**Henrietta Rema Sawyerr EDSE 842 Comparative Methodological Table March 22nd 2016**

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|  | **Qualitative Research** | **Single-Subject Research** | **Survey Research** |
| **Purpose** | Qualitative research is used for clarifying and understanding phenomena and situations when operative variables cannot be identified ahead of time.  The purpose of qualitative research is to understand how participants perceive their roles or tasks in an organization, determining the history of a situation, and building theory, hypothesis or generalizations.  The purpose of qualitative research is to study phenomenon in an open-ended, without prior expectations, and to develop hypothesis and theoretical explanations that are based on their interpretations of what is observed. (Johnson & Christensen, 2014) | The purpose of single-subject research is to document causal, or functional relation, between independent and dependent variables (Horner et al., 2005)  The purpose of single-subject research is to establish whether functional relation exists between a practice and students outcomes at the level of individual participants (Tankersley, Harjusola-Webb, & Landrum, 2008).  Single-subject designs are used to test conceptual theory and identify and validate effective clinical interventions (Horner et al., 2005). | The purpose of survey research is to understand the characteristics of a population based on the sample data (Johnson & Christensen, 2014). |
|  | **Qualitative Research** | **Single-Subject Research** | **Survey Research** |
| **Data Sources** | Observations, Focus Groups, individual Interviews, memos, field notes | Self-report scale, direct observation, and available records. Baseline data | Questionnaires, scales, phone, mail, in-person, online |
| **Strengthen Internal Validity** | Triangulation addresses the issue of internal validity by using more than one method of data collection to answer a research question.  The use of multiple research and data collection methods  Reflexivity, member checking, ruling out alternative explanations, peer review, multiple data sources, | To strengthen internal validity, it is important for the design to document three demonstrations of the experimental effect at three different points in time with a single participant (within subject replication) or across different participants (inter-subject replication) (Horner et al., 2005).  The repeated measurement of target behaviors is critical in single subject to ensure that researchers can be confident that the collective measurement is a true representation of the participant performance and the effects of the random conditions in the environment are minimized (Tankersley et al., 2008)  80% or high inter-observer agreement with minimum 30% conditions representative | Getting experts to review data,  piloting studies,  ensuring that the survey is valid and reliable |
|  | **Qualitative Research** | **Single Subject Research** | **Survey Research** |
| **Strengthen External Validity** | (1) by making sure that informants are very clear on the nature of the research For example, why the researcher is there, what he is studying, how he will collect data and what he will do with it.  (2) by first building a trust-relationship with the subjects and staying in that setting for a long period of time.  (3) by interviewing the same informant on several occasions and making observations more than once and over time.  (4) by comparing the results obtained with other evidence.  (5) by confirming findings and analysis with informant (the danger with this technique is that subjects may become sensitized to the researcher’s inferences and provide the answer that support the researcher’s point).  (6) by keeping accurate and detailed field notes to note the variations in^ responses over the course of time.  (7) by showing field notes to a second outside researcher. Another researcher is often much quicker to see where or how a fieldworker is being misled or coopted | External validity of results in single-subject is strengthened or enhanced through replication of the effects across different participants, different conditions, and/or different measures of the dependent variable (Horner et al., 2005).  Repeating the measures  Repeating the same procedures by the same researchers, including the same treatment, in the setting, and in the same situation, with different clients who have similar characteristics  Repeating the experiment in different setting, using different providers and other related behaviors  Combining different interventions in the same setting and with clients who have the same types of problems | The response rate can be used to establish external validity.  Describing procedures used to handle non-response error will improve external validity.  There is a need to compare the early and late respondent groups on key variables If no significant differences are found between early and late respondents, one can statistically conclude that non-respondents are perhaps similar to late respondents and thus generalize the findings to the population.  The other accepted procedure is to follow-up with a telephone call to 15-20% of the non-respondents, and collect data from them on key variables |
|  | **Qualitative Research** | **Single Subject Research** | **Survey Research** |
| **Establish Reliability** | Making sure that there are a lot of participants taking part in the study. In other worse having a large sample size to ensure transferability.  To ensure reliability in qualitative research, examination of trustworthiness is important. | Procedural integrity establishes reliability  Ensuring fidelity of treatment in order to monitor and enhance the accuracy and consistency of the intervention. An independent observer observing and scoring up to 33% of sessions to make sure everything is happening as planned.  Inter-observer Agreement- This will enhance the believability of data. An independent observer observing and scoring up to 33% of observations or sessions. | To establish reliability, a test-retest measure of reliability can be obtained by administering the same instrument to the same group of people at two different points in time.  To establish reliability Alternate form reliability can be used - This involves using different worded forms to measure the same attribute. Questions or responses are reworded or their order is changed to produce two items that are similar but not identical |
|  | **Qualitative Research** | **Single Subject Research** | **Survey Research** |
| **Sample Research Question** | What are early childhood educators’ perceptions of teaching reading to kindergarten English language learners with autism?  What are early childhood educators’ perceptions of the kinds of professional development opportunities available to them in schools in relation to English language learners with autism? | Does a shared book reading experience between a parent and a child in the home language increase the frequency of utterance in the second language (English)?  Does a shared book reading experience between a parent and a child in the home language increase the frequency of child-initiated utterances in the second language and the responses to others in the second language?  (Huennekens & Xu, 2010) | Are parents directly teaching young children literacy skills?  What types of skills are parents attempting to teach?  Is there a relationship between parent directed teaching activity and literacy outcome?  (Haney & Hill, 2004) |

**References**

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