary approaches given the consistency with their world views, theories, and research training. However, there are creative possibilities for combining these approaches that have potential for fuller understanding of intercultural communication. Our worldview defines if an issue is a problem or not and if we need to come up with a solution. For example, behaviors associated with attention deficit hyperactivity disorder ADHD are seen as a problem in the United States, and there are medications to solve the problem. In India, the same set of behaviors among children is seen as what children tend to do, as normal and not as a problem. Our worldview not only shapes what we see as an interesting problem to study but also the methodology we use to study the problem. The purpose of this article is to describe, and explore integration of, the three main methodological perspectives in studying intercultural communication issues: First, the ontological, epistemological, and axiological assumptions underlying each of these methodological perspectives are explored. Then, for each methodological perspective, common methods and types of data collected and some exemplars are identified. Finally, we offer traditional integration of the three approaches and also alternate methodological perspectives to study intercultural issues from a non-Western lens. In the social scientific perspective, the researcher views the world objectively in that there is a world outside of us that can be systematically studied. Researchers from this perspective use a deductive approach and are keen to explain and predict phenomena. Social scientific ontology provides clarity and direction due to its rigorous questioning of plausibility and reduction of subjectivity. In contrast and as a reaction to the social scientific perspective, interpretive researchers argue that the observer and the observed are subjective and the most important lessons are in how they co-create meaning. Critical theorists focus particularly on social injustices and inequalities in life. Researchers in this area explore how social structures create power inequalities and injustices. Thus, they believe that power differences are at the base of social transactions Scotland, Any ontological investigation for a critical theorist will thus have to help unearth these inequities. Epistemology looks at how we come to know a chosen phenomenon and thus how researchers study this phenomenon. Social scientists, interested in assessing objective reality or at least reduced subjectivity , use a scientific method to collect empirical evidence. They focus particularly on causal relationships between phenomena and generally use quantitative approaches to collect data. The basis of their assessment and data collection is the premise that objects have an existence independent of the knower Cohen et al. They are not exploring one truth, but the play of multiple truths simultaneously. They do so by studying individual interactions and the historical and cultural contexts in which these individuals interact. Critical researchers use a variety of qualitative methods to explore, for example, how language is used to create power imbalances or how mass

media is used to avoid critical thinking. Critical scholars are particularly sensitive to the overdependence on empirical and social scientific evidence. Social scientists study phenomena to find the truth, which, in turn, guides specific types of action. They are focused on exploring what is referred to as the value axiom, or how much a phenomenon being studied fulfills the requirements of the concept to which it belongs Kelleher, Both interpretivists and critical theorists are interested in describing what exists, how the participants in the community interpret phenomena, with critical theorists particularly interested in reducing class imbalances and other forms of oppression. Interpretivists are axiologically determined to encourage the fact that observations drawn can always be disagreed upon and reopened to interpretation. With respect to control, social scientists wish to control as many variables as possible, narrowing down the causal pattern to the variables under study. Interpretivists seek active participation in the study to understand how they view reality. With this brief overview in mind, we now explain the methodological approaches of the social scientific, interpretive, and critical perspectives; the types of data collected; some exemplars for each perspective; and some general concerns about each of the methods. Social Science Methods Social science research methods address questions related to both cross-cultural and intercultural communication. Much of the foundational work on intercultural communication research is based on comparisons of two or more cultures. These comparisons helped to identify how the normative and subjective aspects of culture vary across cultures and presumably provided information about what to expect when interacting with members from different cultures. This type of research is classified as cross-cultural. In contrast, intercultural communication is the exchange of messages between people from different cultural groups Gudykunst, a. Regardless of the interest in cross-cultural or intercultural communication, the social scientific perspective seeks to understand and predict the effect of culture on communication variables and the subsequent effect of communication on various outcomes. Thus, the methods of study are similar. This section reviews the three most prominent social scientific methods providing an example of each. Additionally, the types of data generated and methodological concerns are discussed. Methods There are three methods used by most social scientific researchers to study cross-cultural and intercultural research: The survey questionnaire is by far the most frequently used research method e. It is typically a self-administered and self-report instrument that is distributed to large samples in multiple cultures. Most cross-cultural comparisons utilize self-report questionnaires because of the difficulty of collecting data from large samples in multiple cultures using other methods. Finally, self-report questionnaires are relatively easy to construct. Numerous cross-culturally valid scales exist, and methodological difficulties have been clearly identified Gudykunst, b. While not easy to overcome, methodological difficulties of survey questionnaires are manageable see below for more detail. Survey questionnaires provide detailed description of cultural associations of communication behavior and outcomes and allow for comparisons to other cultures. The authors surveyed students, half international students and half U. Experimental designs are highly regarded social scientific research because of the control of variables, which enables causal relationships to be examined. Culture is not a variable that lends itself well to experimental manipulation, and thus experimental designs are relatively rare in this line of research. Rather than experimental controlling culture, researchers typically use quasi-experimental designs manipulating the composition of groups or dyads to be intra- or intercultural e. These experiments collect a combination of self-report information e. Additionally, some researchers have used experimental conditions on survey questionnaires e. These studies utilize stimulus variables e. They used a Solomon four-group design involving U. The authors used video segments from actual broadcasts on July 7, , and edited them together to create an approximately minute video for each of the two conditions. The authors found that media frames of homegrown terrorism produced greater fear than the international framing. Fear resulted in greater support for restricting civil liberties of Muslims and, under certain conditions, general negative feelings toward Muslims. A third method used in social scientific research is content analysis of media sources. This method is utilized to identify patterns prevalent in the media e. Additionally, some researchers survey participants for their reactions about media patterns. Content analysis, while time consuming, is convenient and inexpensive since

the only access needed is a recording or transcript of the artifact of study. The categorizations are then compared across cultures. Once these frames are determined, the way in which individuals deal with their realities within and across cultures can be studied. An example of such content analysis was the study of the coverage of the Fukushima nuclear accident in Japan in two Belgian newspapers: Le Soir and De Standard Perko et al. The time period of the study was from March 11, , to May 11, Every article was coded by two independent coders. The authors had begun their study with a question as to how the framing of the question of nuclear power would appear in the two Belgian newspapers. They arrived at the conclusion that the reporting was mostly neutral. Further, since the Fukushima nuclear accident was in a country quite remote, the articles did not frame the issue as an example of a possible threat to their own country from nuclear power plants. Data Analysis and Methodological Concerns Data from these three methods are quantified to allow for statistical analysis. All forms of data must be reduced to categories that are independent from one another exhaustive and exclusive categories. These can include frequency counts of behaviors, sequence of behaviors, and self-report information on numerical scales. The nature of analysis depends on the numerical measurement of the variables, but frequent tests include t-tests, analysis of variance, correlation, and regression. Additionally, complex modeling of dependent variables can be undertaken using, for example, structural equation modeling and hierarchical linear modeling. The key concern with the statistical tests is accounting for variance in the dependent variables. There are four concerns for data analysis in social scientific research: For the aforementioned methods, two types of reliability are relevant. Reliability means a researcher has consistent measures, whereas validity focuses on accurate information. Validity is a combination of measurement, internal, and external validity depending on the goals in the study. Measurement validity focuses on the accuracy with which a scale or coding scheme is measuring what is supposed to be measured. Internal validity is the strength to which a researcher can conclude that the independent variable is associated with the dependent variable as hypothesized. Internal validity is established by eliminating rival explanations for statistical associations through statistical or experimental control of confounding or nuisance variables. In intercultural research, researchers are more concerned with measurement and internal validity than external validity. Gudykunst b outlined a number of concerns with cross-cultural research, but chief among the methodological issues is establishing equivalence. In order to make cross-cultural comparisons and have valid measures for intercultural research , researchers need to ensure that the constructs and measures are equivalent on five levels.

Chapter 4 : IIER Mackenzie and Knipe - research dilemmas: Paradigms, methods and methodology

the choice of interpretive methods, (b) developing a theoretical framework, (c) particulars of data collection and analysis, and (d) an application of evaluative criteria applicable to interpretive research.

Interpretive methodologies position the meaning-making practices of human actors at the center of scientific explanation. Called qualitative research in some disciplines, it is conducted from an experience-near perspective in that the researcher does not start with concepts determined a priori but rather seeks to allow these to emerge from encounters in "the field" which we define here broadly, to encompass both traditional in-country fieldwork, domestic and overseas, and textual-archival research. Interpretive research focuses on analytically disclosing those meaning-making practices, while showing how those practices configure to generate observable outcomes. Interpretive research methodologies and methods are not new but are today in a minority position in political science disciplinary training and mainstream journals. Over the last decade, there has been increasing interest in, and recognition and support of, "qualitative" methods in the social sciences broadly and in the discipline of political science, in particular. At the same time, "interpretive" methodologies and methods have also been drawing greater attention. Whereas the philosophical grounding of interpretive research has long been clear, empirical issues of research design, research practice, and appropriate assessment have recently been developed in ways that can assist doctoral students and junior scholars to make their research more rigorous and to communicate their findings more effectively. Although there is some overlap between qualitative and interpretive research practices notably, in their use of word-based data , interpretive research is distinctive in its approach to research design, concept formation, data analysis, and standards of assessment Bevir and Kedar , Yanow and Schwartz-Shea, ; see also Klotz and Lynch , Prasad So, as Bevir and Kedar discuss, interpretive methodologies encompass an experience-near orientation that sees human action as meaningful and historically contingent. In this view, social science and the subjects it studies are located within particular linguistic, historical, and values standpoints. This contrasts strongly with the drive to identify generalizable laws independent of cultural-historical specificity. See these links to a list of specific interpretive methods and a set of key readings. References Bevir, Mark and Kedar, Asaf. Concept formation in political science: An anti-naturalist critique of qualitative methodology. Perspectives on Politics 6 3: Klotz, Audie and Lynch, Cecelia. Strategies for research in constructivist international relations. Working in the postpositivist tradition. Yanow, Dvora and Schwartz-Shea, Peregrine, eds. Empirical research methods and the interpretive turn.

Research challenges related to characteristics of Thai culture revealed three methodological insights. The pronounced power-distance in Thai culture and its effects on the prior study's focus groups highlighted the non-dualistic nature of interpretive data gathering.

Remix Cultures, Remix Methods: Reframing qualitative inquiry for social media contexts. Global dimensions of qualitative inquiry pp. In early , I started getting all of my news of the world exclusively through my social media networks, specifically Twitter and Facebook. Not only did I experience homophily, but very soon, I found myself saturated in situations that I would not otherwise experience. I saw certain tragedies very close up and personal, like the Queensland floods and the New Zealand earthquakes two of my colleagues lived in Brisbane, one in Christchurch. I learned a lot about the music scene in Britain I followed a musician who tweeted a lot and lived only one time zone away from me. I watched a lot of Rachel Maddow and Jon Stewart as most of my friends in both Facebook and Twitter would forward these clips. I read scholarly articles that were posted when I was awake and since I was in Denmark, this meant my stream was primarily European. This became clearer to me on January 25, as the Egyptian Revolution started to flood my Twitter streams. The speed at which tweets flowed on hashtags like jan25 limited me to quick flashes of statements before they disappeared. Clicking on links became a fairly random act, but led to some amazing pathways of meaning. She learned that rioters had injured 87 police, and one was killed. Meanwhile, halfway around the world, I cried as I watched a r emix created by Tamar Shaaban that clipped footage from various news agencies as well as on-the-ground local video clips. Over a stirring soundtrack, I heard the passionate and committed voices of the Egyptian people, bloodied on the streets of Cairo. In this century, we are witnessing a startling transformation in the way cultural knowledge is produced and how meaning is negotiated. The digital era does not mark the beginning of this sort of activity, by any means, yet it has facilitated a remarkable acceleration toward de-privileging expert knowledge, decentralizing culture production, and unhooking cultural units of information from their origins. One way to think about this is through the lens of remix. As I experience social reality that have been remixed by my interactions with my social media networks, I gain a particular understanding of the world, remix it again, and distribute this to others. Inspired by my experiment of saturating myself in the way our understanding of the world is remixed by our engagement with social media and somewhat inspired by the work of Lashua and Fox using remix as a method of action research , I have been thinking about the ways in which remix is a powerful tool for thinking about qualitative, interpretive research practice. The form and cultural practice of remix offers a lens through which we may be able to better grapple with the complexity of social contexts characterized by ubiquitous internet, always-connected mobile devices, dense global communication networks, fragments of information flow, and temporal and ad hoc community formations. Rather than inventing new methods, a remix approach offers a different way of thinking about what we do when we engage with particular methods to make sense of phenomena. The concept of remix highlights activities that are not often discussed as a part of method and may not be noticed, such as using serendipity, playing with different perspectives, generating partial renderings, moving through multiple variations, borrowing from disparate and perhaps disjunctive concepts, and so forth. Although methods texts offer extensive descriptions of how one might design research questions, collect data, manage and sort data, and apply analytical tools to this data, much of the actual process from data to conclusion remains a black box. Most often, especially in disciplines where interpretive reflexive inquiry is not taken for granted, these processes are not included in anything the audience might read. Instead, we see the tidied-up version of a long, messy, creative process of sensemaking. Adaptation and creative innovation is sorely needed to study the complexity of digital life. Internet research has been plagued by a constant reinvention of the wheel and a significant degree of trying to force fit methods that were invented for and function best in local face-to-face settings. I argue that by engaging in a greater level of attention to our everyday processes of

sensemaking within research projects, we can identify and then submit these practices to greater scrutiny. Remix is a metaphor that can help us get to this sort of reflexive attention to practice, product, and purpose, and also is a fruitful mindset for engaging in highly responsive, ethically grounded, and context sensitive cultural interpretations. Rather than thinking about the process of inquiry as a linear progression oh, sure with some iterative loops thrown in in there of data collection, data analysis, interpretation, and writeup, I think we get more out of thinking about action-oriented verbs like: Generate, Play, Borrow, Move, and Interrogate. As a brief caveat, Remix is a generative tool for thinking creatively about methods, not a new method, or even a framework. These sorts of metaphors remind us that the process of research is, among other things, exploratory and creative, a mix of passion and curiosity.