

Chapter 1 : Case study essay paper characteristics

Case study is a comprehensive study of a social unit, be it a person, a group of persons, an institution, a community or a family. Groode and Hatt. it is a method of exploring and analyzing the life of a social unit.

What Are the Characteristics of the Research You Would Like to Have Funded There are many transportation research programs, each with distinct focus and characteristics. Research characteristics are important for two reasons: Geographic Relevance How widespread is the problem you are trying to address? Is it experienced in countries around the world i. Is it strictly a problem in the United States i. Is it shared by a region or several organizations i. Or is it an even more specific problem that exists only in a small number of locations i. Geographic relevance will affect the programs to which you submit your research statement, and will also affect the details that need to be included in the statement. National research programs, such as the National Cooperative Highway Research Program , focus on research statements that address problems experienced in a majority of the states. However, a research statement focused on a more localized problem while explaining how the research product could benefit a national audience can be successful. Transportation Mode or Topic If your research focuses on a specific mode of transportation, your decision about the funding source may be simplified, because many research programs focus on such modes. If, on the other hand, your research need focuses on policy, administration, or other non-modal transportation issues, the appropriate program may be less clear-cut. In this case, contacting potential research program staff may be necessary. Funding Required Research programs vary widely in the maximum amount of money provided for each project. It is important to understand the funding-level guidelines and limitations of a research program when considering a research statement submittal. Urgency Research programs vary in their time frame for delivery. Finding a research program that matches the urgency of your research statement is critical. In some programs, it may take up to three years from the submission of a research statement to publish a research report. Other programs address needs that can be met within six months. Type of Research Needed The term research is used very broadly in this website because the work conducted in the interest of advancing the transportation profession cuts across a number of activities. Research means a systematic controlled inquiry involving analytical and experimental activities which primarily seek to increase the understanding of underlying phenomena. Research can be basic or applied. Applied research means the study of phenomena relating to a specific known need in connection with the functional characteristics of a system; the primary purpose of this kind of research is to answer a question or solve a problem. Basic research means the study of phenomena whose specific application has not been identified; the primary purpose of this kind of research is to increase knowledge. Research Development and Technology activity means a basic or applied research, development, or technology transfer project or study. Applied research exists somewhere in the middle of the spectrum, using fundamental research to solve transportation problems. Partnerships and Opportunities for Cost Sharing Some programs require cost sharing or a local match. The selection of your project may require that your research statement include information on where additional funding is available. Terms of Use and Privacy Statement Loading

Chapter 2 : studygroup / Chapter 14 Case Study Research

Case studies may differ in length, depth of research and market situation, but great case studies share similarities. Here are 10 compelling characteristics of great case studies. TELL A STORY: Case studies stories are told to make a point or teach a lesson.

Bibliography Definition The term case study refers to both a method of analysis and a specific research design for examining a problem, both of which are used in most circumstances to generalize across populations. This tab focuses on the latter--how to design and organize a research paper in the social sciences that analyzes a specific case. A case study paper usually examines a single subject of analysis, but case study papers can also be designed as a comparative investigation that shows relationships between two or among more than two subjects. The methods used to study a case can rest within a quantitative, qualitative, or mixed-method investigative paradigm. Encyclopedia of Case Study Research. What, Why and How? How to Approach Writing a Case Study Research Paper General information about how to choose a topic to investigate can be found under the " Choosing a Research Problem " tab in this writing guide. Review this page because it may help you identify a subject of analysis that can be investigated using a single case study design. However, identifying a case to investigate involves more than choosing the research problem. A case study encompasses a problem contextualized around the application of in-depth analysis, interpretation, and discussion, often resulting in specific recommendations for action or for improving existing conditions. As Seawright and Gerring note, practical considerations such as time and access to information can influence case selection, but these issues should not be the sole factors used in describing the methodological justification for identifying a particular case to study. Given this, selecting a case includes considering the following: Does the case represent an unusual or atypical example of a research problem that requires more in-depth analysis? Cases often represent a topic that rests on the fringes of prior investigations because the case may provide new ways of understanding the research problem. Doing so may reveal important new insights into recommending how governments in other predominantly Muslim nations can formulate policies that support improved access to education for girls. Does the case provide important insight or illuminate a previously hidden problem? In-depth analysis of a case can be based on the hypothesis that the case study will reveal trends or issues that have not been exposed in prior research or will reveal new and important implications for practice. For example, anecdotal evidence may suggest drug use among homeless veterans is related to their patterns of travel throughout the day. Assuming prior studies have not looked at individual travel choices as a way to study access to illicit drug use, a case study that observes a homeless veteran could reveal how issues of personal mobility choices facilitate regular access to illicit drugs. Note that it is important to conduct a thorough literature review to ensure that your assumption about the need to reveal new insights or previously hidden problems is valid and evidence-based. Does the case challenge and offer a counter-point to prevailing assumptions? Over time, research on any given topic can fall into a trap of developing assumptions based on outdated studies that are still applied to new or changing conditions or the idea that something should simply be accepted as "common sense," even though the issue has not been thoroughly tested in practice. A case may offer you an opportunity to gather evidence that challenges prevailing assumptions about a research problem and provide a new set of recommendations applied to practice that have not been tested previously. For example, perhaps there has been a long practice among scholars to apply a particular theory in explaining the relationship between two subjects of analysis. Your case could challenge this assumption by applying an innovative theoretical framework [perhaps borrowed from another discipline] to the study a case in order to explore whether this approach offers new ways of understanding the research problem. Taking a contrarian stance is one of the most important ways that new knowledge and understanding develops from existing literature. Does the case provide an opportunity to pursue action leading to the resolution of a problem? Another way to think about choosing a case to study is to consider how the results from investigating a particular case may result in findings that reveal ways in which to resolve an existing or emerging problem. For example, studying the case of an unforeseen incident, such as a fatal accident at a railroad crossing, can

reveal hidden issues that could be applied to preventative measures that contribute to reducing the chance of accidents in the future. In this example, a case study investigating the accident could lead to a better understanding of where to strategically locate additional signals at other railroad crossings in order to better warn drivers of an approaching train, particularly when visibility is hindered by heavy rain, fog, or at night. Does the case offer a new direction in future research? A case study can be used as a tool for exploratory research that points to a need for further examination of the research problem. A case can be used when there are few studies that help predict an outcome or that establish a clear understanding about how best to proceed in addressing a problem. For example, after conducting a thorough literature review [very important! A case study of how women contribute to saving water in a particular village can lay the foundation for understanding the need for more thorough research that documents how women in their roles as cooks and family caregivers think about water as a valuable resource within their community throughout rural regions of east Africa. The case could also point to the need for scholars to apply feminist theories of work and family to the issue of water conservation.

Sampling and Choosing Cases in Qualitative Research: Structure and Writing Style

The purpose of a paper in the social sciences designed around a case study is to thoroughly investigate a subject of analysis in order to reveal a new understanding about the research problem and, in so doing, contributing new knowledge to what is already known from previous studies. In applied social sciences disciplines [e. In general, the structure of a case study research paper is not all that different from a standard college-level research paper. However, there are subtle differences you should be aware of. Here are the key elements to organizing and writing a case study research paper.

Introduction

As with any research paper, your introduction should serve as a roadmap for your readers to ascertain the scope and purpose of your study. The introduction to a case study research paper, however, should not only describe the research problem and its significance, but you should also succinctly describe why the case is being used and how it relates to addressing the problem. The two elements should be linked. With this in mind, a good introduction answers these four questions: What was I studying? Describe the research problem and describe the subject of analysis you have chosen to address the problem. Explain how they are linked and what elements of the case will help to expand knowledge and understanding about the problem. Why was this topic important to investigate? Describe the significance of the research problem and state why a case study design and the subject of analysis that the paper is designed around is appropriate in addressing the problem. What did we know about this topic before I did this study? Provide background that helps lead the reader into the more in-depth literature review to follow. If applicable, summarize prior case study research applied to the research problem and why it fails to adequately address the research problem. Describe why your case will be useful. If no prior case studies have been used to address the research problem, explain why you have selected this subject of analysis. How will this study advance new knowledge or new ways of understanding? Explain why your case study will be suitable in helping to expand knowledge and understanding about the research problem. Each of these questions should be addressed in no more than a few paragraphs. Exceptions to this can be when you are addressing a complex research problem or subject of analysis that requires more in-depth background information.

Literature Review

The literature review for a case study research paper is generally structured the same as it is for any college-level research paper. This includes synthesizing studies that help to: Place relevant works in the context of their contribution to understanding the case study being investigated. This would include summarizing studies that have used a similar subject of analysis to investigate the research problem. If there is literature using the same or a very similar case to study, you need to explain why duplicating past research is important [e. Describe the relationship each work has to the others under consideration that informs the reader why this case is applicable. Your literature review should include a description of any works that support using the case to study the research problem and the underlying research questions. Identify new ways to interpret prior research using the case study. If applicable, review any research that has examined the research problem using a different research design. Explain how your case study design may reveal new knowledge or a new perspective or that can redirect research in an important new direction. Resolve conflicts amongst seemingly contradictory previous studies. This refers to synthesizing any literature that points to unresolved issues of concern about the research problem and describing how the subject of

analysis that forms the case study can help resolve these existing contradictions. Point the way in fulfilling a need for additional research. Your review should examine any literature that lays a foundation for understanding why your case study design and the subject of analysis around which you have designed your study may reveal a new way of approaching the research problem or offer a perspective that points to the need for additional research. Expose any gaps that exist in the literature that the case study could help to fill. Summarize any literature that not only shows how your subject of analysis contributes to understanding the research problem, but how your case contributes to a new way of understanding the problem that prior research has failed to do. Locate your own research within the context of existing literature [very important! Collectively, your literature review should always place your case study within the larger domain of prior research about the problem. The overarching purpose of reviewing pertinent literature in a case study paper is to demonstrate that you have thoroughly identified and synthesized prior studies in the context of explaining the relevance of the case in addressing the research problem.

Method In this section, you explain why you selected a particular subject of analysis to study and the strategy you used to identify and ultimately decide that your case was appropriate in addressing the research problem. The way you describe the methods used varies depending on the type of subject of analysis that frames your case study. If your subject of analysis is an incident or event. In the social and behavioral sciences, the event or incident that represents the case to be studied is usually bounded by time and place, with a clear beginning and end and with an identifiable location or position relative to its surroundings. The subject of analysis can be a rare or critical event or it can focus on a typical or regular event. The purpose of studying a rare event is to illuminate new ways of thinking about the broader research problem or to test a hypothesis. Critical incident case studies must describe the method by which you identified the event and explain the process by which you determined the validity of this case to inform broader perspectives about the research problem or to reveal new findings. However, the event does not have to be a rare or uniquely significant to support new thinking about the research problem or to challenge an existing hypothesis. For example, Walo, Bull, and Breen conducted a case study to identify and evaluate the direct and indirect economic benefits and costs of a local sports event in the City of Lismore, New South Wales, Australia. The purpose of their study was to provide new insights from measuring the impact of a typical local sports event that prior studies could not measure well because they focused on large "mega-events. If your subject of analysis is a person. Explain why you selected this particular individual to be studied and describe what experience he or she has had that provides an opportunity to advance new understandings about the research problem. It is particularly important to differentiate the person as the subject of analysis from others and to succinctly explain how the person relates to examining the research problem. If your subject of analysis is a place. In general, a case study that investigates a place suggests a subject of analysis that is unique or special in some way and that this uniqueness can be used to build new understanding or knowledge about the research problem. A case study of a place must not only describe its various attributes relevant to the research problem [e. It is also important to articulate why a particular place as the case for study is being used if similar places also exist [i. If applicable, describe what type of human activity involving this place makes it a good choice to study [e. If your subject of analysis is a phenomenon. A phenomenon refers to a fact, occurrence, or circumstance that can be studied or observed but with the cause or explanation to be in question.

Chapter 3 : Chapter 2: Research Characteristics | Research Funding

All About Case Study, Types, Characteristics and Other Details 1. Wordles What's the Word NEXT SLIDE >> 2. Qualitative Research Method Case Study History Please Click on the Arrows to View Content.

There are substantial methodological differences between these approaches. Case selection and structure[edit] An average, or typical case, is often not the richest in information. In clarifying lines of history and causation it is more useful to select subjects that offer an interesting, unusual or particularly revealing set of circumstances. A case selection that is based on representativeness will seldom be able to produce these kinds of insights. When selecting a case for a case study, researchers will therefore use information-oriented sampling, as opposed to random sampling. Three types of cases may thus be distinguished for selection: Key cases Outlier cases Local knowledge cases Whatever the frame of reference for the choice of the subject of the case study key, outlier, local knowledge , there is a distinction to be made between the subject and the object of the case study. The subject is the "practical, historical unity" through which the theoretical focus of the study is being viewed. Thus, for example, if a researcher were interested in US resistance to communist expansion as a theoretical focus, then the Korean War might be taken to be the subject, the lens, the case study through which the theoretical focus, the object, could be viewed and explicated. Gary Thomas thus proposes a typology for the case study wherein purposes are first identified evaluative or exploratory , then approaches are delineated theory-testing, theory-building or illustrative , then processes are decided upon, with a principal choice being between whether the study is to be single or multiple, and choices also about whether the study is to be retrospective, snapshot or diachronic, and whether it is nested, parallel or sequential. The typology thus offers many permutations for case-study structure. These are, to a differentiable degree, similar to the case study in that many contain reviews of the relevant literature of the topic discussed in the thorough examination of an array of cases published to fit the criterion of the report being presented. These case reports can be thought of as brief case studies with a principal discussion of the new, presented case at hand that presents a novel interest. In a case where the market of any organisation is in a messy state, the agency will always seek to find out some of the reasons why the scenario is that way. They will have to gather information that may help them in solving such issues. For this to be fully achieved, one must be able to carry out a market research to establish where the problem is. This, therefore, calls for the different methods which can be used in a situation where one wants to conduct a marketing research. The organisations have to choose one of the available techniques so that they can thoroughly conduct their investigations. Some of the primary methods that would be used included interviews, surveys, focus groups, observations and in some cases use field trials.

Types of case studies[edit] In public-relations research, three types of case studies are used: Under the more generalized category of case study exist several subdivisions, each of which is custom selected for use depending upon the goals of the investigator. These types of case study include the following: These are primarily descriptive studies. They typically utilize one or two instances of an event to show the existing situation. Illustrative case studies serve primarily to make the unfamiliar familiar and to give readers a common language about the topic in question. Exploratory or pilot case studies. These are condensed case studies performed before implementing a large scale investigation. Their basic function is to help identify questions and select types of measurement prior to the main investigation. The primary pitfall of this type of study is that initial findings may seem convincing enough to be released prematurely as conclusions. These serve to aggregate information from several sites collected at different times. The idea behind these studies is that the collection of past studies will allow for greater generalization without additional cost or time being expended on new, possibly repetitive studies. Critical instance case studies. These examine one or more sites either for the purpose of examining a situation of unique interest with little to no interest in generalization, or to call into question a highly generalized or universal assertion. This method is useful for answering cause and effect questions. Case studies in business[edit] At Harvard Law School In , Christopher Langdell departed from the traditional lecture-and-notes approach to teaching contract law and began using cases pled before courts as the basis for class discussions. But organizational behavior cannot always be easily reduced to

simple tests that prove something to be true or false. Reality may be an objective thing, but it is understood and interpreted by people who, in turn, act upon it, and so critical realism, which addresses the connection between the natural and social worlds, is a useful basis for analyzing the environment of and events within an organization. A critical case allows the following type of generalization: Falsification offers one of the most rigorous tests to which a scientific proposition can be subjected: Popper himself used the now famous example: The case study is well suited for identifying "black swans" because of its in-depth approach: The rejection consisted primarily of a conceptual experiment and later on a practical one. These experiments, with the benefit of hindsight, seem self-evident. In his experimental thinking, Galileo reasoned as follows: If the two objects are then stuck together into one, this object will have double the weight and will according to the Aristotelian view therefore fall faster than the two individual objects. This conclusion seemed contradictory to Galileo. The only way to avoid the contradiction was to eliminate weight as a determinant factor for acceleration in free fall. Rather, it was a matter of a single experiment, that is, a case study. The air pump made it possible to conduct the ultimate experiment, known by every pupil, whereby a coin or a piece of lead inside a vacuum tube falls with the same speed as a feather. What is especially worth noting, however, is that the matter was settled by an individual case due to the clever choice of the extremes of metal and feather. Random and large samples were at no time part of the picture. By selecting cases strategically in this manner one may arrive at case studies that allow generalization. The problem-based learning PBL movement offers an example. When used in non-business education and professional development, case studies are often referred to as critical incidents. Ethnography is the description, interpretation, and analysis of a culture or social group, through field research in the natural environment of the group being studied. One approach encourages researchers to compare horizontally, vertically, and temporally. Teaching case studies have been a highly popular pedagogical format in many fields ranging from business education to science education. Harvard Business School has been among the most prominent developers and users of teaching case studies. Additional relevant documentation, such as financial statements, time-lines, and short biographies, often referred to in the case study as exhibits, and multimedia supplements such as video-recordings of interviews with the case subject often accompany the case studies. Similarly, teaching case studies have become increasingly popular in science education. The National Center for Case Studies in Teaching Science has made a growing body of case studies available for classroom use, for university as well as secondary school coursework. Teaching case studies need not adhere strictly to the use of evidence, as they can be manipulated to satisfy educational needs. The generalizations from teaching case studies also may relate to pedagogical issues rather than the substance of the case being studied.

Chapter 4 : Case Study Method Definition, Characteristics, Stages & Sources | SLN

The case study is not itself a research method, but researchers select methods of data collection and analysis that will generate material suitable for case studies such as qualitative techniques (semi-structured interviews, participant observation, diaries).

However, going into greater detail concerning these issues would be beyond the scope of this paper. However, depending on the depth and range of the extant literature, the initial focus of the case study may be quite focused or broad and open-ended. Therefore and because the case study strategy is ideally suited to exploration of issues in depth and following leads into new areas of new constructions of theory, the theoretical framework at the beginning may not be the same one that survives to the end HARTLEY, , p. Besides, theory development does not only facilitate the data collection phase of the ensuing case study, the appropriately developed theory also is the level at which the generalization of the case study results will occur. This role of theory has been characterized by YIN as "analytic generalization" and has been contrasted with a different way of generalizing results, known as "statistical generalization" pp. The four conditions or tests are cf. Construct validity; external validity; reliability. However, these issues will be addressed again in Section 4. Use of multiple sources of evidence; creation of a case study database; maintaining a chain of evidence. This will help to refine the data collection plans with respect to both the content of the data and the procedures to be followed. As another fundamental characteristics he puts forth that "you do not start out with a priori theoretical notions" *ibid.* Besides, a careful description of the data and the development of categories in which to place behaviors or process have proven to be important steps in the process of analyzing the data. The data may then be organized around certain topics, key themes or central questions, and finally the data need to be examined to see how far they fit or fail to fit the expected categories *ibid.* According to YIN a, pp. Relying on theoretical propositions; thinking about rival explanations; developing a case description. This step is called reporting, with numerous forms of reports being available, and the typical case study report being a lengthy narrative YIN, , p. Content Analysis This section provides a brief introduction to qualitative content analysis as a text analysis method for qualitative social research. At the end of this section, quality criteria and validation issues relevant for qualitative content analysis will be highlighted see Section 4. However, there does not seem to exist a homogenous understanding of this method at present, but originally the term "referred only to those methods that concentrate on directly and clearly quantifiable aspects of text content, and as a rule on absolute and relative frequencies of words per text or surface unit" TITSCHER et al. Later, the concept was extended to include all those procedures which operate with categories, but which seek at least to quantify these categories by means of a frequency survey of classifications *ibid.* It is "essentially a coding operation," with coding being "the process of transforming raw data into a standardized form" BABBIE, , p. They contend that "coding forces the researcher to make judgments about the meanings of contiguous blocks" and that coding is "the heart and soul" of whole text analysis *ibid.* According to them, classical content analysis "comprises techniques for reducing texts to a unit-by-variable matrix and analyzing that matrix quantitatively to test hypotheses" and the researcher can produce a matrix by applying a set of codes to a set of qualitative data e. More will be said on the topic of coding in Sections 4. In fact, the theoretical basis of the first moves towards analyses of contents was Harold D. But even before that, different approaches to analysis and comparison of texts in hermeneutic contexts e. Bible interpretations , early newspaper analysis, graphological procedures and even Freudian dream analysis can be seen as early precursors of content analysis MAYRING, a, [6]. According to GILLHAM , the "essence of content analysis is identifying substantive statements" statements that really say something" p. The simplest type of evaluation consequently consists of counting the numbers of occurrences per category assuming there is a relationship between frequency of content and meaning. Besides, different indices which correlate two separate measurements and contingencies, more complex procedures can also be used for analysis TITSCHER et al. He contended that the quantitative orientation neglected the particular quality of texts and that it was important to reconstruct contexts. MAYRING a, [6] even speaks of "a superficial analysis without respecting latent contents and contexts,

working with simplifying and distorting quantification. The context of text components; latent structures of sense; distinctive individual cases; things that do not appear in the text. In fact, qualitative content analysis claims to synthesize two contradictory methodological principles: Being a little bit more specific he defines qualitative content analysis in the following way: There is an emphasis on allowing categories to emerge out of data and on recognizing the significance for understanding the meaning of the context in which an item being analyzed and the categories derived from it appeared" BRYMAN, , p. Thus, a clear and concise definition of qualitative research can hardly be found. Therefore, qualitative methods are often used when the field of research is yet not well understood or unknown and aim at generating new hypotheses and theories, while quantitative methods are frequently used for testing hypotheses and evaluating theories cf. It consists of a set of interpretive, material practices that make the world visible. These practices transform the world. They turn the world into a series of representations, including field notes, interviews, conversations, photographs, recordings, and memos to the self. At this level, qualitative research involves an interpretive, naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them" p. Its development Section 4. However, not only the manifest content of the material is analyzed, but also so-called latent content as well as formal aspects of the material MAYRING, b, pp. Central to it is a category system which is developed right on the material employing a theory-guided procedure. Categories are understood as the more or less operational definitions of variables. Fitting the material into a model of communication: It should be determined on what part of the communication inferences shall be made, to aspects of the communicator his experiences, opinions, feelings , to the situation of the text production, to the socio-cultural background, to the text itself or to the effect of the message. The material is to be analyzed step by step, following rules of procedure, devising the material into content analytical units. Categories in the center of analysis: The aspects of text interpretation, following the research questions, are put into categories, which were carefully founded and revised within the process of analysis feedback loops. Subject-reference instead of technique: This implies that the procedures of content analysis cannot be fixed but have to be adapted depending on the subject and its context. Verification of the specific instruments through pilot studies: Due to the subject-reference, fully standardized methods are abstained from. That is why the procedures need to be tested in a pilot study. Inter-subjective verifiability is a case in point here. Technical fuzziness of qualitatively oriented research needs to be balanced by theoretical stringency. This means that the state-of-the-field of the respective research subject as well as subjects closely related are required to be taken into account and integrated into the analysis. Inclusion of quantitative steps of analysis: Quantitative analyses are especially important when trying to generalize results. As a matter of fact, this notion of triangulation to argue in favor of an integration of qualitative and quantitative methods is not limited to content analysis but has been raised by many researchers cf. Quality criteria of reliability and validity see also Section 4. The procedure has the pretension to be inter-subjectively comprehensible, to compare the results with other studies in the sense of triangulation and to carry out checks for reliability. As a matter of fact, it is this kind of systematics what distinguishes content analysis from more interpretive, hermeneutic processing of text material MAYRING, , p. Consequently, MAYRING has developed a sequential model of qualitative content analysis and puts forward three distinct analytical procedures which may be carried out either independently or in combination, depending on the particular research question MAYRING, , p. For this the text is paraphrased, generalized or abstracted and reduced. As a first step a lexico-grammatical definition is attempted, then the material for explication is determined, and this is followed by a narrow context analysis, and a broad context analysis. Finally an "explicatory paraphrase" is made of the particular portion of text and the explication is examined with reference to the total context. Here the text can be structured according to content, form and scaling. The first stage is the determination of the units of analysis, after which the dimensions of the structuring are established on some theoretical basis and the features of the system of categories are fixed. Subsequently definitions are formulated and key examples, with rules for coding in separate categories, are agreed upon. In the course of a first appraisal of the material the data locations are marked, and in a second scrutiny these are processed and extracted. If necessary the system of categories is re-examined and revised, which necessitates a

reappraisal of the material. As a final stage the results are processed. However, the basic difference between classical content analysis and structuring within qualitative content analysis is the development and use of the coding agenda 7. Thus, the material is reduced and a new basis of information separate from the original text comes into existence *ibid.* Therefore they argue in favor of a theory-based category system, which is more open and can be changed during extraction when relevant information turns up but does not fit into the category system. Both the dimensions of existing categories can be modified and new categories can be designed. It is actually a package of techniques from which the analyst can choose and then adapts to his research question 8. Basic proceeding of qualitative content analysis Source: Determination of the material; analysis of the situation in which the text originated; the formal characterization of the material; determination of the direction of the analysis; theoretically informed differentiation of questions to be answered; selection of the analytical techniques summary, explication, structuring ; definition of the unit of analysis; analysis of the material summary, explication, structuring ; interpretation [59] Among the procedures of qualitative content analysis MAYRING a, [8] hallmarks the following two approaches as central to developing a category system and finding the appropriate text components as a result: But within the framework of qualitative approaches it is essential to develop the aspects of interpretation "the categories" as closely as possible to the material, and to formulate them in terms of the material. The steps of inductive category development are displayed in Figure 2. MAYRING, a, [11] [61] The main idea of the procedure is to formulate a criterion of definition, derived from the theoretical background and the research question, which determines the aspects of the textual material taken into account. Following this criterion the material is worked through and categories are deduced tentatively and step by step. Within a feedback loop the categories are revised, eventually reduced to main categories and checked in respect to their reliability MAYRING, a, [12]. Or, put the other way round: The qualitative step of analysis consists of a methodologically controlled assignment of the category to a passage of text MAYRING, a, [13]. Figure 3 shows the steps of deductive category application. MAYRING, a, [14] [64] According to MAYRING a, [15]; , [15] the main idea here is to give explicit definitions, examples and coding rules for each deductive category, determining exactly under what circumstances a text passage can be coded with a category. Finally, those category definitions are put together within a coding agenda. It is widely accepted that measurement or the methods of measurement should be as objective, reliable and valid as possible *cf.* In fact, the research strategy that is regularly pursued in content analysis is governed by these traditional criteria of validity and reliability, where the latter is a precondition for the former but not vice versa TITSCHER et al. Since arguments concerning the content are judged to be more important than methodical issues in qualitative analysis, validity takes priority over reliability MAYRING, , p. Two specific problems of content analysis that are often discussed in this context are problems of inference and problems of reliability TITSCHER et al. Problems of inference relate to the possibility of drawing conclusions, on the one hand, about the whole text on the basis of the text sample and, on the other hand, about the underlying theoretical constructs such as motives, attitudes, norms, etc. As a result, inference in content analysis confines itself only to specific features of external and internal validity.

Chapter 5 : Characteristics of Case Study Research According to Cresswell | Peter's Ponderings

The study needs a description of the case (p 99). As well as themes or issues or specific situations in a case to study. As well as themes or issues or specific situations in a case to study. Themes or issues are analyzed across cases for similarities or differences among the cases.

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Chapter 6 : Case Study Research Design - How to conduct a Case Study

The Case Study as a Research Method Uses and Users of Information -- LIS D.1 -- Spring Introduction Case study research excels at bringing us to an understanding of a complex issue or object and can extend experience or add strength to what is already known through previous research.

A meta-analysis is a statistical process that combines the findings from individual studies. Anxiety outcomes after physical activity interventions: Systematic Review A summary of the clinical literature. A systematic review is a critical assessment and evaluation of all research studies that address a particular clinical issue. The researchers use an organized method of locating, assembling, and evaluating a body of literature on a particular topic using a set of specific criteria. A systematic review typically includes a description of the findings of the collection of research studies. The systematic review may also include a quantitative pooling of data, called a meta-analysis. Complementary and alternative medicine use among women with breast cancer: Clin J Oncol Nurs. Randomized Controlled Trial A controlled clinical trial that randomly by chance assigns participants to two or more groups. There are various methods to randomize study participants to their groups. Meditation or exercise for preventing acute respiratory infection: Barrett B, et al. Cohort Study Prospective Observational Study A clinical research study in which people who presently have a certain condition or receive a particular treatment are followed over time and compared with another group of people who are not affected by the condition. Smokeless tobacco cessation in South Asian communities: Croucher R, et al. Case-control Study Case-control studies begin with the outcomes and do not follow people over time. Researchers choose people with a particular result the cases and interview the groups or check their records to ascertain what different experiences they had. They compare the odds of having an experience with the outcome to the odds of having an experience without the outcome. Non-use of bicycle helmets and risk of fatal head injury: Persaud N, et al. Cross-sectional study The observation of a defined population at a single point in time or time interval. Exposure and outcome are determined simultaneously. Fasting might not be necessary before lipid screening: Steiner MJ, et al. Case Reports and Series A report on a series of patients with an outcome of interest. No control group is involved. Students mentoring students in a service-learning clinical supervision experience: Lattanzi JB, et al. Ideas, Editorials, Opinions Put forth by experts in the field. Health and health care for the 21st century: Am J Public Health. Animal Research Studies Studies conducted using animal subjects. Intranasal leptin reduces appetite and induces weight loss in rats with diet-induced obesity DIO. Test-tube Lab Research "Test tube" experiments conducted in a controlled laboratory setting. Adapted from Study Designs. Bias can result from several sources: There is no sense of prejudice or subjectivity implied in the assessment of bias under these conditions. Case Control Studies - Studies which start with the identification of persons with a disease of interest and a control comparison, referent group without the disease. The relationship of an attribute to the disease is examined by comparing diseased and non-diseased persons with regard to the frequency or levels of the attribute in each group. Causality - The relating of causes to the effects they produce. Causes are termed necessary when they must always precede an effect and sufficient when they initiate or produce an effect. Any of several factors may be associated with the potential disease causation or outcome, including predisposing factors, enabling factors, precipitating factors, reinforcing factors, and risk factors. Control Groups - Groups that serve as a standard for comparison in experimental studies. They are similar in relevant characteristics to the experimental group but do not receive the experimental intervention. Controlled Clinical Trials - Clinical trials involving one or more test treatments, at least one control treatment, specified outcome measures for evaluating the studied intervention, and a bias-free method for assigning patients to the test treatment. The treatment may be drugs, devices, or procedures studied for diagnostic, therapeutic, or prophylactic effectiveness. Control measures include placebos, active medicines, no-treatment, dosage forms and regimens, historical comparisons, etc. When randomization using mathematical techniques, such as the use of a random numbers table, is employed to assign patients to test or control treatments, the trials are characterized as Randomized Controlled Trials. Cost-Benefit Analysis - A method of comparing the cost of a program with its expected benefits in dollars or

other currency. The benefit-to-cost ratio is a measure of total return expected per unit of money spent. This analysis generally excludes consideration of factors that are not measured ultimately in economic terms. Cost effectiveness compares alternative ways to achieve a specific set of results. Cross-Over Studies - Studies comparing two or more treatments or interventions in which the subjects or patients, upon completion of the course of one treatment, are switched to another. In the case of two treatments, A and B, half the subjects are randomly allocated to receive these in the order A, B and half to receive them in the order B, A. A criticism of this design is that effects of the first treatment may carry over into the period when the second is given. Cross-Sectional Studies - Studies in which the presence or absence of disease or other health-related variables are determined in each member of the study population or in a representative sample at one particular time. Double-Blind Method - A method of studying a drug or procedure in which both the subjects and investigators are kept unaware of who is actually getting which specific treatment. Empirical Research - The study, based on direct observation, use of statistical records, interviews, or experimental methods, of actual practices or the actual impact of practices or policies. Evaluation Studies - Works consisting of studies determining the effectiveness or utility of processes, personnel, and equipment. Genome-Wide Association Study - An analysis comparing the allele frequencies of all available or a whole genome representative set of polymorphic markers in unrelated patients with a specific symptom or disease condition, and those of healthy controls to identify markers associated with a specific disease or condition. Logistic Models - Statistical models which describe the relationship between a qualitative dependent variable that is, one which can take only certain discrete values, such as the presence or absence of a disease and an independent variable. Longitudinal Studies - Studies in which variables relating to an individual or group of individuals are assessed over a period of time. Lost to Follow-Up - Study subjects in cohort studies whose outcomes are unknown. Matched-Pair Analysis - A type of analysis in which subjects in a study group and a comparison group are made comparable with respect to extraneous factors by individually pairing study subjects with the comparison group subjects. Meta-Analysis - Works consisting of studies using a quantitative method of combining the results of independent studies usually drawn from the published literature and synthesizing summaries and conclusions which may be used to evaluate therapeutic effectiveness, plan new studies, etc. It is often an overview of clinical trials. It is usually called a meta-analysis by the author or sponsoring body and should be differentiated from reviews of literature. Numbers Needed To Treat - Number of patients who need to be treated in order to prevent one additional bad outcome. It is the inverse of Absolute Risk Reduction. Odds Ratio - The ratio of two odds. The exposure-odds ratio for case control data is the ratio of the odds in favor of exposure among cases to the odds in favor of exposure among noncases. The disease-odds ratio for a cohort or cross section is the ratio of the odds in favor of disease among the exposed to the odds in favor of disease among the unexposed. The prevalence-odds ratio refers to an odds ratio derived cross-sectionally from studies of prevalent cases. Patient Selection - Criteria and standards used for the determination of the appropriateness of the inclusion of patients with specific conditions in proposed treatment plans and the criteria used for the inclusion of subjects in various clinical trials and other research protocols. Predictive Value of Tests - In screening and diagnostic tests, the probability that a person with a positive test is a true positive. Predictive value is related to the sensitivity and specificity of the test. Prospective Studies - Observation of a population for a sufficient number of persons over a sufficient number of years to generate incidence or mortality rates subsequent to the selection of the study group. Qualitative Studies - Research that derives data from observation, interviews, or verbal interactions and focuses on the meanings and interpretations of the participants. Quantitative Studies - Quantitative research is research that uses numerical analysis. Random Allocation - A process involving chance used in therapeutic trials or other research endeavor for allocating experimental subjects, human or animal, between treatment and control groups, or among treatment groups. It may also apply to experiments on inanimate objects. Randomized Controlled Trial - Clinical trials that involve at least one test treatment and one control treatment, concurrent enrollment and follow-up of the test- and control-treated groups, and in which the treatments to be administered are selected by a random process, such as the use of a random-numbers table. Reproducibility of Results - The statistical reproducibility of measurements often in a clinical context, including the testing of instrumentation or techniques to obtain

reproducible results. The concept includes reproducibility of physiological measurements, which may be used to develop rules to assess probability or prognosis, or response to a stimulus; reproducibility of occurrence of a condition; and reproducibility of experimental results. Retrospective Studies - Studies used to test etiologic hypotheses in which inferences about an exposure to putative causal factors are derived from data relating to characteristics of persons under study or to events or experiences in their past. The essential feature is that some of the persons under study have the disease or outcome of interest and their characteristics are compared with those of unaffected persons. Sample Size - The number of units persons, animals, patients, specified circumstances, etc. The sample size should be big enough to have a high likelihood of detecting a true difference between two groups. Sensitivity and Specificity - Binary classification measures to assess test results. Sensitivity or recall rate is the proportion of true positives. Specificity is the probability of correctly determining the absence of a condition. Single-Blind Method - A method in which either the observer s or the subject s is kept ignorant of the group to which the subjects are assigned. Time Factors - Elements of limited time intervals, contributing to particular results or situations.

Chapter 7 : Case Study Method in Psychology | Simply Psychology

Characteristics of An Effective Case Study SEATEC Case Study Forum January 21, Karl A. Smith University of Minnesota ksmith@www.nxgvision.com Case-based and problem-based learning (PBL) are undergoing a renaissance in.

Introduction Case study research has grown in reputation as an effective methodology to investigate and understand complex issues in real world settings. Case study designs have been used across a number of disciplines, particularly the social sciences, education, business, law, and health, to address a wide range of research questions. Consequently, over the last 40 years, through the application of a variety of methodological approaches, case study research has undergone substantial development. Central to these variations is the underpinning ontological and epistemological orientations of those involved in the evolution of case study research. Researchers who have contributed to the development of case study research come from diverse disciplines and their philosophical underpinnings have created variety and diversity in approaches used. Consequently, various designs have been proposed for preparing, planning, and conducting case study research with advice on key considerations for achieving success. As a result, while case study research has evolved to be a pragmatic, flexible research approach, the variation in definition, application, validity, and purposefulness can create a confusing platform for its use. We begin with an overview of the history and evolution of case study research, followed by a discussion of the methodological and philosophical variations found within case study designs. We end with a summary of the common characteristics of case study research and a table that brings together the fundamental elements that we found common in all case study approaches to research. Such investigations were conducted in the natural setting of those experiences with results presented descriptively or as a narrative MERRIAM, As a result, surveys, experiments, and statistical methods anchored in quantitative approaches were favored and considered more rigorous than qualitative designs JOHANSSON, The dominance of research using experimental designs continued through the s and s with quantitative empirical results considered to be gold standard evidence. Case studies continued to be used during this time, however usually as a method within quantitative studies or referred to as descriptive research to study a specific phenomenon MERRIAM, This context led to a philosophical division in research approaches: Here, anthropologists practiced their methods on university cultures or by conducting lengthy case studies involving field-based observations of groups with the aim of understanding their social and cultural lives CRESWELL et al. According to JOHANSSON , Robert YIN followed this progress, and drawing on scientific approaches to research gained from his background in the social sciences, applied experimental logic to naturalistic inquiry, and blended this with qualitative methods, further bridging the methodological gap and strengthening the methodological quality of case study research. He presented a structured process for undertaking case study research where formal propositions or theories guide the research process and are tested as part of the outcome, highlighting his realist approach to qualitative case study research. While still qualitative and inductive, it was deterministic in nature with an emphasis on cause and effect, testing theories, and an apprehension of the truth BROWN, ; YIN, The integration of formal, statistical, and narrative methods in a single study, combined with the use of empirical methods for case selection and causal inference, demonstrated the versatility of case study design and made a significant contribution to its methodological evolution *ibid.* The continued use of case study to understand the complexities of institutions, practices, processes, and relations in politics, has demonstrated the utility of case study for researching complex issues, and testing causal mechanisms that can be applied across varied disciplines. Development of case study research in education, focused on the need to determine the impact of educational programs and provide relevant evidence for policy and practice decisions that supported social and educational change in the United Kingdom and the United States *ibid.* STAKE , an educational psychologist with an interest in developing program evaluation methods, used a constructivist orientation to case study. This resulted in placing more emphasis on inductive exploration, discovery, and holistic analysis that was presented in thick descriptions of the case. Similar to STAKE , , MERRIAM , was not as structured in her

approach as YIN , but promoted the use of a theoretical framework or research questions to guide the case study and organized, systematic data collection to manage the process of inquiry. Key contributors to case study research and major contextual influences on its evolution are included. As the figure highlights, early case studies were conducted in the social sciences. Over the last 50 years, case study has been re-established as a credible, valid research design that facilitates the exploration of complex issues. Foundational Concepts While over time the contributions of researchers from varied disciplines have helped to develop and strengthen case study research, the variety of disciplinary backgrounds has also added complexity, particularly around how case study research is defined, described, and applied in practice. In the sections that follow, the nature of this complexity is explored. On the other hand, STAKE takes a more flexible stance and while concerned with rigor in the processes, maintains a focus on what is studied the case rather than how it is studied the method. For STAKE case study research is "the study of the particularity and complexity of a single case, coming to understand its activity within important circumstances" p. The diversity of approaches subsequently adds diversity to definition and description. MILLS distinguishes methods as procedures and techniques employed in the study, while methodology is the lens through which the researcher views and makes decisions about the study. Often these terms are used interchangeably without definitional clarity. For example, YIN discusses case study research and in the context of presenting case study, refers to it as a research method while emphasizing the procedures used. He does not use the terms methodology or strategy. This mixed use of terminology is confusing given the definitional separations between methodology and methods and the varied application of case study in research endeavors. This distinction accentuates the need for researchers to describe the particular underpinning methodology adopted and to clarify the alignment of chosen methods used with their philosophical assumptions and their chosen approach. Exploring the philosophical orientation of case study research and variations in different case study approaches can help to clarify these differences, and promote a better understanding of how to apply these principles in practice. Philosophically, case study research can be orientated from a realist or positivist perspective where the researcher holds the view that there is one single reality, which is independent of the individual and can be apprehended, studied and measured, through to a relativist or interpretivist perspective. Qualitative paradigms are broad and can encompass exploratory, explanatory, interpretive, or descriptive aims. Each methodology is unique in approach depending on the ontological and epistemological stance, however all stem from the motivation to explore, seek understanding, and establish the meaning of experiences from the perspective of those involved *ibid*. Because of this, constructivism and interpretivism commonly permeate the implementation of this research design. Realistâ€™ postpositivist YIN conceptualizes case study research as a form of social science. Post-positivism is evident in how he defines "case study as a form of empirical inquiry" p. YIN himself describes his approach to case study as using a "realist perspective" p. The goal of a postpositivist researcher is to use science as a way to apprehend the nature of reality while understanding that all measurement is imperfect. Therefore, emphasis is placed on using multiple methods with triangulation to circumvent errors and understand what is happening in reality as close as possible to the "truth" LINCOLN et al. The researcher will often categorize qualitative data to create quantitative data that can then be analyzed using statistical methods. Validity of research results are verified through the scrutiny of others and, as such, adherence to mechanisms that ensure rigor in data collection and analysis is vital. Furthermore, postpositivists accept that everyone is inherently biased in worldviews, which ultimately influence how the methods used are deployed. Interaction with research subjects therefore needs to be minimized and subjectivity managed to avoid biasing the results *ibid*. While objectivity is a goal, YIN also recognizes the descriptive and interpretive elements of case study. According to YIN what makes case study research distinct from experimental studies is the case study is investigated in context, examined in its "real world setting" p. Selection of cases is based on the purpose of the research and related to the theoretical propositions about the topic of interest. YIN suggests careful screening in the selection of cases to ensure specific relevance to the issues of interest and the use of replication logic: Design features are sequentially structured and motivated by empirical application. This positioning reflects the axiology of postpositivism where maintaining intellectual honesty, managing bias, and acknowledging limitations, coupled with meticulous data collection and accurate reporting are critical elements in the conduct of research

KILLAM, ; YIN, Pragmatic constructivist MERRIAM maintains a constructivist approach to case study research, whereby the researcher assumes that reality is constructed intersubjectively through meanings and understandings developed socially and experientially. Like YIN , MERRIAM , asserts that when information is plentiful and concepts abstract, it is important to utilize processes that help interpret, sort, and manage information and that adapt findings to convey clarity and applicability to the results. MERRIAM acknowledges case study research can use both quantitative and qualitative methods; however, when working on qualitative case studies, methods aimed at generating inductive reasoning and interpretation rather than testing hypothesis take priority. Cases are selected based on the research purpose and question, and for what they could reveal about the phenomenon or topic of interest. Interviews are the most common form of qualitative data collection, although MERRIAM does not stipulate prioritizing a particular method for data collection or analysis, she does emphasize the importance of rigorous procedures to frame the research process. Advocating for careful planning, development, and execution of case study research, MERRIAM , discusses the pragmatic structures that ensure case study research is manageable, rigorous, credible, and applicable. Processes such as descriptive, thematic and content analysis, and triangulation are significant in ensuring the quality of a study, therefore, methods of data collection and analysis need to be organized and systematized with a detailed chain of evidence MERRIAM, An interpretative position views reality as multiple and subjective, based on meanings and understanding. Knowledge generated from the research process is relative to the time and context of the study and the researcher is interactive and participates in the study. For STAKE , to understand the case "requires experiencing the activity of the case as it occurs in its context and in its particular situation" p. The researcher attempts to capture her or his interpreted reality of the case, while studying the case situationally enables an examination of the integrated system in which the case unfolds. A case is selected because it is interesting in itself or can facilitate the understanding of something else; it is instrumental in providing insight on an issue STAKE, In seeking understanding and meaning, the researcher is positioned with participants as a partner in the discovery and generation of knowledge, where both direct interpretations, and categorical or thematic grouping of findings are used. STAKE recommends vignettesâ€”episodes of storytellingâ€”to illustrate aspects of the case and thick descriptions to convey findings, a further illustration of his constructivist and interpretivist approach to case study research. BROWN sums up the influences of each, saying that "case study research is supported by the pragmatic approach of Merriam, informed by the rigour of Yin and enriched by the creative interpretation described by Stake" p. While some may argue that mixing qualitative and quantitative methods could threaten the veracity of the research BOBLIN et al. Common Characteristics of Case Study Research Despite variation in the approaches of the different exponents of case study, there are characteristics common to all of them. Bounding the case is essential to focusing, framing, and managing data collection and analysis. How the methods are used will vary and depend on the research purpose and design, which is often a variation of a single or multiple case study research design. Interviews and focus groups, observations, and exploring artifacts are most commonly employed to collect and generate data with triangulation of methods and data, however, this is not exclusive. These elements delineate case study from other forms of research and inform the critical aspects of the research design and execution.

Chapter 8 : "Introduction to Case Study " by Winston M. Tellis

MERRIAM () described case study research by its characteristics: particularistic, descriptive and heuristic, highlighting the purpose and qualitative nature of case study research, the focus on a specific entity and, the motivation to understand and describe the findings.

Saul McLeod , published Case studies are in-depth investigations of a single person, group, event or community. Typically, data are gathered from a variety of sources and by using several different methods e. The research may also continue for an extended period of time, so processes and developments can be studied as they happen. The case study research method originated in clinical medicine the case history, i. The case study is not itself a research method, but researchers select methods of data collection and analysis that will generate material suitable for case studies. Most of this information is likely to be qualitative i. The data collected can be analyzed using different theories e. All the approaches mentioned here use preconceived categories in the analysis and they are ideographic in their approach, i. Case studies are widely used in psychology and amongst the best known were the ones carried out by Sigmund Freud. He conducted very detailed investigations into the private lives of his patients in an attempt to both understand and help them overcome their illnesses. Even today case histories are one of the main methods of investigation in abnormal psychology and psychiatry. For students of these disciplines they can give a vivid insight into what those who suffer from mental illness often have to endure. Case studies are often conducted in clinical medicine and involve collecting and reporting descriptive information about a particular person or specific environment, such as a school. In psychology, case studies are often confined to the study of a particular individual. This makes it clear that the case study is a method that should only be used by a psychologist, therapist or psychiatrist, i. There is an ethical issue of competence. Only someone qualified to diagnose and treat a person can conduct a formal case study relating to atypical i. The procedure used in a case study means that the researcher provides a description of the behavior. This comes from interviews and other sources, such as observation. The client also reports detail of events from his or her point of view. The researcher then writes up the information from both sources above as the case study, and interprets the information. Interpreting the information means the researcher decides what to include or leave out. A good case study should always make clear which information is factual description and which is an inference or the opinion of the researcher. Strengths of Case Studies Provides detailed rich qualitative information. Provides insight for further research. Permitting investigation of otherwise impractical or unethical situations. Because of their in-depth, multi-sided approach case studies often shed light on aspects of human thinking and behavior that would be unethical or impractical to study in other ways. Research which only looks into the measurable aspects of human behavior is not likely to give us insights into the subjective dimension to experience which is so important to psychoanalytic and humanistic psychologists. Case studies are often used in exploratory research. They can help us generate new ideas that might be tested by other methods. The method is therefore important for psychologists who adopt a holistic point of view i. The results of the study are not generalizable because we can never know whether the case we have investigated is representative of the wider body of "similar" instances Because they are based on the analysis of qualitative i. This means that there is a lot of scope for observer bias and it could be that the subjective opinions of the psychologist intrude in the assessment of what the data means. For example, Freud has been criticized for producing case studies in which the information was sometimes distorted to fit the particular theories about behavior e. Sex Reassignment at Birth: Long-term Review and Clinical Implications. Analysis of a phobia of a five year old boy. How to reference this article:

Chapter 9 : QUALITATIVE RESEARCH DESIGNS

The case study as a type of qualitative research 29 Introduction Case studies were one of the first types of research to be used in the field of qualitative methodology.