

Critical thinking on w6: learning journal qualitative research.

[Design](#)



Introduction.

While collection of data using quantitative and qualitative techniques may be used in analyzing phenomena, the immense in quality in qualitative data is more varies as compared to quantitative designs. Both the designs require close attention when it comes to data reliably and validity, data collection techniques and research questions. Contrary to quantitative design, which focuses on behavioral analysis for large sizes of data, qualitative design is highly subjective, and size doesn't matter in this design. The design is more flexible and focused, as compared to quantitative studies.

This module was aimed at recognizing the strengths and limitations of qualitative design over quantitative design. Its objective was to differentiate between the various qualitative analysis methods and different qualitative research designs and their evaluation aims. From this module, I have gained substantial knowledge on different characteristics in design and analysis of the techniques applied in qualitative design. I can now analyze qualitative design, and prove its appropriateness in research and evaluation principles. What stood out in this module, are the qualitative design approaches, and how such approaches are used in data collection, in different phenomena. Choosing a viable approach, however, remains a challenge for me, but with further readings and practical scenarios, I believe that I will perfect on this. Analyzing my score, as compared to previous modules' scores, I would say that this time it was an average score. I managed 25 points out of thirty. Below is a review of the questions I failed, how I understand the concepts, what I feel I'm uncertain about, and the questions that I intend to pose to my instructor in their regard.

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What still remains unclear is on the application of grounded theory on instructional practices. From my understanding, such practices may require the history of a respondent in measuring the level of understanding. The question that I have for the instructor, in this regard, is, when does the history or literature of a respondent apply when conducting a qualitative analysis?

A case study involves an individual, program, process, event, organization or phenomenon, being investigated within a specified amount of time. This research design is used in investigating situations or trends in scientific disciplines. It lays its emphasis on detailed contextual study of limited number of phenomenon, and their relationships. What still remains unclear is on the determination of reliability on the findings in a case study. The question on this regard is, are case studies only applicable as explorative rather than descriptive tools in qualitative research?

Conclusion.

The learning from this module can be described as challenging as compared to previous modules. Differentiating between phenomenological research, case studies and grounded theory, in qualitative design has proved to be somehow difficult for me. However, with the help of the instructor, and with clear understandings from the posed questions, I believe that I will gain the knowledge required in identifying, and differentiating between the approaches. All in all, this module has boosted my knowledge and my overall achievements in research methodology. The knowledge gained from this module will assist me in preparation of the next module and will act as a guide in practical field assignments.

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