

RESEARCH TERMS DEFINED

Below is a catalog of research terms. We've provided definitions, comparisons, case studies and contextualization of the terms.



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This is EXERCISE THREE

PRE RESEARCH

CLASSIFICATION

PRELIMINARY

Preliminary research explores the area within which a research question may exist. **A**



fig 1

EXPLORATORY

Exploratory research focuses on and explores the research question. **A**

WAYS OF KNOWING

EPISTEMOLOGY

Versus

METHODOLOGY

EPISTEMOLOGY is the study of knowledge; the “theory of the underlying methods or grounds of knowledge.” Epistemology is dealing more with how we know what we know, a philosophical approach. What does our discipline-specific knowledge actually mean? **E**



fig 3

METHODOLOGY is the comparative study of methods. It's a more organized approach to the tangible pieces of our discipline-specific knowledge. It's the collection of processes or methods that comprise our discipline. **A**

BASIC

Basic research involves a search for general principles. Abstract and general principles cover a variety of situations and cases. **A**



CASE STUDY

APPLIED

Applied research adapts the findings of basic research to classes of problems. Applied research may involve developing and testing theories for classes of problems. **A**



CASE STUDY



fig 2

CLINICAL

Clinical research involves specific cases, applying the findings of basic research and applied research to specific situations. **1**



CASE STUDY

TYPES OF RESEARCH

PHENOMENOLOGICAL

This type of research focuses on looking at the lived experiences and how the research participants interpret their experiences. **B**

PRACTICE LED

This type of research operates under the nature of practice (as in discipline-based practice) and how that can lead to new knowledge. The focus of this is to advance knowledge about a practice. **C**

HERMENEUTIC

This type of research is similar to phenomenological research in that it focuses on interpretations and phrasing, specifically looking at what the underlying meaning of a particular strand of research findings may represent. **D**

POSITIVE

This type of research deals with questions and seeking what it is and why it is, rather than what it ought to be (unlike Normative research). It isn't necessarily concerned with the implications of the findings from a judgement sense. **E**

NORMATIVE

Normative research moves beyond other more common types of research by seeking more than just knowledge, but making recommendations on ways the object of study can be improved. **F**

VALIDITY

VALIDITY

Validity questions are cumulative and build upon one another. **H**

INTERNAL VALIDITY measures a specific case whereas external validity generalizes beyond the sample studied. **H**

EXTERNAL AND CONSTRUCT VALIDITY both generalize BUT construct validity generalizes to other CONCEPTS whereas external validity generalizes to other CONTEXTS. **H**

It is possible to have internal validity without construct validity, i.e. the concept you use for your study is not what causes the outcome but there is still a causal relationship. **H**

INTERNAL AND CONCLUSION VALIDITY both pertain to causal relationships. **H**

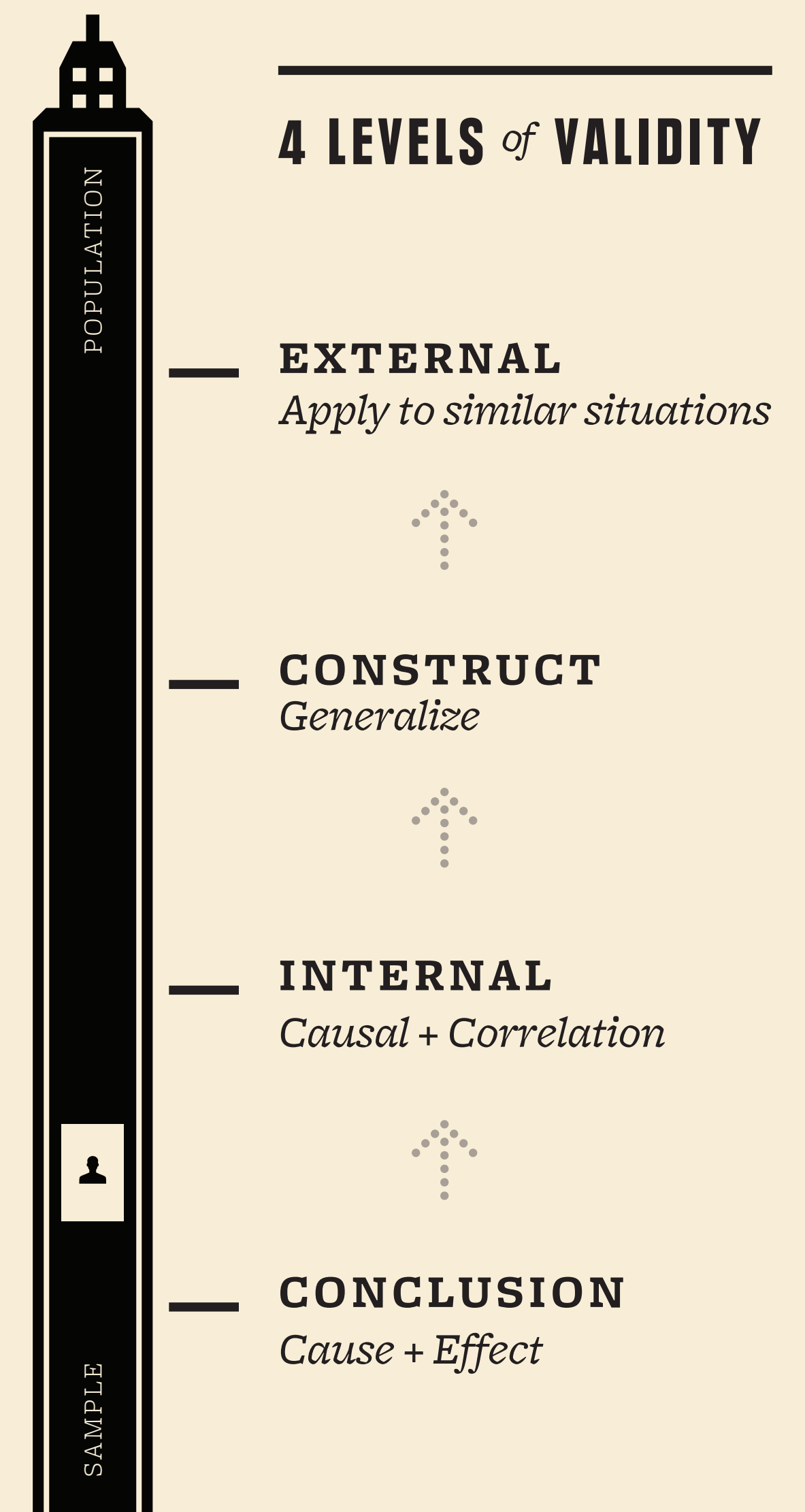


fig 4

PHILOSOPHY OF RESEARCH

POSITIVISM

HARD & QUANTITATIVE

We can only study what we can directly observe and measure. **I**

Only science can get at the truth. **I**

Objectivity resides in the individual scientist. **I**



POST POSITIVISM

SOFT & QUALITATIVE

Observation is fallible. **I**

There is no single truth, multiple measures and observations must be correlated in order to better understand reality. **I**

Objectivity is a social phenomenon – no single individual can see the world as it really is. **I**

ETHICAL CROSSING

NUREMBERG

Using captives as human subjects in gruesome experiments without consent. **J**

Helped us understand physical limits of man and used during first space mission. **J**

STANFORD PRISONS

Subjects allowed them to physically and emotionally abuse other participants. **K**

Help to better understanding of prisons and led to prison reform. **K**



LITTLE ALBERT

Dr. Watson conditioned an infant to fear anything white and fluffy. **K**

Led to major advancement in behavioral psychology. **K**



- A** Research Writing Workshop, Ken Friedman, supplied class reading
- B** Course Notes and “Phenomenological Research,” last modified April 1999, <http://bit.ly/bOnfiB>
- C** “Differences Between Practice-Based and Practice-Led Research,” last modified 2010, <http://bit.ly/d8x8lQ>
- D** “Qualitative Research in Information Systems,” last modified September 2010, <http://bit.ly/zPUEC>
- E** “A Carefully Crafted Nuts & Bolts Series of Questions Designed to Introduce You to Some Fundamental Research Issues & Concepts,” supplied class reading
- F** <http://www2.uiah.fi/projektij/metodi/178.htm>

- G** Various Authors, Visual Research, supplied class reading
- H** Trochim, William M.K. “Introduction to Validity,” excerpted from The Research Methods Knowledge Base.” 2006.
- I** “Positivism & Post-Positivism,” last modified October 2006, <http://bit.ly/cDoJ31>
- J** Trochim, William M.K. “Ethics in Research,” excerpted from The Research Methods Knowledge Base.” 2006.
- K** “Top 10 Unethical Psychological Experiments,” last modified September 2008, <http://bit.ly/alqpRF>

- 1** “A Privacy Paradox: Social Networking in the United States,” last modified August 2006, <http://bit.ly/5lyitj>
- 2** “Logo Design Process and Walkthrough for Vivid Ways,” last modified March 2009, <http://bit.ly/2nl6N>
- 3** “Handbook on Ethical Issues in Anthropology – Case 9: “Hot” Gifts,” last modified 2006, <http://bit.ly/b6PymR>
- 4** “iTunes Case Study: Managing the Digital Enterprise,” last modified October 2007, <http://bit.ly/b8l9oz>
- 5** Bill Moggridge, Designing Interactions (Massachusetts Institute of Technology, 2007), 115 – 122