Consider the following questions:

- What does a “typical” Lisu/Thai Hill/Dayak/Rai/Gurung/Naga man and woman wear on a daily basis?
- When a wedding ritual is performed, do most people sit alone or in groups? Of those sitting in groups in a wedding ritual, are the groups mostly composed of people of the same gender? Or are they mostly mixed-gender groups?
Two ways of knowing

- answer the question based on your recollection of prior personal inquiry; or
- collect data by carefully making observations that you think are appropriate.
“Fit for purpose”

- There is no “one right” direction to take;
- But there are some strategies which are better suited than others for tackling specific issues;
- Strategies are selected because they are appropriate for specific kinds of problems.
RESEARCH DESIGNS

• It specifies
  – the number of cases to be studied;
  – the number of times data will be collected;
  – the number of samples that will be used; and
  – whether or not the researcher will try to control or manipulate the independent variable in some way.
Cross-sectional Study

- **Data** - one or more variables for one sample at one point in time
- Represented by social survey
- Sometimes used for testing causal relationships
- **Critique:** There is no control of when the independent variable occurs; only association between variables is possible, not causality.
Longitudinal Study

- Intended to track changes over time;
- Samples are obtained from the same population in two or more time frames.
Panel Study or Panel survey –

- the same sample is used each time the survey is conducted;
- the independent variable is not controlled by the researcher.

<table>
<thead>
<tr>
<th>Time 1</th>
<th>Time 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>One sample</td>
<td></td>
</tr>
<tr>
<td>IV and DV</td>
<td>IV and DV</td>
</tr>
<tr>
<td>measured</td>
<td>measured</td>
</tr>
</tbody>
</table>

Critique: Drop out; or it could be difficult to track down the same respondents.
Trend Study

- Different random samples from the *same* population for at least two different times of data collection;
- Addresses the problem of drop-out cited in panel study.

<table>
<thead>
<tr>
<th></th>
<th>Time 1</th>
<th>Time 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample 1</td>
<td>IV and DV</td>
<td>IV and DV</td>
</tr>
<tr>
<td></td>
<td>measured</td>
<td>measured</td>
</tr>
<tr>
<td>Sample 2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Cohort Study

- a special kind of trend study;
- The population of the study is a "cohort"— e.g., a group of people born within a given period, or experienced a given life event at the same time.
Case Study

- A research strategy that focus on **one case** (an individual, a group, an organization, and so on) **within its social context at one point in time**.

- It typically relies on several data sources; conducted in great detail, and results in an in-depth, multi-faceted investigation of a single social phenomenon that it is associated with so-called “qualitative methods.”
Experimental Design

- Control or manipulation of the independent variable;
- Especially helpful in determining the time order of IVs and DVs;
- Considered a “design” – one of the issues of “research designs” is whether the researcher has control over the independent variables.
METHODS AND TECHNIQUES

Experiments

- A method that is especially useful for research with an explanatory purpose—i.e., research that seeks to explain WHY cases vary on one or more variables.

Theory: Reading books with characters that have a variety of ethnic and racial backgrounds INCREASES children’s knowledge of the cultures of those racial and ethnic groups.
Hypothesis: The use of literature-based curriculum that shows the value of cooperation of people with a variety of ethnic, religious, and cultural background INCREASES children’s tolerance of the cultures of those groups.

Random A  Essay 1       (selected literature)       Essay 2

Random B  Essay 1       same literature          Essay 2
Experimental Designs

- Pretest-posttest Control group Experiment

\[
\begin{array}{cccc}
R & O_1 & X & O_2 \\
R & O_1 & O_2 \\
\end{array}
\]
Experimental Designs

- **Posttest Only Control Group Experiment**
  - Has no pretest because it is not possible to do so, or because doing so would sensitize the experimental group to the stimulus;
  - has the same design elements as other experiments —(1) control or manipulation of the stimulus; and (2) two or more groups using random selection or assignment.
Experimental Designs

Extended Experiment (Solomon Four-group Experiment)

R  O1  X  O2
R  O1  O2
R  O1  O2
R  X  O2
R  O2
Quasi-Experimental Designs

- used when it is not ethical or practical to do a true controlled experiment;
- when there is no control over the scheduling of the experimental stimuli (timing), the selection of subjects, or the ability to randomize
Experimental Setting—natural setting or laboratory?

Field Experiment

- Refers to experiment that are conducted where people congregate naturally
- Natural “real life” setting
- but the researcher still can select participants, have some control over the setting, and can decide which subjects constitute the experimental and control groups;
- Allows for better “generalizability” because of the “realness” of the experiment.
Laboratory Experiment

- Allows for more control over the setting and the random assignment of subjects;
- But the participants’ attitudes and behaviors may be affected by the setting’s artificiality;
- There may be issues regarding the generalizability of findings beyond the laboratory.
Survey Research

- Appropriate if the aim of the study is to determine the prevalence of some phenomenon within a population over a specified time frame;
- Data about many variables are collected at one time from one sample (usually individuals, but possibly other units of analysis)
Tools most commonly used in survey data collection

- **Questionnaire**—**RESPONDENTS READ and ANSWER** questions in a written format; could be mailed, group administered, individually administered, or internet-based.

- **Structured interview**—**INTERVIEWER READS** a standardized interview schedule (the set of questions read) to the respondent and then **RECORDS** the respondent’s answers; could be face to face, or by telephone.
Qualitative Research Methods

- Also called “observational techniques” and “field research”;
- A defining characteristic of observational techniques is their relative unobtrusiveness;
- Employs a variety of tools and techniques
Observation or observational techniques –

- **Complete participant** – being or pretending to be a genuine participant in a situation one observes;
- **Participant as observer** – being primarily a participant, while admitting an observer status;
- **Observer as participant** – being a primarily a self-professed observer, while occasionally participating in the situation;
- **Complete observer role** – being an observer of a situation without becoming part of it.
ethnographic fieldwork –

Ethnography

- Includes observation and interviewing;
- Requires a researcher to spend a large amount of time observing a particular group of people by sharing their way of life, their day to day activities.
- Ethnographers normally write up their observations as field notes at the end of each day; they use these notes to produce a more developed analysis after they leave the field.

Fieldwork / Field Research
ethnographic fieldwork –

Fieldwork /Field Research

• Like “qualitative methods” it connotes additional methods such as qualitative interviewing and using available data
Qualitative Interviewing –

- **interview guide** (list of topics to be covered),
- **semi-structured or unstructured interview** (interview using open-ended questions based on interview guide, and creates follow up questions as the interaction proceeds).
- **Focus Group Discussion or Interviews** – a more common technique in qualitative interviewing; participants converse and interact with each other to obtain data.
Discourse Analysis

- A method that pays close attention to how we communicate through language.
- The general name for approaches concerned with language is ‘discourse analysis.’
- To use this technique, you need to become sensitive to the use of language in conversations.
- If you want to conduct this type of analysis, you will need to **tape record some activity**, and use the tape recording as your principal source of data.
Textual Analysis

- Also called document study
- **cultural studies**—the study of all kinds of textual and multi-media products, ranging from television programs to websites on the internet. Textual analysis might involve trying to obtain copies certain files and document. Textual analysis is also called

- **content analysis**—a method of data collection in which some form of communication (speeches, TV programs, newspaper articles, films, advertisements, even children’s books) is studied systematically. *Content analysis is one form of available (or secondary) data analysis.*
Evaluation (or evaluative) research

- An example of applied research
- Assesses the effectiveness of programs intended to alleviate social health, or interpersonal problems.
- Ideally based on experimental designs, but also sometimes use quasi-experimental and strictly multi-variate statistical analysis.
APPLIED RESEARCH AND THE USE OF METHODOLOGICAL COMPLEMENTARITIES

- Participatory Action Research
  - Research done by community members and researchers working as co-participants, most typically within a social justice framework to empower people and improve their lives.
  - Expresses an explicit politics.
  - It is not simply about change, but about change of a particular kind such as aspirations like communitarian and egalitarian politics.
SUMMARY

• things do not fall neatly into the two categories of ‘qualitative’ and ‘quantitative’ research

• Reasons:
  – In practice, the approaches, tools, and techniques are not mutually exclusive.
  – In theory, the distinction is too simplistic.
  – relates to the treatment of data, rather than the research methods as such.
SUMMARY

• In practice, the social researcher is faced with a variety of options and alternatives and has to make strategic decisions about which to choose.

• Each choice brings with it a set of assumptions about the social world it investigates;

• Each choice brings with it a set of advantages and disadvantages and the social researcher has to live with this.
THANK YOU