

**FUNDAMENTALS OF RESEARCH**  
**CSS 506 -- Fall 2008**  
**Group Methodology Project**

**DATE DUE:**

Have a bibliography of readings about the methodology readied and emailed to everyone on **Friday, September 29<sup>th</sup>, 2007**. The reading list posted online contains some literature you may find useful and a good place to start. These are both classic contemporary thoughts on the topic. I also have some books that you can borrow. Your task is to add to this reading list to update information about the methodology to share with the rest of the class. Email me electronic copies of additional readings that you find and I will help you post them online.

PowerPoint presentation and the two required class handouts are due **7:30 a.m. on October 3<sup>rd</sup>, 6<sup>rd</sup>, and 8<sup>th</sup>** depending upon which of the dates has been assigned to your team (see class schedule table to verify). The individual assignment is to complete the comparative table which is due on the same day of the last presentation before 5 p.m. That means everyone will have to read the materials about topics presented.

**PURPOSE:**

This exercised to be completed at both Team and Individual level. To provide each of your Teams with the opportunity to:

- Differentiate among selected methodologies commonly associated with qualitative strategies of inquiry: (1) action research; (2) grounded theory; (3) ethnography; (4) phenomenology; and (5) narrative.
- Use the literature to identify the history and evolution of the methodology, key tenets, key authors, scientific fields that the methodology may be applied;
- Practice explaining the linkages between qualitative research approaches, research paradigms, and inquiry strategies;
- Synthesize your Team's understanding of the strengths, weaknesses, assumptions behind, and the aim or purpose of the qualitative methodologies explored;
- Use scientific inquiry and research terminology correctly;
- Articulate your Team's understanding of the ethical considerations involved in employing a particular methodology; and
- Develop individual understanding of methodologies, differences across them and circumstances to apply certain methodology to a research project.

**KEY DEFINITIONS AND EXPLANATIONS:**

All terminology, approaches, and techniques used should be consistent with those described in the texts used in class, or justified on the basis of other defensible and recognized sources that your Team identifies as it carries out its work. Because not all sources necessarily agree, it is important to provide citations.

Do not hesitate to define terms that are particular to your Team's data collection/generation category of techniques. Please use citations throughout and follow the APA Style Manual.

## **REQUIREMENTS:**

### **Part 1- Team work**

The following are the minimum requirements necessary for your Team. In addition to the quality of these required outputs each team member will be asked to rate the other members of the Team and this rating will be considered in addition to the Team score when assigning the final grade for each individual.

1. Provide readings list for the entire class by September 29<sup>th</sup> (**Handout 1**, submitted via email). Remember that in addition to the reading list I already provided you must find other materials that are equally as good (or much better if this is the case in your opinion). Materials that compare and contrast among methodologies are strongly encouraged. I will post the list online for the rest of the class to download. If you find additional materials, also email me the electronic copies to post.
2. Develop and deliver a 20-25 minute PowerPoint presentation on your Team's assigned date that does at least the following:
  - Who or whom is seen as the founder(s), key thinker(s).
  - Present what discipline(s) first developed and applied the methodology, when (approximate year) and for what purpose, and what disciplines use it today.
  - How is the context in which the methodology was developed and evolved, reflected or not reflected in the methodology?
  - Describe the original methodology and most of today's modifications and how they have enhanced the methodology. (In some situations the range may cut across qualitative and quantitative approaches or orientations to research). What was the principle discipline(s) that the methodology applied? Was there any development/extension to other fields?
  - What is the underlying logic/aim behind the methodology and its ongoing modifications?
  - What are the purported strengths and weaknesses?
  - Give one or two examples of its use in social science situations.

The Team is expected to develop a handout of its slides so that the students in the class can take notes on the handout during the presentation. The handout should have no more than three slides per page (**Handout 2**, hard copy delivered in class)

3. Develop at least one exercise to be used in class and takes about 15 minutes that will help the members of the class understand the methodology and how it works or is used. Note that the total time for presentation, Q&A and demonstration should not exceed 45 minutes.
4. Develop a comparative table with at least 2 other methodologies being presented. Three required attributes to be compared are (1) Definition, (2) Logic/aim, (3) How to conduct the research and your Team need to generate four more attributes to be compared. This is **Handout 3** and to be distributed to each member of the class and instructor on the day of the presentation. If you have it ready at least 24 hours before the presentation you can also email to class members.

## **Part 2: Individual**

1. Develop a comparative table that arrays the similarity and differences across methodologies. The final product must be done on the day of the last presentation and email to me before 5 p.m.
2. Complete grading rubric at the end of each presentation. Remember that your evaluation will affect the group's grade. Their presentations also affect the quality of your individual assignment. Thus, being "nice" may not be the best strategy but rather being "fair" is the key.

## **EVALUATION:**

### **Context**

This exercise is worth 15% of your CSS 506 graded using the rubric that follows. It is an opportunity for your Team to demonstrate the knowledge it has gained during its exploration of qualitative strategies of inquiry. Some of the things your Team is being requested to do for this exercise may be useful later on for your thesis proposal or other projects that you may conduct throughout your career.

### **FORMAT:**

Each Team at its own expense needs to present enough copies (one for each student and the instructors) of each of the four handouts described above at the times required. Whenever possible electronic copies are encouraged, but these need to be distributed at least 24 hours prior to class time. Handout 1 that can be sent electronically to the class and instructors on September 29<sup>th</sup> and we will post it on the website. Certainly, if a Team wants to provide both hard and electronic copies they are welcome to, but this is not required.

### **COMBINED EVALUATION - TEAM PLUS INDIVIDUAL TEAM PARTICIPATION**

The Rubric provided above will be 75% of an individual's grade on this project the other 25% will be based upon the evaluation they receive from their Team Members including themselves and the completed comparison table. The team member rating form is below.

## Team Project Grading Rubric

Grade of A	Grade of B	Grade of C	Grade of D	Grade of F
The readings provided were extremely useful in understanding the technique(s) and had a lot of useful references for further exploration	The readings provided were useful in understanding the technique(s) and had many useful references for further exploration	The readings provided some understanding of the technique(s), but did not really provide much insight or many references to further explore	The readings addressed the topic, but it was not obvious how they were going to help readers understand the technique(s)	No readings were provided
Additional readings were provided before the due date	Additional readings were provided on the due date	Additional readings were not provided until after the due date	Additional readings were not provided until the day of the presentation	Additional readings were not provided
The Team's presentation was well organized and coordinated if multiple speakers were used	The Team's presentation had one or two rough spots in organization and coordination	The Team's presentation was uneven with some strong parts and some weak parts	The Team's presentation was disorganized and hard to follow	The presentation was not completed or presented by the Team
Mechanics of presentation were handled well (visual aids, eye contact, speaking style) and presenters came across as professionals	Mechanics of presentation were handled satisfactorily (visual aids, eye contact, speaking style) and presenters came across as professionals most of the time	Mechanics of presentation need improvement (visual aids, eye contact, speaking style) and the presenters came across as being adequate	Mechanics of presentation were poor (visual aids, eye contact, speaking style) and the presenters were not very well prepared and this was obvious to the audience	Presentation was not completed or presented by the Team
The Team's presentation addressed all seven of the required topics and clarified all of them at a high level	The Team's presentation addressed at least six of the required topics and clarified the majority of them at a high level	The Team's presentation addressed at least five of the required topics and clarified the all but one of them at a high level	The Team's presentation addressed at least four of the required topics and clarified the majority of them at a high level	Presentation was not completed or presented by the Team
The comparative table included three of the required attributes as well as four additional ones selected by the Team and all were clearly explained.	The comparative table included all but one of the required or Team generated attribute and all were clearly explained	The comparative table included all but one of the required or Team generated attributes and most all were clearly explained	The comparative table included all but one of the required or Team generated attributes, but less than a majority were clearly explained	The comparative table excluded multiple required or Team generated attributes and many were poorly explained
Class exercise was creative, intellectually stimulating and engaged the students	Class exercise was stimulating and engaged the students	Class exercise was relevant and students participated	Class exercise was not really relevant and students found it difficult to participate	A class exercise was not provided by the Team
Students were exposed to useful material and the exercise provided the material in an organized way	Students were exposed to useful material and the organization of the material was OK	Students were exposed to material related to the topic and the organization of the material was OK	Students were exposed to material related to the topic, but there seemed to be no logic to how the material was included in the exercise	A class exercise was not provided by the Team
The full bibliography was provided on time	A partial bibliography was provided on time	A bibliography was provided late	A partial bibliography was provided late	A bibliography was not provided
All of the citations in the bibliography were extremely useful	Most all of the citations in the bibliography were extremely useful	Most all of the citations in the bibliography were relevant	The relevancy of many of the citations was questionable	A bibliography was not provided

**Other comments you care to make (you can use the back page)**

## CSS 506 TEAM PROJECT - DATA COLLECTION/GENERATION

### PEER EVALUATION

Please rate each member   of your team (including yourself) using the criteria below.

For **each** person, for **each** criterion, place a:

- ⑤ for an effort that is WAY ABOVE average;
- ④ for an effort that is ABOVE average;
- ③ for an AVERAGE effort;
- ② for an effort BELOW average;
- ① for an effort that is WAY BELOW average;

An "Average" effort is that which is required to complete the task as described.

**BELOW IS A BOX FOR EACH TEAM MEMBER**

	(PLACE NAMES OF TEAM MEMBERS INCLUDING YOURSELF)					
CRITERIA						
Contributed ideas during discussions of the project						
Dependability, completed agreed to tasks on time						
Willingness to actively seek opinions of others						
Actual contribution; did their fair share of the work						
Worked to resolve differences between group members						
<b>TOTAL (5 - 25/25)</b>						

Any Comments you care to make (Also use other side of the page):