

# Research

## Lecture 1 "Introduction to Qualitative Research"

### Definition and Nature of Research

• Research is a planned process aimed at understanding phenomena or answering research questions.

- ✓ It looks at X in terms of how X varies in different circumstances rather than how big X is or how many Xs there are" (Anderson, 2010).

✓

#### ➤ **Both quantitative and qualitative research:**

- Seek answers to questions.
- Use predetermined procedures (methods).
- Collect data.
- Produce results not predetermined in advance.
- Generate results often applicable beyond the immediate study.

- يسعيان للإجابة عن أسئلة.
- يستخدمان إجراءات أو طرقاً محددة مسبقاً.
- يجمعان بيانات.
- لا تكون النتائج معروفة مسبقاً.
- غالباً ما تكون النتائج قابلة للتطبيق خارج نطاق الدراسة الأصلية.

### Research Design تصميم البحث هو بمثابة خطة عمل أو خريطة طريق تساعد الباحث على تحقيق أهدافه البحثية

- Research design is the blueprint or action plan for achieving research objectives.
- It connects empirical data to research questions and conclusions, detailing how the study will be conducted, data types, tools, sample size, and setting الموقع الذي تجرى به الدراسة.

### Research Methodology vs. Methods

• **Methodology** المنهجية: The overarching approach or justification for choosing specific methods. يوجه البحث ويقرر الاختيار الأنسب لمقابلة أو استبيان (إطار نظري).

• **Methods** الإجراءات الفعلية: The actual means of executing the research.

✓ المنهجية = لماذا أستخدم هذه الطرق؟

✓ الطرق = ماذا أفعل فعلياً في البحث؟

### What is Qualitative Research?

- Linked to the concept of "**quality**," focusing on the "**what**," "**how**," "**when**," "**where**," and "**why**" of phenomena.
- Concerned with meanings, concepts, definitions, characteristics, symbols, and descriptions.
- Provides a **holistic view** فهماً شاملاً of social phenomena, focusing on "how" questions rather than "how many."
- Seeks to understand issues from the perspective of local populations من وجهة نظر الناس, often providing culturally specific insights.

- Findings are typically **context-bound** and may apply only to similar groups or settings. اي لا تنطبق على كل مكان أو فئات إلا بما شابه سياقه.

### Characteristics of Qualitative Research

- Focuses on process, understanding, and meaning. الغاية فهم التجربة بعمق.
- The **researcher** is the primary instrument for data collection and analysis.
- The process is **inductive** استقرائية، building concepts and theories from data. بعد جمع البيانات بدون فرضيات جاهزه أو نظرية محددة
- The outcome is **richly descriptive** وصفية وغنية بالتفاصيل، using words and pictures rather than numbers.

### Focus on Meaning and Understanding

- Interested in how people interpret their experiences and construct their worlds.
- Emphasizes the **emic** المنظور الداخلي (insider's) perspective, as opposed to the **etic** الخارجي (الكمي) (outsider's) view typical of quantitative research.

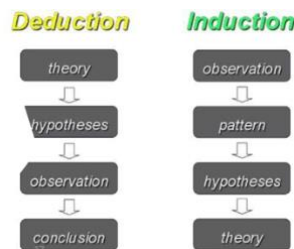
### Researcher as Primary Instrument

- The **researcher** adapts and responds in real time, using both **verbal** and **nonverbal** cues, and can clarify and summarize data immediately.

### Inductive Process

- Qualitative research often starts when theory is lacking or inadequate.
- Researchers gather data to build concepts, hypotheses, or theories, moving from particular observations to general themes.

يبدأ الباحث بملاحظات وتجارب مفصلة، ثم يصوغ منها مفاهيم وأفكار عامة، أي يتحرك من الخاص إلى العام، خاصة عندما لا تكون النظريات السابقة تقدم محتوى كافي



### Rich Description

- **Results** are richly descriptive, including context, participants, and activities.
- Data includes quotes from interviews, field notes, documents, and other sources to support findings.

## Qualitative vs Quantitative Research

| Aspect      | Qualitative                   | Quantitative                  |
|-------------|-------------------------------|-------------------------------|
| Focus       | Quality, meaning, "why"/"how" | Quantity, measurement, "what" |
| Data        | Textual, verbal, visual       | Numerical, standardized       |
| Approach    | Inductive, flexible           | Deductive, structured         |
| Ethics      | Often more complex            | Standardized protocols        |
| Perspective | Insider (emic)                | Outsider (etic)               |

| Qualitative research                       | Quantitative research                |
|--|--------------------------------------|
| Inductive                                  | Deductive                            |
| Subjective                                 | Objective                            |
| Impressionistic                            | Conclusive                           |
| Holistic, interdependent system            | Independent and dependent variable   |
| Purposeful, key informants                 | Random, probabilistic sample         |
| Not focused on generalization              | Focused on generalization            |
| Aims at understanding, new perspectives    | Aims at truth, scientific acceptance |
| Case studies, content and pattern analysis | Statistical analysis                 |
| Focus on words                             | Focus on numbers                     |
| Probing                                    | Counting                             |

Both الكمي والنوعي methods are complementary, offering different perspectives on phenomena. يمكن استخدامهم معاً.

### Why Use Qualitative Research?

- Addresses **limitations of quantitative** approaches.
- ✓ The limitations ( and criticism) of quantitative approaches have always been taken as a startingpoint to give reasons why qualitative research should be used (Flick, 2018).
- **Emphasizes studying humans as reflective agents who assign meaning to their actions.**

### Essential Features of Qualitative Research

- Captures **diverse** participant perspectives . تنوع وجهات النظر
- **Researcher reflexivity** تفكير الباحث الذاتي
- **Variety of approaches and methods.**

البحث النوعي ليس له طريقة واحدة، بل يشمل مجموعة متنوعة من المقاربات مثل

الظاهراتية (phenomenology) النظرية المجذرة (grounded theory), الإثنوغرافيا، تحليل المحتوى النوعي... وغيرها

- **Emphasis on subjectivity and holistic understanding** .الفهم الشمولي
- **Flexible methodology** مرونة, often using **multiple methods (triangulation)**. التثليث لتعزيز مصداقية النتائج، استخدام عدة طرق (مقابلة، ملاحظة...)
- **Iterative process**. عملية تكرارية، لا تسير بخط مستقيم، ممكن الباحث يرجع باستمرار لخطوات سابقة لتعديل أو إضافات ...
- **Can complement quantitative research** (e.g., exploratory phase or follow-up to explain quantitative findings).

يمكن استخدام البحث النوعي كمرحلة استكشافية قبل البحث الكمي، أو لفهم نتائج كمية لم تكن واضحة

### Naturalistic Design

- Conducted **in real-world settings without manipulation.**
- **Observes** phenomena as they naturally occur/ does not control or manipulate what is being studied.

- يتم تنفيذ البحث النوعي في البيئات الواقعية حيث تحدث الظواهر كما هي، بدون أن يقوم الباحث بالتدخل أو التحكم.
- الهدف هو مراقبة الظاهرة كما تحدث طبيعياً، مما يعطي فهماً أعمق وأكثر واقعية.

## Purposes of Qualitative Research

العوامل أو السياقات المرتبطة **explain**, كيف يشعر الناس تجاهها ولماذا **understand**, وصف مفصل عن الظاهرة **Describe** توليد أفكار ورؤى مما يزيد عمق الفهم. **phenomena**, **generate insights about** **and** **بناء** نظريات ونماذج جديدة **develop**, كشف عن مفاهيم جديدة **identify** بها

## Major Types of Qualitative Research

- **Ethnography:** Studies intact cultural groups in natural settings over time, focusing on observational data.

تدرس مجموعات ثقافية في بيئاتها الطبيعية على مدى فترة زمنية طويلة، تركيزها الأساسي على الملاحظة المباشرة لسلوكيات الناس وتفاعلاتهم داخل ثقافتهم، مثال: دراسة عادات التمريض في وحدة العناية المركزة كجزء من ثقافة العمل

- **Case Study:** In-depth exploration of a program, event, process, or individuals

مثال: دراسة عميقة عن استجابة مستشفى لأزمة صحية

- **Narrative Research** بحث سردي: Focuses on stories and life experiences of individuals. يركز على قصص الأفراد وتجارب حياتهم.

يستخدم لتحليل كيفية سرد الناس لحياتهم، وما المعاني التي يعطونها لتجاربهم، مثال: تحليل قصص مرضى عن تعاملهم مع الطبيب

- **Phenomenology:** Explores the essence of human experiences concerning a phenomenon. تهدف إلى اكتشاف جوهر التجربة الإنسانية المتعلقة بظاهرة معينة.

تطرح أسئلة مثل: كيف يشعر الأشخاص المصابون بنفس الحالة؟ ما المشترك في تجربتهم؟ مثال: دراسة تجربة الأطباء والمرضى مع مفهوم "الرعاية الذاتية"

- **Grounded Theory** نظرية الجذور: Develops abstract theories grounded in participants' views through iterative data collection and analysis.

تهدف إلى تطوير نظرية قائمة على آراء وتجارب المشاركين، يتم جمع البيانات وتحليلها بشكل تكراري (مرحلة بعد مرحلة) حتى تظهر مفاهيم مركزية مثال: تطوير نظرية حول التواصل بين الأطباء والمرضى في بيئة المستشفى.

## Qualitative Research Questions ?

Typically framed as "**how**" or "**what**" questions, focusing on meaning, process, or experience within a specific context.

### Examples of Qualitative Research Papers

- Critical *ethnography* of care in surgical settings. في غرفة العمليات.
- Case study on physicians' acceptance of hospital information systems. تقبل الأطباء نظام المعلومات بالمستشفى
- *Narrative analysis* of patient comments about physicians. تعليقات المرضى على أطباء.
- *Phenomenological study* of nurses' and physicians' perceptions of ethical self-care.
- *Grounded theory* study on physician-nurse communication.

### Qualitative Data Collection Methods

- **Observations:** Field notes on activities and behaviors, recorded in unstructured or semi-structured ways. تتبع محاور معينة أو اسئلة. يعني مفتوحة ومرنة
- **Interviews:** Face-to-face, phone, or focus group interviews with open-ended questions.
- **Document Review/Analysis:** Analysis of public or private documents (e.g., reports, letters, emails). لدعم المعلومات وزيادة فهم السياق العام.

### Qualitative Data Analysis and Interpretation

- **Ongoing process** involving reflection, analytic questioning, and memo writing. عملية مستمرة: التحليل لا يحدث فقط في نهاية الدراسة، بل يبدأ أثناء جمع البيانات ويستمر معها.
- **Not sharply separated** from data collection.
- Begins with developing thick descriptions of the phenomenon. وصف شامل عميق.

### Qualitative Research Process

- Select topic and problem. اختيار الموضوع والمشكلة البحثية.
- Justify significance. تبرير أهمية الدراسة والفائدة المرجوة منه.
- Design study. طرق جمع البيانات، المشاركين، الموقع.
- Identify and access subjects. تحديد المشاركين وكيفية الوصول لهم.
- Select subjects and data (often purposive sampling). العينة القصدية: يعني نقصد اختيار أشخاص لديهم خبرة بموضوع الدراسة
- Analyze data.
- Interpret results and draw conclusions. ماذا نستفيد من النتيجة؟ وماذا نستنتج من الدراسة.

### Approaches to Qualitative Research

- No single “right” way; approaches should fit research goals.
- Design is **emergent** and may change as data is collected and insights develop. التصميم مرن ويتطور خلال الدراسة.

### Quantitative vs Qualitative Study Design

- **Quantitative:** Structured ومنظم وهيكلي، hypothesis-testing مسبقا، measurement-oriented. يركز على الأرقام.
- **Qualitative:** Flexible ومرن، exploratory مسبقا، context/meaning-oriented. يركز على المعنى والوصف.

|                             | Quantitative   | Qualitative   |
|-----------------------------|--|---|
| Flexibility in study design | Study design is stable from beginning to end   | Some aspects of the study are flexible (for example, the addition, exclusion, or wording of particular interview questions) |
|                             | Participant responses do not influence or determine how and which questions researchers ask next | Participant responses affect how and which questions researchers ask next   |
|                             | Study design is subject to statistical assumptions and conditions                                | Study design is iterative, that is, data collection and research questions are adjusted according to what is learned        |

## Best-Fit Research Questions for Qualitative Research ?

Focus on **lived experience** تجربة الإنسان الحية, insider perspectives (emic) فهم الظواهر ممن يعيشها, and context/meaning, often explored through **direct interaction with participants in their environment**.

### Selection of a Sample in Qualitative Research

- Sample selection is a critical part of study design.
- **Non-probability** sampling methods are commonly used, especially **purposive** and **convenience** sampling.
- Convenience sampling involves choosing participants who are easily accessible.
- Purposive sampling also uses accessible participants but focuses on selecting those with specific qualities or experiences needed for the study.

### Rigour of Qualitative Research جودة ودقة البحث

- Rigour refers to the overall quality of the research.
  - ❖ *Strategies to enhance rigour include:*
- Providing clear descriptions of the sample.
- Explaining how and why the sample was chosen.
- Engaging multiple researchers in coding or discussing data.
- Using participant quotations in data representation.
- Assessing researchers' assumptions about the data.
- Peer review of findings.
- Clearly defining the study design.
- Triangulation, which means examining the phenomenon from different perspectives, using various methods, measures, or researchers.

### Trustworthiness of Qualitative Research

- Trustworthiness assesses the quality and value of the entire study.
- It determines how well the **findings reflect the study's aims** and the data provided by participants.
  - ❖ *Four main components:*
  - **Credibility (analogous to internal validity):** المصدقية: Confidence in the truth and accuracy of the findings, ensuring they represent participants' views.
  - **Transferability (external validity):** The extent to which findings can be applied in other contexts or populations. تشير إلى إمكانية تطبيق النتائج على سياقات أو مجتمعات أخرى مشابهة، مع وصف كافٍ للسياق الأصلي.
  - **Dependability (reliability):** الثبات أو الاتساق: Whether findings could be replicated if the study were repeated by another researcher. لو تم إعادته بنفس الطريقة النتائج تكون مشابهة.
  - **Confirmability (objectivity):** الموضوعية (التأكيد): **Ensures findings reflect participants' views, not researchers' biases.**

## Rigor and Quality in Research Methods

### Quantitative

- › Internal Validity
- › External Validity
- › Reliability
- › Objectivity

### Qualitative

- › Credibility (truth value)
- › Transferability (applicability)
- › Dependability (consistency)
- › Confirmability (neutrality)

| Criterion       | Strategy employed  |
|-----------------|--|
| Credibility     | <ul style="list-style-type: none"><li>• Prolonged engagement</li><li>• Peer briefing</li><li>• Triangulation</li><li>• Member checks</li></ul> |
| Transferability | <ul style="list-style-type: none"><li>• Providing thick description</li><li>• Purposive sampling</li></ul>                                     |
| Dependability   | <ul style="list-style-type: none"><li>• Create an audit trail</li><li>• Triangulation</li></ul>  |
| Confirmability  | <ul style="list-style-type: none"><li>• Triangulation</li><li>• Practise reflexivity</li></ul>   |

**Feasibility in Research Design** الجدوى تعني التأكد من أن تنفيذ البحث ممكن عملياً، أي أن يكون قابلاً للتنفيذ ضمن الإمكانيات المتاحة (الوقت، المال، الموارد البشرية، وخبرة الباحث)

• Feasibility **must be considered early** to determine if the research can be successfully completed... حتى لا يتوقف لاحقاً بعد صرف وقت وجهد وتكلفة...

#### ❖ Key considerations include:

- Staffing for data collection, analysis, and results presentation. الموارد البشرية
- Budget constraints and required time frames. الوقت والتكلفة
- Practicality of participant tasks (e.g., **avoiding overly long surveys or meetings**).
- Refining research questions to a focused topic. الدقة بتحديد الأسئلة
- Considering the researcher's expertise and limitations. مجال البحث يتوافق مع خبرة ومجال الباحث

الباحث

## Limitations of Qualitative Research

The **main** limitation is **limited generalisability**: findings cannot be confidently extended to wider populations as in quantitative research. ⚠

#### Other limitations include:

- Time-consuming processes.
- Difficulty in verifying results objectively. صعب التحقق من الصحة بشكل موضوعي، لأنه يعتمد على تفسير الباحث
- Labor-intensive analysis. تحليل مرهق ك تفرغ المقابلات وتحليلها والترميز
- Challenges in investigating causality. لا يُثبت علاقات سببية
- Results are not statistically representative.

⚠ Which of the following is true about qualitative research?

- A. Data are usually collected in a laboratory setting. للكمي
- B. Focus is on studying the "whole"  شمولي
- C. Focus is on generalisation.
- D. Qualitative research is deductive.

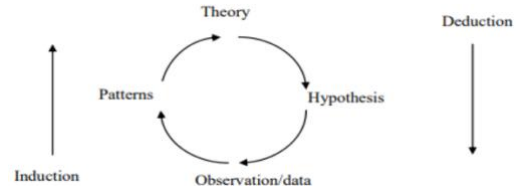
## Lecture2 Research Paradigms نماذج التفكير في البحث النوعي

• **Emic المنظور الداخلي**: Refers to constructs or behaviors **unique to a specific sociocultural context** (e.g., religious holidays), **not generalizable**. يُشير إلى السلوكيات أو المفاهيم التي تكون فريدة وخاصة بثقافة أو مجتمع معين، لا يمكن تعميمها على مجتمعات أخرى

• **Etic الخارجي**: Refers to universal laws and behaviors that apply across cultures (e.g., basic human needs).

### The Research Wheel عجلة البحث

The “research wheel” (adapted from Johnson & Christensen, 2004) illustrates the **cyclical nature of research processes**. عملية دورية تكرارية، تطويرها مستمر، ليست خطية.



### Research Paradigm: Definition

A paradigm **النموذج الفكري** is a model or framework for understanding reality, originating from Greek meaning “pattern.”

✓ **ORIGIN**: late 15th century.: via late Latin from **Greek** *paradeigma*, from *paradeiknunai* 'show side by side,' from *para* 'beside' + *deiknunai* to show.

• **Thomas Kuhn** introduced the term to describe shared beliefs and agreements within a scientific community about how problems are understood and addressed.

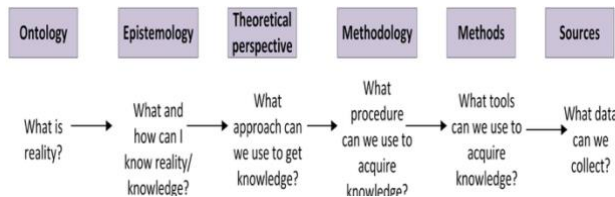
• Paradigms are **philosophical**, not methodological, and guide how research is conducted and interpreted. يؤثر على نمط الأسئلة المطروحة وآلية تفسيرها وكذلك الطرق المستخدمة.

✓ It is important for the quality of the process that there is coherence throughout the research between the paradigm and method.

### Components of a Research Paradigm

Four key components:

1. **Ontology**: Nature of reality.
2. **Epistemology**: Nature and scope of knowledge.
3. **Methodology**: Approach to generating knowledge.
4. **Methods**: Techniques for data collection and analysis.



### Ontology طبيعة الواقع

Concerned with the nature of reality—whether it is **objective** (exists independently) or **constructed** (shaped by social processes). إنشاء نظرة عن الواقع بالتفاعل الاجتماعي والتجربة الشخصية.

✓ The term Ontology is from two **Greek** words (**onto**, and **logia**, which means science, study or theory

*Key ontological positions:*

• **Objectivism**: Reality is independent and **external**. طبيعة أو حقيقة الواقع.

• **Constructionism**: Reality is socially **constructed** and subjective.

✓ Ontological questions focus on what exists and the nature of entities and their relationships. What is the form and nature of reality? Is this reality external to social actors?

- ✓ The ontological question leads the investigator to ask what type of reality is existent: a single, reality or socially constructed several (multiple) realities.

### **Epistemology** طبيعة المعرفة

- The **study of knowledge**: its nature, acquisition, and limits.
- ✓ The term epistemology comes from the Greek word **epistēmê**, which means knowledge or understanding
- Focuses on how we know what we know, and the justification of knowledge claims.

#### *Types of knowledge:*

- **Practical** بالممارسة العملية (skills-based) الجراحة
- **Acquaintance** (familiarity) المعايشة
- **Factual** (propositional). قياس درجة الحرارة، الطول. حقائق
- **Propositional knowledge is central**: knowing that something is true. معرفه مبنية على حقائق.

Epistemological questions include: What is knowledge? How is it acquired? What are its limits?

- Epistemologists typically do not focus on procedural or acquaintance knowledge, however, instead preferring to focus on **propositional knowledge**.
- A proposition is something which can be expressed by a declarative sentence, and which purports to describe a fact or a state of affairs, such as "Dogs are mammals," "2+2=7,"
- Note that a proposition may be true or false; that is.
- Statements of propositional knowledge (or the lack thereof) are properly expressed using **"that"**-clauses
- For example, "He **knows that** Houston is in Texas," or "She does **not know that** the square root of 81 is 9."

- ✓ **Tripartite Analysis of Knowledge** Knowledge= **J**ustified **T**ruel **B**elief

*Three Conditions of Knowledge*

#### 1. *The Truth condition.*

- ✓ Most epistemologists have found it overwhelmingly reasonable that what is false cannot be known.

#### 2. *The Belief condition.*

- The general idea behind the belief condition is that you can **only know what you believe**.
- Failing to believe something precludes knowing it.

#### 3. *The Justification condition*

- In the JTB account of knowledge, **knowledge is a true-belief which is justified**.
- Propositional knowledge requires justification.

• It requires that a knower has adequate indication that a known proposition is true. That adequate indication constructs a sort evidence and such evidence is known as **epistemic justification**.

- Singular truth (reality) is assumed, then the researcher must be one of **objective** detachment to be able to reveal , how things really are?

- Multiple realities are assumed, then the researcher would reject the idea that people should be investigated like objects of natural sciences. Rather, they need **subjective** understanding of the phenomenon in its contexts.

### Methodology & Methods النهج البحثي والأدوات

• **Methodology:** The structured approach or pathway to generate knowledge, including planning data collection, analysis, and presentation.

- (a) deciding when and how often to collect data;
- (b) developing or selecting measures for each variable;
- (c) identifying a sample or test population,
- (d) choosing a strategy for contacting subjects;
- (e) planning the data analysis; and
- (f) presenting the findings

• **Methods:** Specific techniques for collecting and analyzing data, chosen based on research questions and design. ... الادوات والأساليب الفعلية للتطبيق، مقابلات، تحليل نظريات.

✓ *Methodology is the map; methods are the steps along the map.* ¶

• *Selection of methods depend on the design of the study and the research questions.*

| Component    | Key Question             | Example Positions                |
|--------------|--------------------------|----------------------------------|
| Ontology     | What is reality?         | Objectivism, Constructionism     |
| Epistemology | How can we know reality? | Objectivism, Subjectivism        |
| Methodology  | How to study reality?    | Quantitative, Qualitative, Mixed |
| Methods      | What techniques to use?  | Surveys, Interviews, Observation |

### Key Research Paradigms

#### 1. Positivism

- Positivism sees social science as an organized method for combining **deductive logic** with **precise empirical** observations of individual behaviour in order to discover and confirm a set of causal laws that can be used to predict general patterns of human activity.
  - Views social science as an **empirical, objective** discipline akin to natural sciences.
  - Assumes reality exists independently of humans and is governed by universal laws.
  - **Focuses on hypothesis testing, prediction, and generalization.** التعميم ¶
  - Uses **quantitative methods** and treats knowledge as objective and quantifiable.
- Strengths: Clear, structured, and scientific/ Produces repeatable and generalizable results.
- Criticisms: Ignores social context and meaning/ Assumes complete researcher neutrality, which is often unrealistic.

أنا بدي أعرف “هل في علاقة بين عدد ساعات الدراسة وتراجع الأداء؟ بنعمل استبيان فيه أسئلة مغلقة (نعم/لا أو اختيارات)، نحلل النتائج إحصائياً، نعم: كل الطلاب اللي بيدرسوا أقل من 3 ساعات يومياً، أداءهم أضعف، التركيز على : الأرقام(دقة)، التعميم، والحياد التام ١٠٠%

- The social world is treated like the natural world (**cause-effect relationship between variables**). Therefore, it is possible to make probabilistic **predictions and generalizations**.
  - The reality is **context free** (the researchers will get similar conclusions regarding the phenomenon in different times and places, no complete understanding of the phenomenon)= insensitivity to context, complexity and change.
  - The epistemological position is **objectivism** (Researchers are objective observers to examine phenomena that exist independently of them and they do not influence the observed phenomenon).
- The hypothetico-deductive model of science is used to facilitate the research process, taking a theory-verification approach.
  - Research operates in an objective world, where the researcher does not interact with study participants to minimize bias.
  - Theories of nature depend on empirical data, with larger samples used to make generalizations.

## 2. Post-Positivism (Critical Realism)

- Emerged in response to criticisms of positivism. لما الحياذ التام يكون غير منطقي.
- Accepts an independent reality but **acknowledges researcher bias and values**- Potential of the researcher's beliefs and values affecting the observed phenomenon.
- Supports **triangulation** (using **both qualitative and quantitative** methods) and mixed methods.
- Recognizes that knowledge is **always provisional** and open to revision.

- لما نعمل استبيان + مقابلات مع طلاب، نحاول دمج الطريقتين حتى نطلع بنتائج أدق، خاصة عندما يعترف الباحث انه ممكن يتأثر بالمشاركين أو يكون في بعض التحيز، لكن يقلله بالطرق المستخدمة. التركيز على : الدقة، ودمج البيانات، وتقليل التحيز، من الأمور اللي بتقلل التحيز مثلاً : المراجعة من زملاء آخرين (peer review)، المقارنة بين مصادر مختلفة للمعلومة (triangulation)، توضيح موقفي كباحثة (reflexivity).”

## 3. Constructivism (Interpretivism) // الأكثر شيوعاً بالأبحاث النوعية

- Aims to understand **social phenomena in context**. (**contextualised investigation**).
- **Focuses on how people construct meaning in their world**.
- Employs **qualitative methods**, often through extended engagement (e.g., ethnography, case studies).
- Researcher interacts **closely with participants**, and **analysis is inductive**, seeking patterns and themes.

أنا بدي أفهم كيف الطلاب بيفسروا تجربتهم في كلية الطب؟ شو الأسباب من وجهة نظرهم؟ بنعمل مقابلات مفتوحة مع الطلاب، ممكن نسأل: كيف كانت تجربتك لما بدأت تلاحظ تراجع في أدائك؟ بتلاحظ عباراتهم، مشاعرهم... ما بنعمم النتائج، لكن نستخرج (Themes) مشتركة من كلامهم. التركيز على : المعنى، التجربة، والسياق الثقافي أو الشخصي

- The main distinction between constructivism philosophy and positivism relates to the fact that while positivism argues that knowledge is generated in a scientific method, constructivism maintains that knowledge is constructed by scientists

- Interpretive research does not predefine dependent and independent variables, but focuses on the full complexity of human sense making as the situation emerges

- ✓ In general, qualitative research is based on constructivist ontology
- ✓ No objective reality.
- ✓ There are multiple realities (i.e. truths, worldviews) constructed by human beings who experience a phenomenon of interest.
- ✓ Research is considered to be of **good quality** if it has: **Credibility (internal validity)**, **Transferability (external validity)** **Dependability (reliability)** **Confirmability (objectivity)**.

- The constructivism philosophical paradigm is associated with the qualitative research approach. This is the case because:
  1. the paradigm seeks to understand a phenomenon under study from the **experiences or angles of the participants**.
  2. Also, the researcher **constructs meanings** from the phenomena under study through **his own experiences and that of the participants in the study**.
  3. In his quest to find the true state of the situation under study, he sometimes **engages** in the activities as they are carried out by residents in the **natural settings** so that he experiences it himself or see others experiencing it.
  4. Moreover, like the qualitative researcher, constructivists assert that reality is **subjective** because it is from the individual perspectives of participants engaged in the study and are thus **multiple or varied**.

| Philosophy         | Constructivism  | Positivism   |
|--------------------|---|--|
| Type of research   | Qualitative   | Quantitative   |
| Methods            | Open-ended questions, emerging approaches, text and/or image data   | Closed-ended questions, pre-determined approaches, numeric data  |
| Research practices | Positions researcher within the context<br>Collects participant-generated meanings<br>Focuses on a single concept or phenomenon<br>Brings personal values into the study<br>Studies the context or setting of participants<br>Validates the accuracy of findings<br>Interprets the data<br>Creates an agenda for change or reform<br>Involves researcher in collaborating with participants | Tests or verifies theories or explanations<br>Identifies variables of interest<br>Relates variables in questions or hypotheses<br>Uses standards of reliability and validity<br>Observes and then measures information numerically<br>Uses unbiased approaches<br>Employs statistical procedures |

#### 4. Pragmatism

**focusing on practical solutions and using methods that best address the research problem,** regardless of philosophical alignment (لا يلتزم بمنهج واحد (مرن)).

بتركز على الحل العملي بغض النظر عن الطريقة، مثلاً لما بدنا نفهم المشكلة من كل الجوانب حتى أساعد الكلية بحلول عملية، نبدأ بمقابلات مع طلاب لمعرفة الأسباب (نوعي) ثم نمعمل استبيان مبني على نتائج المقابلات لنعرف العدد الذي يعاني من نفس المشاكل (كمي)، نقترح حلول عملية بناءً على النتائج. التركيز على: حل المشكلة، استخدام أي طريقة مفيدة، مرونة عالية

- The term comes from the Greek word **pragma**, meaning **action, activity, or work done**.
- Pragmatism is especially linked to **mixed methods research, which combines qualitative and quantitative approaches**.
- The pragmatic approach often **uses abductive reasoning** —**استدلال إبداعي أو حدسي**—moving back and forth between **induction** (building theory from data) and **deduction** (testing theory with data).
- This process allows researchers to **convert observations into theories and then test these theories through action**.

**Application:** Pragmatism supports using both qualitative and quantitative methods in a **sequential** or **integrated fashion**. For example, qualitative insights might be developed based on quantitative findings, and vice versa.

#### Advantages of Pragmatism

1. **Complex Understanding:** Enables a deeper and broader understanding of research problems than using only qualitative or quantitative methods alone.

2. **Combines Strengths:** Leverages the strengths of both qualitative (depth, context) and quantitative (breadth, generalizability) approaches, compensating for their individual weaknesses.

**Challenges** Time and Commitment: Conducting research with a pragmatic approach, especially using mixed methods, often requires more time and dedication.

| Paradigm        | View of Reality                   | Role of Researcher    | Data Type     | Main Goal                               |
|-----------------|-----------------------------------|-----------------------|---------------|---|
| Positivism      | Objective, independent            | Neutral observer      | Quantitative  | Hypothesis testing, generalization      |
| Post-Positivism | Objective but limited             | Minimizes bias        | Quant + Qual  | Accurate understanding, minimize bias   |
| Constructivism  | Subjective, socially constructed  | Co-creator of meaning | Qualitative   | Understand human experience and context |
| Pragmatism      | Not fixed, depends on the problem | Practical, flexible   | Quant or Qual | Solve real-world problems               |

- ✓ Coherence between paradigm, methodology, and methods is crucial for research **quality** and **validity**.

### Lecture3 “Case Study & Ethnography”

#### Introduction to Case Studies

هي طريقة بحث نوعية ( تستخدم أدوات كمية أيضًا)، يدرس فيها الباحث “الحالة” بعمق من جميع جوانبها، ولو وقت معين، باستخدام أكثر من مصدر للمعلومة

- Definition of a Case: A case is a single, bounded instance (individual, group, project, policy, institution, program) studied at a **particular time or over a period**.
- Easton (2010): A case is a phenomenon spatially delimited, studied at one point or over a bounded period.

- ✓ A qualitative approach where the investigator explores a bounded system (case) or multiple cases over time, using detailed, in-depth data from multiple sources (observations, interviews, documents, etc.).

- Nature: Can be **qualitative, quantitative, or mixed-methods**, **not** limited to qualitative only. ¶

| Author                  | Definition  |
|-------------------------|---|
| Stake[8]                | "A case study is both the process of learning about the case and the product of our learning" (p.237)   |
| Yin[1, 27, 28]          | "The all-encompassing feature of a case study is its intense focus on a single phenomenon within its real-life context...[Case studies are] research situations where the number of variables of interest far outweighs the number of datapoints" (Yin 1999 p. 121). Yin 1994 p. 13                     |
|                         | "A case study is an empirical inquiry that  |
|                         | • Investigates a contemporary phenomenon in depth and within its real-life context, especially when   |
|                         | • The boundaries between phenomenon and context are not clearly evident." (Yin 2009 p.18)   |
| Miles and Huberman[24]  | "...a phenomenon of some sort occurring in a bounded context" (p. 25)   |
| Green and Thorogood[29] | "in-depth study undertaken of one particular 'case', which could be a site, individual or policy" (p. 284)  |
| George and Bennett[11]  | "...an instance of a class of events [where] the term class of events refers to a phenomenon of scientific interest...that the investigator chooses to study with the aim of developing theory regarding causes of similarities or differences among instances (cases) of that class of events" (p. 17) |

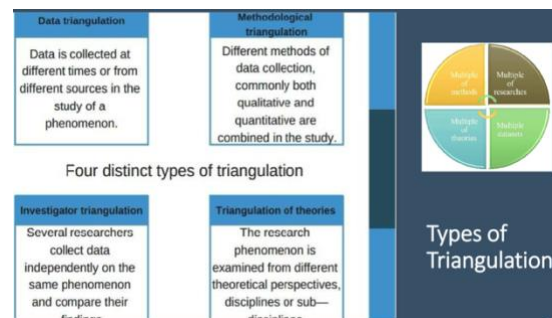
- **Applications:** Widely used in healthcare, medicine, anthropology, psychology.
- **Purpose:** To investigate and **understand complex issues** in real-world settings.

### Conditions for Case Study Research متى نستخدمه

- **More variables** than data points. متغيرات عديدة، عدد مشاركين قليل
- **In-depth inquiry.**
- **Studying conditions over time.** ظاهرة معقدة، نادرة
- **Covering contextual conditions.**

### Strengths of Case Study Research

- Ability to use **multiple sources and techniques for depth and breadth.** تعمق
- **Main data sources:** document analysis, archival records, interviews, surveys, participant observation. مرونة بالمصادر
- **Importance of triangulation** (using **multiple data sources for validation** (للمصداقية)).
- Each case is **unique and cannot be replicated** due to **spatial and temporal boundaries.** فهم السياق، كيف ولماذا تحدث الظاهرة بوقت وزمان معين... كل حالة مرتبطة بظروف خاصة فصعب التعميم ع حالات أخرى



### Types of Case Studies (Yin, 2003)

1. **Descriptive:** Describes the phenomenon within its context.
2. **Exploratory (Pilot):** Defines questions/hypotheses or tests procedures for further research. تستكشف ظاهرة جديدة أو غامضة لا يوجد عنها معلومات كافية، الهدف؟: توليد أسئلة أو فرضيات لبحوث لاحقة.
3. **Explanatory:** Reveals **cause-effect** associations and how events happen. سبب ونتيجة

### Exploratory vs Explanatory Case Studies

- **Exploratory:** Used when **literature is lacking**; investigates unique phenomena. ظاهرة جديدة
- **Explanatory:** Used when **literature provides direction**; focuses on **cause-effect**.

### Steps in Conducting a Case Study

#### 1. Determine and Define Research Questions:

- **Review literature and identify the problem.**
  - **Frame research direction as questions.** الاله
- ✓ How would I answer those questions? What information do I need? how would I go about getting it?

- Define scope, boundaries, and evidence types. تحديد الزمان المكان المشاركين
- ✓ Crucially, each case should have a **pre-defined boundary** which clarifies the nature and time period covered by the case study (i.e. its scope, beginning and end), the relevant social group, organisation or geographical area of interest to the investigator, the types of evidence to be collected, and the **priorities** for data collection and analysis.

### 2. *Select Cases and Data-Gathering Techniques:* اختيار الحالات وآلية جمع البيانات

- Choose single/multiple cases reflecting research questions.
- Select data collection instruments and strategies. مقابلات، ملاحظات
- Ensure access and consider participant/site burden. لديك إذن وأمان الوصول للمشاركين.
- ✓ Case can be called as **Unit of Analysis**.

### 3. *Prepare to Collect Data:*

- Organize databases and categories for **managing large data volumes**.
- **Pilot** the study to refine the research design. نجرب الأداة قبل البدء الرسمي للتأكد والتعديل إن لزم.
- ✓ Preparation for the vast amounts of data prior to collection will **save the researcher much time and frustration later**.

### 4. *Collect Data in the Field:*

- Data collection is **emergent**. ليست ثابتة بل تتطور خلال البحث.
- Importance of field notes. ملاحظات مستمرة.
- **End data collection based on exhaustion of sources, saturation of categories, or overextension**.

### 5. *Evaluate and Analyze Data:*

- Use triangulation to ensure **validity**.

### 6. *Prepare the Report:*

- Provide enough context for understanding processes and conclusions.
- Ensure **anonymity** of sites and participants. (دون أسماء) خصوصية المشاركين

## Limitations of Case Study Research

- Large data volumes can challenge analysis within limited time/resources.
- Difficulty in defining case boundaries.
- **Potential to stray from research focus**. بسبب كثرة التفاصيل والبيانات، قد ينحرف الباحث عن هدفه الأصلي دون أن يشعر
- **Limited basis for generalization** (can be improved by using multiple cases). غالبا لا تُعمم.
- ✓ multiple-case studies can be a better ground for building theory from case studies - the phenomenon becomes more generalizable if it occurs in a number of cases- Analytical (theoretical) generalisation

## Case Study Example: Nurses' Paediatric Pain Management Practices

- Used observation and questionnaires to study nurses' practices and perceptions.

## Findings:

1. Theoretical knowledge **did not** impact practice quality. يعني معرفة الممرضة الجيدة بالأمور النظرية لا يعكس التطبيق العملي
2. Perceptions of task criticality **did not** affect task execution. رؤيتها لأهمية المهمة هذا لا يعني بالضرورة التطبيق المثالي الواقعي
3. Discrepancy between self-reported and observed practices. هناك فرق بين ما يقرره الشخص عن نفسه وبين ما يُلاحظ في سلوكه الفعلي

**Ethnography** لدراسة سلوك وتفاعلات الناس داخل مجموعات أو مجتمعات معينة، بهدف فهم وجهات نظرهم، أفعالهم، والثقافة التي يعيشون فيها

- Study of social interactions, behaviors, and perceptions within groups, teams, organizations, and communities.
- Aim: Provide **rich, holistic insights** into people's views/actions and the **context they inhabit**.

## Other Definitions

- **Hammersley (2006)**: First-hand study of what people do and say in context, using participant **observation** and **open-ended interviews**.
- **Flick (2002)**: **Explores** social phenomena using **unstructured data**. ملاحظات، تقارير
- **Webster (2019)**: Emphasizes **observation** and analytic focus on culture
- **Honer (1993 as cited in Flick et.al., 2004)** stated that ethnographies usually focus on a **specific culture**, characteristics and all information embedded in it.

## **Ethnography** عملياً

- **Anthropological Roots**: Holistic description وصف شمولي and analysis of culture, primarily through participant **observation**. التعايش والملاحظة عن قرب
- **Triangulation**: ثلاثي Combines **observations**, **interviews**, and **documentary data** for comprehensive understanding.
- **Immersion** الانغماس: Researchers immerse themselves in the social setting for in-depth understanding. يندمج بالبيئة لفترات طويلة  
✓ الملاحظة هي الأداة الأساسية فيه

## **Data Collection in Ethnography**

- **Active Participation**: Ethnographer **observes** and **participates in the group's activities**. لا يلاحظ فقط بل يشارك بالأنشطة
- **Fieldwork**: Observation and interviews are primary methods. عمل ميداني
- **Ethno-historic Research**: Uses **earlier written records**. الرجوع للوثائق التاريخية السابقة
- **Long-term Involvement**: Prolonged exposure helps understand complex beliefs/behaviors.
- **Use of Technology**: Audio/video recording devices aid data collection.

## Key Concepts in Ethnography

- **Immersion**: Ongoing observation over time to understand evolving phenomena. (**in situ observations**)

• **Reflexivity**: Researcher's awareness of their influence on research and vice versa, Involves self-examination, journaling, and debriefing to understand biases and impacts. الباحث يفكر في: كيف يؤثر على البحث وكيف يؤثر البحث عليه، يقوم بذلك من خلال تدوين يوميات، والمراجعة الذاتية، والمناقشة مع زملائه ليقلل من تحيزاته.

- ✓ **Reflexivity**, in the form of an account of researcher continuous self-critique and self-appraisal, reveals signposts for readers that tell them "what is going on" (what is happening throughout the research process).

#### The concept of Reflexivity in Ethnographic research

- Reflexivity refers to the ways in which the products of research are **affected by the personnel** and process of doing research.
- "Reflexivity" is generally understood as awareness of the influence the researcher has on the people or topic being studied, while simultaneously recognizing how the research experience is affecting the researcher (Gilgun, 2008).
- Reflexivity, which can be understood as a process of **self-examination** (exploring **one's assumptions, emotional reactions, cultural positioning**) through **specific actions** (keeping a journal, debriefing with others, and so on) within a field of inquiry.
- Reflexive researchers are, in essence, gazing in **two directions** at the same time.
- The key to reflexivity is "to make the relationship between and the influence of the researcher and the participants explicit".

- Ethnographic research is **exploratory in nature**.
- ✓ This approach means that the ethnographer goes into the field to explore a cultural group and/or explore certain social interactions.
- Ethnographer can make modification to the research questions, design and technique from the beginning until the completion of the study. قابلية التعديل خلال البحث.
- ✓ Zaharlick (1992) describes this feature as an **interactive-reactive approach**
- Due to the **complexity** **صعب ومعقد** of ethnography, unlike many other forms of qualitative research, ethnographic research is **more difficult to undertake** (**limitation**).
- Tisrupted or access withdrawn epending on ever-changing cal circumstances and politics (**limitation**). غالبا ما يكون صعب الدخول لهذا المجتمع والتكيف معه.

#### Steps of Ethnographic research

1. Planning
2. Sampling
3. Data collection
4. Data analysis
5. Write up

##### 1. Planning

- The **initial step** in ethnographic research involves **obtaining access and ethical approval from relevant authorities**. **ناخذ الموافقات والإذن أولاً.**
- Challenges may arise **due to reluctance from participants about being observed**.
- Building rapport and identifying **gatekeepers** (**key individuals who control access**) is crucial. **بناء الثقة وعلاقة جيدة.**

- Ethical considerations include:
  - Avoidance of harm
  - Informed consent
  - Privacy and confidentiality.

## 2. Sampling

- Ethnography typically uses **purposive sampling**, where researchers deliberately select a specific group and setting.
  - Usually, a single site is chosen, but various individuals, actions, and activities within that site are studied to gain a comprehensive understanding of daily life.

## 3. Data Collection

• **Participant Observation:** Involves the researcher immersing themselves in the setting, combining document analysis, interviews, direct participation, and observation. This helps build close connections with participants.

• **In-depth Interviews:** These are unstructured or ethnographic interviews that **do not follow fixed questions.** The aim is to engage participants in open conversation to explore their interpretations and experiences. Interviews complement participant observation.

• **Triangulation:** This analytical technique uses multiple methods to provide a holistic understanding. **Types include:**

- **Data triangulation**
- **Methods triangulation**
- **Investigator triangulation**
- **Theory triangulation.**

## 4. Data Analysis

- Field notes and interview transcripts are analyzed for similarities and differences.
- **Thematic Analysis:** Identifies recurring themes and meanings from the data.
- **Descriptive Analysis:** A traditional approach used in ethnography to analyze observations and interviews.

## 5. Write Up

- Researchers must clearly document their data collection and analysis steps to ensure trustworthiness. الشفافية بالكتابة وبالعرض، يوضح كيف جمع البيانات وكيف حلها.
- The concepts of ‘Emic’ (insider’s perspective) and ‘Etic’ (outsider’s perspective) are important in presenting findings. عرض الأمور من منظور المشاركين ومن منظور الباحث

## Limitations of Ethnography

- **Small sample sizes** due to the intensive nature of observation and interviews.
- The ‘**Hawthorne Effect**’: participants may alter their behavior if they know they are being observed. ¶

- Difficulty in generalizing findings to broader populations. صعب التعميم
- Challenges in gaining acceptance within the culture being studied. صعوبة في تقبلهم

| Case Study  | Ethnography  |
|---|--|
| does not only depend on participant-observer data but mainly uses interviews.   | It may require certain periods of time in the 'field' and emphasize details of observational evidence.       |
| does not have to present direct and detailed observations, but it can be based on any quantitative or qualitative data. | The ethnographer may use an interview as an additional technique to capture whole participant's perspective. |

تَمَّ بِحَمْدِ اللَّهِ

By: ayah freihat