CHAPTER

1 The Basics of Research Design

Introduction

This workbook was created to help you—the student learning qualitative methods for the first time—understand the total process of research, from design to write-up. Creating a design that works, analyzing data in meaningful ways, and describing your findings to others are at the heart of the challenge. Though it may seem awkward at first, the only way to get good at something is to practice, so give it a try!

Chapter Learning Objectives

Students will be able to do the following:

- Identify and justify researchers' approaches
- Identify and justify dependent and independent variables
- Construct relationships between variables, indicators, and values using a concept map
- Operationalize definitions
- Select and articulate a research topic
- At the end of Chapter 1, you will be asked to complete a Self- or Peer-Assessment related to the last activity.

Activity 1.1: Ways of Knowing (Personal Reflection)

This activity will help you identify some of your own ways of knowing.

How do you learn new content—through formal or informal instruction? Participation? Intuition (learning informed labels of what you've already "known")? Observing others? Trial and error? In what contexts do you use these ways of knowing?

Activity 1.2: Identifying Researchers' Approach

Background: Anthropology is both part of the humanities and a science, depending on each anthropologist's theoretical perspective and methodology. These two broad-based positions treat "truth" as different concepts, with different ways of studying and understanding it. *Science* strives for objectivity and chases truths that are thought to be external to the individual researcher. In the *humanities,* the truth is not an absolute but instead is decided by individual human judgments. It is a constructivist view: the idea that reality is constructed uniquely by each person. *Deduction* happens when a researcher starts with a theory, creates hypotheses that test the theory, and then conducts research that generates observations that either support or refute the hypothesis. *Induction* happens when a researcher starts with making observations, then generates ideas about what the data are saying (hypotheses), and from there, builds or discusses relevant theory. Many research projects use both of these approaches in the *hypothetico-deductive model,* which combines the two: *exploratory research,* which uses the inductive approach first, and then *confirmatory research,* which uses a deductive approach to follow up and refine.

In social science, we also talk about *paradigms,* which are theoretical perspectives, or what we might call *grand theory.* These are broad ways of looking at the world—a researcher's paradigm defines the major issues with which the researcher is concerned. Paradigms are related to what we like to call the *BIG questions,* the questions that social scientists (and philosophers, theologians, and so on) have been trying to answer for hundreds of years (and that may never be fully answered). We can think of these as questions that are *broadly interesting and grand* (BIG). When you construct your own research project, you should consider how it fits in with these BIG questions and paradigms in your discipline.

Connection: Researchers may use various approaches to their research—humanities versus sciences orientation, induction versus deduction, or exploratory versus confirmatory research. Many times these approaches are buried and unclear in researchers' abstracts or papers.

This activity will help you identify researchers' approaches to research questions and how these approaches can be embedded in the stages of research discovery.

Key Terms and Concepts

- Humanities orientation
- Sciences orientation
- Induction
- Deduction
- Exploratory research
- Confirmatory research
- Paradigms
- BIG questions

Instructions

Using the Notes Graphic Organizer (at the end of the chapter) and the abstracts from articles provided, identify and justify the researcher's approach. Rather than a single correct determination, the process of justification is the means to supporting your determination of the researcher's approach.

Common Mistakes

Common mistakes students make when reading abstracts:

- Mistaking quantitative research for a scientific orientation
- Mistaking qualitative research for a humanities orientation
- Mistaking descriptive prose for a humanities orientation
- Using verbs rather than context and data to justify exploratory versus confirmatory design
- Not looking for what *isn't* there. If the abstract lacks a hypothesis, chances are it is an inductive study.

Ask Yourself

- Do I need to ask any clarifying questions?
- Do I highlight key words in the abstract to help me discern the researcher's approach?
- Do I have a study spot that is designated for uninterrupted studying?

Sample Problems

O'Connor, Kaori. 2008. "The Hawaiian Luau: Food as Tradition, Transgression, Transformation and Travel." *Food* 11 (2): 149–72.

> Sweet music drifts on the trade winds, the surf surges upon the shore, and a lavish banquet of island fruit, fish and succulent baked pig is served to men and women seated companionably together beneath the palms. . . . Few meals are as apparently familiar as the Hawaiian luau, one of the iconic repasts of world cuisine. But how much do we really know about this island feast? Using anthropology, ethnohistory and popular art, this paper explores the many narratives, identities and authenticities embedded in the cultural biography and cuisine of the luau.

Example

Notes Graphic Organizer

Text Excerpts ("I noticed . . .")	Notes on Researcher's Approach ("I think . . .")
"Using anthropology, ethnohistory and popular art"	*Humanities orientation:* The author calls out ethnohistory and popular art, which are humanities disciplines.
"This paper explores the many narratives, identities and authenticities"	*Humanities orientation:* The author emphasizes the use of multiple viewpoints rather than one set of conclusions.
	Induction: The author indicates that the starting point is the data (the narratives), rather than a hypothesis.
No hypothesis is offered.	*Exploratory research:* The author's lack of a hypothesis and emphasis on exploring many narratives indicate this is an exploratory design.

Non-example

Notes Graphic Organizer

Text Excerpts ("I noticed . . .")	Notes on Researcher's Approach ("I think . . .")
"Sweet music drifts on the trade winds, the surf surges upon the shore, and a lavish banquet of island fruit, fish and succulent baked pig is served to men and women seated companionably together beneath the palms"	*Humanities orientation:* The author is descriptive.
"This paper **explores** the many narratives, identities and authenticities"	*Exploratory research:* The author uses the word *explore.*

Sharma, Krishan, and Goga Kirandeep Kaur. 2014. "PTC Bitter Taste Genetic Polymorphism, Food Choices, Physical Growth in Body Height and Body Fat Related Traits among Adolescent Girls from Kangra Valley, Himachal Pradesh (India)." *Annals of Human Biology* 41 (1): 29–39.

Background: Bitter sensitivity among individuals and ethnic groups is partly due to polymorphic bitter taste receptor genes (TAS2Rs). PTC/PROP bitter taste responsiveness at locus TAS2R38 is a well-established index of individual variation in oral sensation that has been linked with predicting food liking and consumption. Previous studies suggest that the relationship between PTC/PROP and anthropometric traits remains controversial.

Objectives: To explore the role of TAS2R38 locus in taste choices, adolescent growth trend for body height, weight and fat patterning among girls and to evaluate their growth status.

Materials and methods: Cross-sectional data on 210 girls ranging in age from 11–18 years were collected from Palampur in the Kangra valley of Himachal Pradesh.

Results: The proportion of PTC non-tasters was 19.52%. PTC tasters and non-tasters had some differences in their food choices and preferences. More sensitive PTC tasters had a low preference for raw cruciferous vegetables and bitter tasting foods (like bitter gourd) and beverages, while they had higher preference for sweet-tasting foods ($p < 0.05$). PTC tasters overtook their PTC non-taster counterparts from age 14 through 16 years in having higher mean average skinfold, percentage body fat, fat mass index and fat-free mass index. PTC non-tasters had higher mean stature than tasters through all age groups. PTC tasters had slightly higher mean body weight than tasters at age 11, but in later years the advantage was lost; the total gain among non-tasters through adolescence was higher (78.20%) than tasters (66.92%). PTC thresholds significantly and negatively correlated with body height.

Conclusions: TAS2R38 locus seems to have a role in food tastes, choices and preferences. Perceived bitterness of PTC/PROP thresholds were significantly and negatively correlated with body height and fat-free mass. These results, thus, tentatively suggest that the PTC non-taster gene may help in better absorption of calcium than its counter taster allele. Studies on differences in calcium metabolism between PTC tasters and non-tasters are needed to confirm these indications across cultures.

Example

Notes Graphic Organizer

Text Excerpts ("I noticed . . .")	Notes on Researcher's Approach ("I think . . .")
"**Previous studies suggest** that the relationship between PTC/PROP and anthropometric traits remains controversial. *Objectives:* To explore the role of TAS2R38 locus in taste choices, adolescent growth trend for body height, weight and fat patterning among girls and to evaluate their growth status."	*Confirmatory research:* The researchers build from a tightly defined conclusion of controversial prior studies. This work might be not entirely confirmatory, but it is not exploratory, either. *Deduction:* The researchers start with a hypothesis—that the role of a specific gene is linked to anthropometric traits.
"**Cross-sectional data on 210 girls ranging in age from 11–18 years** were collected from Palampur in the Kangra valley of Himachal Pradesh." and "Perceived bitterness of PTC/PROP thresholds were **significantly and negatively correlated** with body height and fat-free mass."	*Scientific orientation:* Based on a hypothesis, the researchers are trying to find out objectively if there is a provable way that the specific gene impacts specific traits, such as height and fat. They do this by collecting the same biological data across a specific population.

Non-example

Notes Graphic Organizer

Text Excerpts ("I noticed . . .")	Notes on Researcher's Approach ("I think . . .")
"*Objectives:* To **explore** the role of TAS2R38 locus in taste choices, adolescent growth trend for body height, weight and fat patterning among girls and to evaluate their growth status."	*Exploratory research:* The authors use the word *explore.*
"PTC tasters had slightly higher mean body weight than tasters at age 11, but in later years the advantage was lost; the total gain among non-tasters through adolescence was higher (78.20%) than tasters (66.92%)."	*Scientific orientation:* The authors use lots of quantitative data and statistics to prove their point.

Problem 1

West, Colin Thor. 2015. "Public and Private Responses to Food Insecurity: Complementarity in Burkina Faso." *Culture, Agriculture, Food and Environment* 37 (2): 53–62.

> This article explores the contemporary context of food insecurity in Mossi communities of the northern Central Plateau region of Burkina Faso. Drawing on quantitative and qualitative ethnographic field data from three time periods, the research illustrates how public and private responses to seasonal food insecurity are improving and becoming more appropriate to local contexts. The Government of Burkina Faso and NGOs have invested in improved agricultural technologies that farmers have rapidly adopted. They have also assisted in the development of local institutions such as village cereal banks that help farmers self-insure against crop failure. Whereas other scholars have described tensions between private and public responses to agroclimatic shocks that ultimately make rural producers more vulnerable, this case study illustrates how the two are complementary and reinforce one another. Overall, seasonal household food insecurity is declining in the northern Central Plateau region of Burkina Faso.

(Use the worksheet at the end of the chapter to complete this problem.)

Problem 2

Chan, Kwok Shing. 2010. "Traditionality and Hybridity: A Village Cuisine in Metropolitan Hong Kong." *Visual Anthropology* 24 (1–2): 171–88.

> This article examines the development and transformation of a village cuisine, called *poonchoi*, in contemporary Hong Kong. It aims at revealing the values, meanings and practices of a cosmopolitan lifestyle in modern or contemporary late-capitalist society in Hong Kong, and examines how they are explicitly manifested in and shaped by omnipresent advertising in a consumer society. *Poonchoi* is a traditional dish of the indigenous villagers in rural Hong Kong, made for celebrating major festivals and ceremonial events. Its ingredients are local, inexpensive and ordinary. Culturally and geographically this rural, ethnic and exotic cuisine has been defined by Hong Kong urbanites as something marginal in their social life and eating culture. But after the 1980s it gained a great deal of popularity due to changing social and economic conditions in Hong Kong. Nowadays through a process of pervasive marketing and an intensive commodification this village cuisine has become a fashionable food and part of the social life of the people of Hong Kong. Various commercial or hybrid versions of *poonchoi*, which contain a spectrum of international and expensive foods with an undiscriminating combination of traditional ingredients, have been introduced and marketed by the catering industry. They cater to the different needs and tastes of customers who relish conspicuous consumption or are obsessed with tasting exotic, trendy and luxury foods. These consumption practices represent and constitute a cosmopolitan lifestyle for the people of Hong Kong.

(Use the worksheet at the end of the chapter to complete this problem.)

Activity 1.3: Dependent and Independent Variables

Background: Researchers may use various approaches to their research—humanities versus sciences orientation, induction versus deduction, or exploratory versus confirmatory research. No matter what approach researchers use, they will collect data on variables related to their topic. *Variables* are aspects of a research question that can take on more than one value. Researchers define variables, look for relationships between them, and try to understand what causes them.

This activity will help you identify dependent and independent variables, as well as complexities that can make this identification difficult.

Key Terms and Concepts

- Variables
- Independent variables
- Dependent variables

Instructions

Using the three-column Variables Graphic Organizer (at the end of the chapter) and abstracts provided, identify dependent and independent variables and justify your decisions. First, find the purpose or main point of the study. Then find the independent versus dependent variables, which arise around the study's main purpose.

Common Mistakes

Common mistakes students make when identifying variables:

- Depending on their assumptions rather than analyzing the verbs and phrases used to link the variables
- Trying to force every variable into a clearly dependent or independent category, when it might be vague, unclear, or uncertain
- Justifying their identifications based on entire portions of text, rather than clearly identifying verbs and phrases that relate one variable to another

Ask Yourself

- How can I use the stated learning objective to help me focus my attention?
- If I don't understand, do I know some strategies to use to improve my understanding?

Sample Problem

Giampiccoli, Andrea, and Janet Hayward Kalis. 2012. "Tourism, Food, and Culture: Community-Based Tourism, Local Food, and Community Development in Mpondoland." *Culture, Agriculture, Food and Environment* 34 (2): 101–23.

Example

> Tourism is often seen as **a tool for** poverty alleviation and community development. This article highlights community-based tourism as a possible **strategy for** the development of poor communities. It further investigates how specific cultural contexts—in this case, that of rural Mpondoland, South Africa—can **contribute to** positive community-based tourism development outcomes. In this sense, the local culture is not seen as a tourist attraction but as a resource on which community-based tourism development can be built. The article locates community-based tourism within a more general strategy of diversifying rural livelihoods. Poor households in rural areas meet their needs through a combination of livelihood strategies and community-based tourism is seen as an additional means to meet household needs. In addition, local culture becomes a tourism resource using indigenous foods, arts, and crafts as tourism attractions. Food is one example of a local cultural resource that has the potential to **facilitate** a number of community benefits.

Purpose/main point of the study: The purpose of this study was to investigate what kinds of cultural contexts in development lead to community benefits resulting from tourism.

Variables Graphic Organizer		
Dependent Variables	**Independent Variables**	**Justifying Verb/Phrase**
Poverty (alleviation)	Community-based tourism	"Seen as a tool for"; "as a possible strategy for"
Positive or negative types of development	Cultural context	"Can contribute to"
Community benefits	Food	"Has the potential to facilitate"

Unclear: "General strategy of diversifying rural livelihoods": The article says it "locates community-based tourism within" this variable, but it is unclear what the relationship is between the two.

Non-example

> Tourism is often seen as a tool for poverty alleviation and community development. This article highlights community-based tourism as a possible strategy for the development of poor communities. It further investigates how specific cultural contexts—in this case, that of rural Mpondoland, South Africa—can contribute to positive community-based tourism development outcomes. **In this sense, the local culture is not seen as a tourist attraction but as a resource on which community-based tourism development can be built.** The article locates community-based tourism within a more general strategy of diversifying rural livelihoods. Poor households in rural areas meet their needs through a combination of livelihood strategies and community-based tourism is seen as an additional means to meet household needs. **In addition, local culture becomes a tourism resource using indigenous foods, arts, and crafts as tourism attractions.** Food is one example of a local cultural resource that has the potential to facilitate a number of community benefits.

Purpose/main point of the study: The researcher found that art, music, and food enhance tourism.

Variables Graphic Organizer		
Dependent Variables	**Independent Variables**	**Justifying Verb/Phrase**
Community-based tourism	Local culture	"In this sense, the local culture is not seen as a tourist attraction but as a resource on which community-based tourism development can be built."
Tourism attractions	Indigenous foods, arts, and crafts	"In addition, local culture becomes a tourism resource using indigenous foods, arts, and crafts as tourism attractions."

Problem 1

Hoffman, Susanna M. 2016. "The Question of Culture Continuity and Change after Disaster: Further Thoughts." *Annals of Anthropological Practice* 40 (1): 39–51.

> Anthropologists often struggle with interpreting the extent to which human behavior during and after disasters constitute departures from pre-existing culture, as the issue is both theoretically poignant but also pragmatically critical. When I first wrote about the concern, I offered that the extent to which disasters cause consequential cultural change is largely determined by size or magnitude of the disaster, whether the manifestations of change are scrutinized in short or long term, and whether the change occurs within the deep structures of a culture or merely surface regalia. I also touched on resistance to change. In the plenary on the issue addressed here, several anthropologists well familiar with the problematics of disaster spoke to the concern anew, and in light of seriously changing global conditions, I, too, had expanded observations to add. They pertain both to general theories of culture continuity and change and to today's altered global situation.

(Use the worksheet at the end of the chapter to complete this problem.)

Problem 2

Skoczen, Kathleen N. 2008. "Almost Paradise: The Cultural Politics of Identity and Tourism in Samaná, Dominican Republic." *Journal of Latin American and Caribbean Anthropology* 13 (1): 141–67.

> In the Dominican Republic, tourism is the dominant development strategy transforming not only the social and cultural landscape, but also individual reflections of self, community and nation. In the northeast region of Samaná, as tourism has grown and become an important source of employment and profit, the struggles to control the industry are politicized. This case study examines the attempts of a foreign company to control local tourist assets, and the ensuing struggle on the local level to resist. The conflict, although grounded in material assets, was often articulated through the complex discourse of identity. Cultural politics became a primary vehicle through which the control of material and symbolic assets was fought. These struggles bring to light a changing cultural field, exposing the instability of categories long taken for granted.

(Use the worksheet at the end of the chapter to complete this problem.)

Activity 1.4: Variables, Indicators, and Values

Background: *Indicators* are ways in which you plan to measure the variable. They are the general aspects of the variable you think are important. Indicators are defined by *values,* which are the options that a participant can choose for answering a question about an indicator.

This activity will help you look for relationships between variables, indicators, and values.

Key Terms and Concepts

- Variables
- Indicators
- Values

Instructions

Using a concept map, construct and justify at least two indicators and their corresponding values for the variables provided.

Common Mistakes

Common mistakes students make when constructing indicators and values:

- Indicators are vague, so students include a variety of values that do not form a comprehensive set.
- Values do not provide sufficient options to accurately capture reality in detail.

Ask Yourself

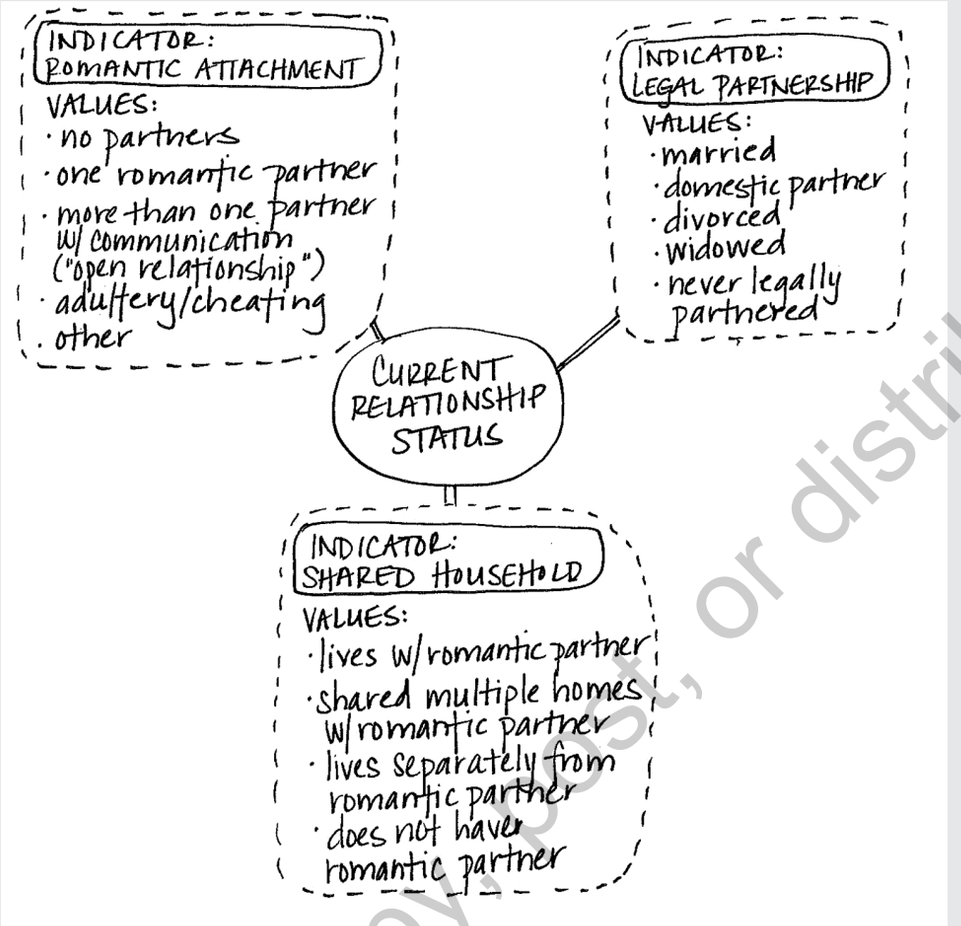
- How did I consider approaching this task?
- Am I monitoring my understanding? Have I backed up to reread a section to better understand content?

Sample Problem

Variable: Current relationship status

Example

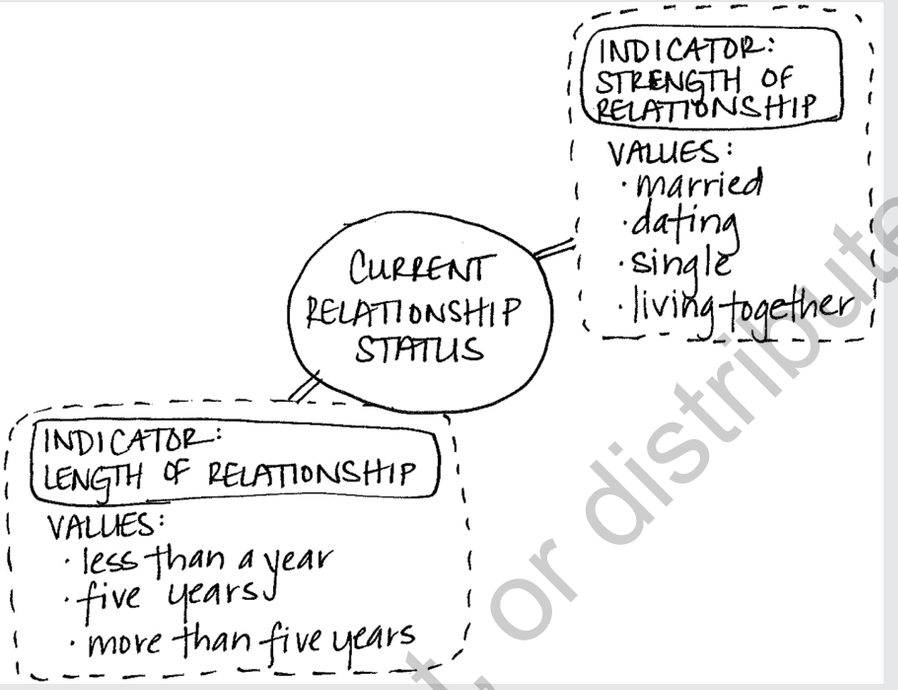
Figure 1.1 Example of Concept Map for "Current Relationship Status"



Note to students: These values are clear-cut and directly aligned with indicators; indicators are informative toward the variable "current relationship status."

Non-example

Figure 1.2 Non-example of Concept Map for "Current Relationship Status"



Note to students: The values to measure the indicator "strength of relationship" are problematic because they are based on researcher bias, which assumes that legal commitment indicates strength. The values for "length of relationship" have no clear significance for "current relationship status" and appear to be arbitrary.

Problem 1

Variable: Religion

Problem 2

Variable: Ethnicity

Activity 1.5: Operationalizing Definitions

Background: An *operational definition* provides specific instructions about how to measure a variable. The variable usually already has one or more *conceptual definitions* that facilitate understanding, but we still have to explain how we will measure the abstractions, things that exist only as an idea, for the purposes of our research.

This activity will help you construct operational definitions.

Key Terms and Concepts

- Conceptual definitions
- Operational definitions

Instructions

Use the prompts provided to construct original operational definitions for commonly used research terms, followed by your justification (reasoning).

Common Mistakes

Common mistakes students make when constructing operational definitions:

- *Insufficient clarity:* The definition isn't fully operationalized and does not contain measurements.
- *Insufficient relevance:* The definition isn't tailored for a specific purpose or study.
- *Insufficient attention to bias:* The definition is based on the researcher's assumptions, rather than considering how their biases may be incorrect.

Ask Yourself

- Do I need to ask any clarifying questions?

Sample Problem

Variable: Household

Example

Operational definition: For the purposes of my study, a *household* is defined as all people occupying the same residence for at least 50 percent of the time *and* who share economic resources and/or responsibilities.

Justification: I've observed that many households no longer have everyone living there all the time because jobs take the people away some of the time. But these people still live together on a regular basis, and they share economic resources to pay the bills.

Non-example

Operational definition: For the purposes of my study, a *household* is defined as everyone who is in the family.

Justification: People usually live with their families.

Problem 1

Variable: Family

Operational definition:

Justification:

Problem 2

Variable: Gender

Operational definition:

Justification:

Activity 1.6: Research Interest Reflection

Background: It's time to put these concepts together and start thinking about your own research interests! The starting point to building yourself as a researcher is to identify a topic that piques your interest. Also of concern is selecting a topic that you can actually study—that isn't too far away, expensive, or challenging to do.

This activity will help you brainstorm possible topics for your own research and think about multiple aspects related to your research interests.

Note: In the final, culminating activities of each chapter, you are expected to synthesize the key terms, concepts, and skills you have learned in the preceding activities. There are no new key terms or concepts taught in the culminating activities.

Instructions

Construct a mind map in which you brainstorm one or more research topics that pique your interest, along with more specific aspects to them. Some points to consider while brainstorming:

- What do I find interesting, important, or fascinating?
- Where do I like to spend a lot of time?
- Are there particular groups of people I find interesting or wish to serve?
- When I look at "doing" methods, what do I really like to do? What am I good at (numbers, talking with people, patiently observing for hours, etc.)?
- What are my limitations as a student researcher (time, money)?

Common Mistakes

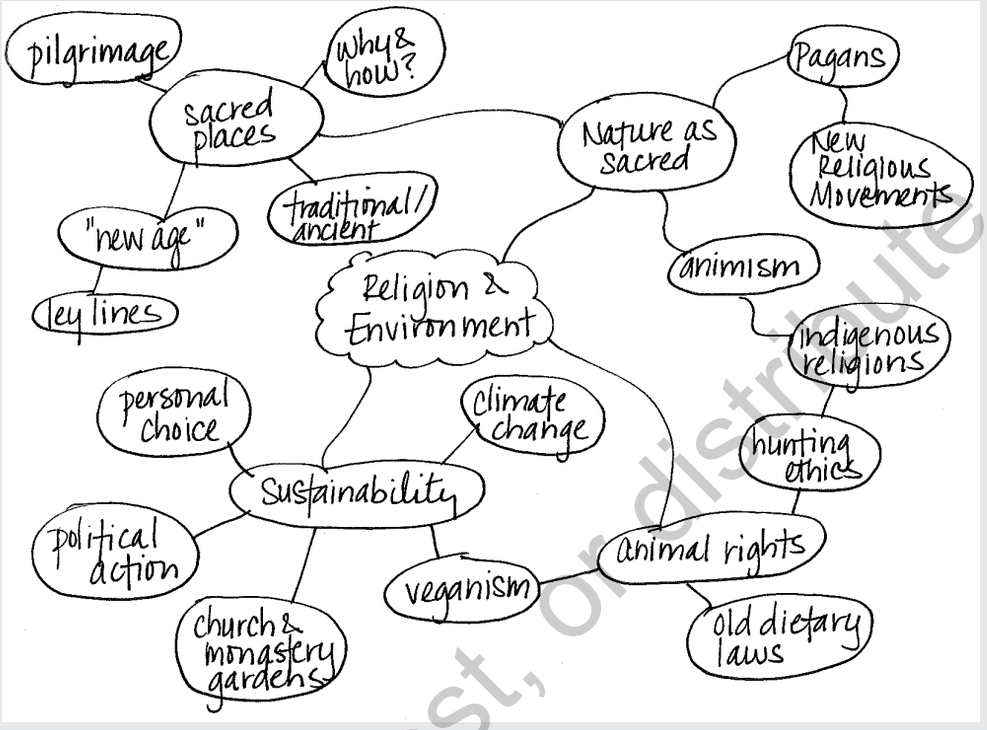
- Common mistakes students make when creating mind maps:
- *Insufficient detail:* The mind map is shallow and does not show effort to engage critical and creative thinking.
- *Insufficient connections:* The mind map does not link obviously connected or related topics (i.e., it presents as a group of disconnected ideas).

Ask Yourself

- Am I monitoring my understanding?
- Do I review information after reading?

Sample Mind Map

Figure 1.3 Mind Map for Religion and Environment



Your Mind Map

Activity 1.7: Finding a Topic: Your Research Project

Background: Building on Activity 1.6, it's time to select a topic for your own research and begin to shape your research questions. So how to select a topic? In Activity 1.6, you started with your interests but also tried to be realistic about your resources. You needed to acknowledge that, as a student, your resources are pretty slim. The goal of an undergraduate or master's-level thesis (even a dissertation) is to *finish*. Always remember that. What makes your project *research* is that you connect it to a purpose—theoretically and/or in application—and that you put in the hard work to plug in your small project to the bigger questions and paradigms of social science.

This activity will help you select a feasible research question, suitable for a senior-level undergraduate or master's-level project, and identify potential merits of a research topic for other scholars (advancing the discipline) and for the public good (advancing societal benefit).

Problem 1.7a

Instructions

Start with your research interest and generate a research question related to this interest in the first box in Step 1 of the Research Interest Graphic Organizer (at the end of the chapter). Then, independently or in small groups of three to four, respond to each prompt in Steps 2 through 10, pausing to ask yourself whether or not the research project will work. If it won't work, at any step, justify why it has become infeasible and go back to your research interest and generate a new research question. Repeat the process until you determine that your research question is feasible.

Common Mistakes

Common mistakes students make when filling in the Research Interest Graphic Organizer:

- *Insufficient critical thinking:* The student does not thoughtfully reflect on each question/prompt.
- *Insufficient clarity in the research question:* The student poses only an area of interest, not a research question, and/or the student does not refine the question to a feasible, narrow focus.

Ask Yourself

- Do I check my work for coherence, accuracy, and completion?

(Use the worksheet at the end of the chapter to complete this problem.)

Problem 1.7b

Instructions

Using the Research Interest Graphic Organizer from Problem 1.7a, write a formal statement (abstract) that does the following:

- Provides a clear description of your project question (maximum of three sentences)
- Describes your population (one sentence) and justifies your choice, related to your project question (maximum of two sentences)

- Describes your chosen field site(s) (one sentence) and justifies your choice, related to your project question (maximum of two sentences)

You will turn in your abstract in hard or digital copy, depending on your instructor's advice.

Common Mistakes

Common mistakes students make when writing abstracts:

- *Lack of clarity:* The abstract uses vague language that doesn't sufficiently describe the student's specific, narrow research focus.
- *Lack of detail:* The abstract misses critical information about the proposed population and location (it is absent or vague) and/or does not justify research decisions.

CHAPTER 1 REFLECTION

See the Self- or Peer-Assessment rubric for assessing your mastery of Chapter 1 skills, based on your work in Problem 1.7b.

1. Did your approach to these activities involve a series of actions or steps you determined to complete each one? How did you determine the sequences of steps?

2. How did you determine which strategy would be most helpful to complete each activity?

3. What is the "muddiest" point in this chapter? In other words, what is least clear to you? Or, what questions do you still have?

Chapter 1 Worksheets

ACTIVITY 1.2

Problem 1

Notes Graphic Organizer	
Text Excerpts ("I noticed . . .")	**Notes on Researcher's Approach ("I think . . .")**

Problem 2

Notes Graphic Organizer	
Text Excerpts ("I noticed . . .")	**Notes on Researcher's Approach ("I think . . .")**

ACTIVITY 1.3

Problem 1

Purpose/main point of the study:

Variables Graphic Organizer		
Dependent Variables	**Independent Variables**	**Justifying Verb/Phrase**

Unclear:

Problem 2

Purpose/main point of the study:

Variables Graphic Organizer		
Dependent Variables	**Independent Variables**	**Justifying Verb/Phrase**

Unclear:

ACTIVITY 1.7

Problem 1.7a

Research Interest Graphic Organizer				
Step 1 Research question	**Example** What is the immigrant experience in the United States?			
Step 2 Theoretical BIG (broadly interesting and grand) question—intellectual merit (Is this question important to your discipline? If not, go back to Step 1.)	Culture change, culture shock, and how people learn a new culture			
Step 3 Broader impacts (Is this question relevant to society? If not, go back to Step 1.)	It could help us know how to support immigrants better.			
Step 4 Data needed to answer the question (kinds of information you need) (Do you think you can get the data? If not, go back to Step 1.)	Lots of different immigrants' stories about when they first arrived			
Step 5 Data collection methods (and skills you will therefore need to do the project) (Do you think you could do this? If not, go back to Step 1.)	Interviews—oral histories (probably kind of long)			
Step 6 Study population (Do you think you can reach enough people? If not, go back to Step 1.)	Representatives from lots of different immigrant cultures: Mexican, Salvadoran, Korean, Hmong, Armenian, etc.			
Step 7 Study setting (Do you think you can go there? If not, go back to Step 1.)	Major cities?			
Step 8 Estimated time needed to do the project (Would it take you more than three to four months? If yes, go back to Step 1.)	Probably way too much . . . this seems complicated.			
Step 9 Estimated money needed to do the project (Would it cost more money than you can afford? If yes, go back to Step 1.)	Too much . . . guess it's back to the drawing board!			

ACTIVITY 1.7 REFLECTION

Individual Activity Reflection

1. What was most challenging about this activity?

2. How did I approach this task?

3. What did I do when I didn't understand content?

GRADING YOUR COLLEAGUES: GROUP MEMBER EVALUATIONS

If you worked with a small group, use the following template for grading your group members.

Group member name:

	Excellent	OK	Needs Work/Weak
Preparedness	Demonstrated an understanding of most of the reading material concepts. Was thoroughly prepared. Was ready to provide meaningful discussion.	Demonstrated an understanding of some of the reading material concepts. Was partially prepared. Was ready to provide superficial discussion.	Seemed to be "lost" with regard to most of the reading material. Was not prepared. Was not ready to provide discussion (detracted from group productivity).
Engagement	Provided insightful, creative, and useful feedback to group members. Was on task the entire time during group work, including active listening.	Provided feedback, though it wasn't particularly insightful or creative. Was on task the entire time during group work, including active listening.	Did not provide feedback, or feedback was not on topic, or discussion detracted from group's productivity. Was off task at times.

Group member name:

	Excellent	OK	Needs Work/Weak
Preparedness	Demonstrated an understanding of most of the reading material concepts. Was thoroughly prepared. Was ready to provide meaningful discussion.	Demonstrated an understanding of some of the reading material concepts. Was partially prepared. Was ready to provide superficial discussion.	Seemed to be "lost" with regard to most of the reading material. Was not prepared. Was not ready to provide discussion (detracted from group productivity).
Engagement	Provided insightful, creative, and useful feedback to group members. Was on task the entire time during group work, including active listening.	Provided feedback, though it wasn't particularly insightful or creative. Was on task the entire time during group work, including active listening.	Did not provide feedback, or feedback was not on topic, or discussion detracted from group's productivity. Was off task at times.

Group member name:

	Excellent	OK	Needs Work/Weak
Preparedness	Demonstrated an understanding of most of the reading material concepts. Was thoroughly prepared. Was ready to provide meaningful discussion.	Demonstrated an understanding of some of the reading material concepts. Was partially prepared. Was ready to provide superficial discussion.	Seemed to be "lost" with regard to most of the reading material. Was not prepared. Was not ready to provide discussion (detracted from group productivity).
Engagement	Provided insightful, creative, and useful feedback to group members. Was on task the entire time during group work, including active listening.	Provided feedback, though it wasn't particularly insightful or creative. Was on task the entire time during group work, including active listening.	Did not provide feedback, or feedback was not on topic, or discussion detracted from group's productivity. Was off task at times.

SMALL GROUP ACTIVITY REFLECTION

1. What was the best piece of advice you *received* from a fellow group member?

2. What do you feel was the best piece of advice you *gave* to a fellow group member?

3. What are you still unsure about regarding your research topic? What do you feel you still need help with?

SELF- OR PEER-ASSESSMENT FOR CHAPTER 1

This activity will help you evaluate the quality of your own (or a colleague's) abstract, which you wrote in Problem 1.7b. This rubric also provides you with a clear description of mastery for Chapter 1 skills.[1]

Instructions

For each criterion, in the "Student's Assessment" box, indicate the level of mastery that most describes your work, and then in the box that follows, provide justification based on excerpts or examples from your own work (i.e., "see sentences 2–3").

Criterion: Context of and Purpose for Writing			
Capstone (4)	**Milestone (3)**	**Milestone (2)**	**Benchmark (1)**
Demonstrates a thorough understanding of context, audience, and purpose. Provides a consistently clear and detailed work plan that articulates the project to a reader with no prior knowledge of the proposed research.	Demonstrates adequate consideration of context, audience, and purpose. Provides a mostly clear and detailed work plan that articulates the project to a reader with no prior knowledge of the proposed research. Reader may have a few minor questions.	Demonstrates awareness of context, audience, and purpose. Provides a work plan, but it is only occasionally clear and detailed. Sometimes appears to assume the reader has prior knowledge. Reader has some major questions.	Demonstrates minimal attention to context, audience, and purpose. The work plan is mostly vague and unclear. Assumes the reader has prior knowledge. Reader has many questions throughout.
Student's Assessment:		**Instructor's Assessment:**	
Excerpts or Examples:			

Criterion: Content Development			
Capstone (4)	**Milestone (3)**	**Milestone (2)**	**Benchmark (1)**
Consistently clearly summarizes the purpose and scope of the proposed research. Thoughts form a logical sequence so that the reader understands the why, how, and what of the research: Why is the project important? How will the project be conducted? What are the parameters of the scope of work: the topical and geographic, cultural, or population focus?	Mostly clearly summarizes the purpose and scope of the proposed research. Thoughts mostly form a logical sequence so that the reader understands the why, how, and what of the research: Why is the project important? How will the project be conducted? What are the parameters of the scope of work: the topical and geographic, cultural, or population focus?	Summarizes the purpose and scope of the proposed research but may be vague. Thoughts sometimes form a logical sequence so that the reader understands the why, how, and what of the research: Why is the project important? How will the project be conducted? What are the parameters of the scope of work: the topical and geographic, cultural, or population focus?	Summarizes the purpose and scope of the proposed research but is quite vague. Thoughts do not form a logical sequence so that the reader understands the why, how, and what of the research.
Student's Assessment:		**Instructor's Assessment:**	
Excerpts or Examples:			

[1] Based on AAC&U's VALUE Written Communication Rubric.

Criterion: Genre and Disciplinary Conventions			
Capstone (4)	**Milestone (3)**	**Milestone (2)**	**Benchmark (1)**
The writer uses Chicago style (or another style that the instructor requires). The abstract is 100 to 150 words. The writing style is informative, rather than argumentative or creative.	The writer mostly uses Chicago style (or another style that the instructor requires). The abstract may slightly exceed or be lower than the required word count. The writing style is informative, rather than argumentative or creative.	The writer occasionally uses Chicago style (or another style that the instructor requires). The abstract substantially exceeds or is lower than the required word count. The writing style is mostly informative.	The writer does not use Chicago style (or another style that the instructor requires). The abstract is very short and/or incomplete. The writing style is not consistently informative.
Student's Assessment:		**Instructor's Assessment:**	
Excerpts or Examples:			

Criterion: Sources and Evidence			
Capstone (4)	**Milestone (3)**	**Milestone (2)**	**Benchmark (1)**
Information about the population and culture or geographic area of focus is clearly delineated and appropriate for answering the research question or exploring the research topic.	Information about the population and culture or geographic area of focus is mostly clearly delineated and mostly appropriate for answering the research question or exploring the research topic.	Information about the population and culture or geographic area of focus is sometimes clearly delineated and sometimes appropriate for answering the research question or exploring the research topic.	Information about the population and culture or geographic area of focus is not clearly delineated and/or not appropriate for answering the research question or exploring the research topic.
Student's Assessment:		**Instructor's Assessment:**	
Excerpts or Examples:			

Criterion: Control of Syntax and Mechanics			
Capstone (4)	**Milestone (3)**	**Milestone (2)**	**Benchmark (1)**
Uses graceful language that skillfully communicates meaning to readers with clarity and fluency and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers with clarity. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.
Student's Assessment:		**Instructor's Assessment:**	
Excerpts or Examples:			