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Review of Quantitative and Qualitative Methodologies

Richard E. Cleveland

Georgia Southern University, rcleveland@georgiasouthern.edu

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Welcome to SoTL Academy!

Tuesday November 1, 2016



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Game Plan for Our Time

- Welcome & Introductions
- Review of Chapter 5 - *kahoot!*
- Points to Ponder
- Question & Application Time - *Starting with the worksheet template*





Review of Chapter 5

- Using your device, visit **<https://kahoot.it>**





Points to Ponder [re: Chapter 5]

#1: It is always about your SoTL Research Question.

- [pg. 46 re: different types of data lending themselves to quant/qual] Avoid getting overly simplistic or reductionistic here. It's **always** about your SoTL research question.
- [pg.46 “Your SoTL research question will point you in a direction...”] Yes! Let your SoTL research question guide you.
- [pg. 46 re: personal style and discipline in determining quant/qual] Yes both of these have a voice/influence in your decision, but once again it should always come down to your SoTL research question.





Points to Ponder [re: Chapter 5]

#2: Quant, Qual, Mixed - They each serve different needs.

- [pg. 46] “*Quantitative and qualitative designs each answer different kinds of questions.*” Yes! Fantastic!
- [pg. 46 “*Qualitative research tends to be less structured and includes....*”] Perhaps, but remembering that qualitative is no less rigorous.
- [Pg. 52 re: Randall, Buschner, & Swerkes (1995)] Reject the lie that somehow qual is *easier* than quant!
- [pg. 46 re: research combining both designs] Yes **AND** we can also consider linking or building. For example, qual informing our quant designs.
- [pg. 46 re: Quant, Qual, or Mixed] My 3rd grade son asking, “*Daddy, which is better, a truck or a car?*” Once again - what is your need? Or, for us, what is your SoTL research question?





Points to Ponder [re: Chapter 5]

#3: All approaches have strengths and limitations.

- [pg. 48 “*None of the methods provides a comprehensive view...*”] Again, consult your question, take your first/small steps, then build/link, and/or mixed methods, etc. It’s step-by-step gathering one more piece of the puzzle.
- [pg. 49 re: strengths/limitations of descriptive] Yes a limitation re: no causal relationship, however still valid especially considering emerging trend/focus on “knowledge mobilization”, informing professional practice, and introduce new/innovative ideas into disciplines.
- [pg. 50 re: Case Study and the challenging of remaining objective and removing your bias, influence, footprint, etc.] We can’t necessarily avoid limitations of approaches and that’s ok - instead we need to acknowledge and address them in our research.





Points to Ponder [re: Chapter 5]

#3: All approaches have strengths and limitations. [continued]

- [pg. 56 re: the challenge of experimental in education] This is not new or specific to SoTL. Has been and continues to be vehemently argued in research. Again, I would argue ours is not to necessarily pick a fight over this, but to recognize and address. This connects to next point...
- [pg. 58 “*SoTL work is rarely truly experimental...*”] And once again, that’s fine b/c our SoTL research question isn’t necessarily leading us to an artificial “lab-type” setting. It’s directing us to our own educational setting.
- [pg. 54 re: Survey Research] Pay attention to the new university policy regarding survey research and distribution via email.





Points to Ponder [re: Chapter 5]

#4: And, the Leftovers...

- [pg. 49 re: Online course management resources] I'll second that emotion. Consider checking out the CT2 courses re: Folio creation, revision, etc. to not only improve/refine your online resources (whether F2F, Online, or Hybrid) BUT also to create a rich source of data for your SoTL research questions.
- [pg. 51 re: role of questioning in qual] The extreme importance of open-ended questions to generate and collect not only amount of data, but depth of data too.
- [pg. 53 re: role of group facilitation in qual] The extreme importance of the moderator. Ask for help! Qual expert, colleague in your dept, COUN faculty, SoTL mentors, etc.





Points to Ponder [re: Chapter 5]

#4: And, the Leftovers...

- [pg. 57 re: “Think-Pair-Share”] Carefully scrutinize your SoTL research question and specifically what intervention or what you are ‘doing’ for your research. Might it be considered a part of the ‘standard’ instruction or ‘normal best-practices’? If so, you can never receive exempt, but you might (note I said “might”) be able to qualify for expedited status.
- [pg. 59 re: Involving Students] I like the creativity, I like the free labor, and I also like the idea of student empowerment/student voice. However, I also want to attend to some important aspects of this:
 1. Removal of student(s) from the n
 2. Student-as-researcher Bias
 3. Multiple Relationships (*student-student, student-faculty, etc.*)
 4. Power Differential (*again, student-student, student-faculty, etc.*)





Question & Application Time

Using the worksheet sent out via email, connect with a partner and take turns going through this process:

1. Briefly explain your research question and which approach(es) you plan to utilize.
2. Articulate how you believe your SoTL research question specifically calls for this type of approach.
3. In a friendly, healthy, refining manner, have your partner challenge your decision. What might be another approach that could answer the SoTL research question?

Be prepared to share-out to the whole group.

Research Design Worksheet
Adapted from Engaging in the Scholarship of Teaching and Learning

What is your research question? _____

Identify the research approach(es) you plan to use. Explain how they will help you answer your research question.

Qualitative	Quantitative
Descriptive	Survey
Case Study	Experiment
Observation	Quasi-Experiment
Interview	
Focus Group	

State other considerations for your study, such as, who is your audience, number of participants, use of comparison groups, plans for pilot study, time frame, plans for ensuring validity and credibility, etc.





Thank You!



GEORGIA SOUTHERN
UNIVERSITY



Richard E. Cleveland, PhD

Assistant Professor

Program Coordinator, School Counseling
Counselor MEd

Leadership, Technology, & Human Development Dept.
College of Education, Georgia Southern University
(912)478.8022

rcleveland@georgiasouthern.edu

@RichieKinz

richardcleveland.me

