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COMPLAZA

AN ATTEMPT ON THE METHODOLOGICAL COMPOSURE: BETWEEN THE NUMBER AND UNDERSTANDING, NATURE AND CONSTRUCTION.

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Chapter I. Research and the Two Methods

A. Comparing the Quantitative and Qualitative

(a) A Scratch on the Science Community and Research Method

One can ponder on the act or attitude, "why we research?" There would be a plenty of response. Somebody may say the organization he manages recently received a funded project on the poll of coming election to the profits of his survey firm. Others would admit, "He now prepares his credentials of tenure review in which the research performance and scholarly activities are crucial component for final decision." Some others would introduce his clinic for consulting and program evaluation dealing with a particular conditions or specific purpose of in-depth situation. The graduate students should do it to complete his degree requirement. On the common attribute of whole of these cases, we see that they treat them a body in pursuit of some dimension on intelligent curiosity. They are driven to strike that agonistic into the kind of rational order. The subjective and objective conundrum involving the quantitative and qualitative studies partly relates with this backdrop (Patton, 2002). The body, mind, and spirit—such trilemma in the view of classic philosopher-- also has pertinence in terms of understanding the methodological debate. It is, for this reason, a threshold question to ask, "What do we like to know if we begin our research?" It is also in this context that the researcher himself is most determinative as someone like a seaman on the steering key of how to design a research plan and what method he chooses. As Patton guides, the status of researchers is one factor to choose among the traditional triad -- quantitative, qualitative, mixed-- that the graduate students need to consider the supervisors of competence and auspice in progressing his dissertation work (2002). Nevertheless, the nature of inquiry and attribute of topic -- most importantly the "curiosity of researcher to know what"-- would preferably govern a selection from methods. In the cross-section of different methods, there are a scope of points or views already debated on the trait, strengths and weakness. Even a contention is well noted in which each side could be skeptical of other way of knowledge in terms of the scientific force to vindicate on phenomenon or occurrence. I have some thought rather intuitively. As we see in the science citation index, most researchers work on natural or engineering science. The medical science had flourished and perhaps continues or will continue to prosper, which perhaps could be captured under the umbrella term of natural science. The two most leading journal titles, "Nature" and "Science," are not irrelevant with this present status. The methods on social science, neighborly with the humanity, would actually be less sizable or organized—at least pluralistic in conception of researchers—enabling to stand on different approach to resolve the curiosity and to expel the thirst of our sensory agnosticism (Hunt & Colander, 2015). The reality of UFO is some of most popular thirst whether it actually exists or the aliens of other universe would live like us. We never undertake – or at least dislike -- the survey method in resolving such thirst which is perhaps because the survey method is received so as not to completely solve the question. This example thrusts several implications (i) the natural science or its method would be most accurate and convincing as we often agree (ii) the quantitative method is related with political or social context of knowledge which we could share with possible imperfection (iii) there are a wider scope of knowledge province actually blurring the traditional notion of method proponents.

(b) An Excuse for Qualitative Studies

While we acknowledge the principal service of research is to compile the data basis and scientific knowledge, the evidence often is alleged a key strand to support the research work which point has been intensely argued by the quantitative circle (Laureate Education, 2010e). It is seemingly undeniable that the qualitative truths are some taste of literature or novel-like understanding of exterior world, which, however, differs from its systemic analysis of interview result and the kind of coding system with the aids of computerized program. Given the literature can possibly satisfy the curiosity of, and thirst for the deep humanity, it could stand alone on the utility as university department, but would be made a borderline case with the social science because of evidence. We normally would not expect an evidence for the novel writers. With a similar thought of dealings, the history and literature researchers would often be more descriptive and autocratic than evidence-reliant or without the quantitative information—but comparative in cases-- except for the sensitive issue of controversies. The setting of literature or novel writers would provide a useful comparison that brings our think-point around the strands of research method, such as fact, belief and knowledge. The literature and novel often would not be a fact -- of course with exceptions- that lacks the quality as science or social science (Gardner, Lawn, Ridi, Schakel, 2012). It also can be seen as separated from the normal understanding of knowledge if it is not fact-based. Generally we could not draw upon that source to form our belief system although we may get hallucinated with a fantastic love scene of *Gone with the Wind* or ego forming of juveniles with the mighty Robocop in the cinema. Nevertheless, the human agent affected from the literature and cinema personally will experience or share the same intelligent process with the reality—in some deep dimension of his ego. It could be a fact, belief and knowledge—of course in his subjective dimension—to be utilized to determine his personality lifetime. As one fusion of our notions, we may illustrate the case of "science fiction" which is a popular source of Hollywood cinema. It combines the scientific backdrop with our imaginary story which shows the current intellectual taste of people.

Around these examples, perhaps extreme as bootstrapped with the methodology of social science (Hunt & Colander, 2015), we can imply a relativity and balance apart from any absolutism on methodological query (i) the scientific truths are constructive in concept and explains a part of human dimension besides the society—most immediate object to be investigated (ii) both methods probably are not definite, but instrumental to provide a professional platform for the social scientists. Given the imperfection around statistical assumption or bias of in-depth inquiry, we consider it nearest to the truth earned from the natural science, and we would be dormant to stress the use of natural knowledge for the better picture of scientific living. Nevertheless, it is surprising that EU and US, most advanced countries of science, do not agree on the impact of hormone-growing cows and meat on human body. It is one of medical issue, but had been disputed in the shoes of WTO laws-- perhaps pivotally related with the evaluation of desired human condition—the kind of social standard and professional belief. In *Wyeth v. Levine*, the use and labeling of gangrene injected with Phenergan, an anti-nausea drug made by Wyeth Pharmaceuticals, were debated that the social standard to provide a warning would differ varying with the locale and people—even the pharmacy or medical experts themselves for the extent of public interchange. This illustrates that even the absolute truths of natural science would turn to become relative in the force of persuasion given its application into the social and human dimension. The scientific truths have a meaning only when we can be constructive with the compromise and common assumption. It is a part of human dimension as we see them left with other working professionals or researchers, who make the people knowledgeable or create a belief system as in the case of literature or history students and judicial bench tasked with the comparative examination of documents and prior cases in relevance (Laureate Education, 2010e). I am not

sure, nevertheless, if the history and judicial science can have a class as qualitative studies whatsoever. In this stream of understanding, we may also illustrate the psycho-therapy or analysis as a broach within the qualitative method. After all, however, we would be unwise if to miss emphasizing the thought process and general attitude embedded within the traditional two methods on social science. The attitudes "symbolize the community of social science as us" and allow the platform as a social scientist in the society. It needs no further mention that the training on this method is any more important for the research students and interested professionals.

(c) A Comparative Thought on Two Methods

One stigmatic focus on the methodological reflection can come contrasted between the number and story as Patton guides (2012). He also illustrated historic figures often held greatest in the world history, in which Marx on English factory, Darwin on Galapagos tortoise, Jung on dream and so, would be composed into the understanding of humanity and society (2012). The number is generally conceived as most accurate and certain that we even need not cite the greatness of *Pythagoras.* This probably would be a most element that the quantitative researchers could convince himself his intelligent process to prove his research question (Creswell, 2009). On the while, the qualitative researchers would focus directly on the human agent to unearth truths (2009). This leads to a comparative difference on the aura and propensity of research work.

First, the quantitative studies stretched outwardly -- hence more societal -- while the qualitative studies tend to project into the human agent, what is a determined component of society and end meaning of social science research.

Second, the scope of research coverage possibly could have a different characteristic between the average and selected class.

Third, as aforementioned, the quantitative investigation could bring a consequence that it would be more easily adaptive with the political and social context of research issue. This does not necessarily mean that the wider exposure always is guaranteed of quantitative studies because, for example, the media may intervene for the issue of African poverty or *Sepp Blatter* with the bribed FTO leaders in 2015—a good source of qualitative research-- more in focus leading to public awareness. Any popular research findings would not only stem from the quantitative investigation, but from the qualitative inquiry.

Fourth, the strengths of each method depends on the nature of topics and research design—hence, case by case basis to select for most effective research outcome. For example, the deep investigation of Supreme Court justices on his or her propensity could be more properly framed with a qualitative approach utilizing in-depth interviews and documentary examination with his timeline of significant decisions. The behavior and living mode of "aboriginal tribes" could be delved more convincingly in ground theory and long observations than scaled survey inquiry since they would often not be susceptible of usual generalization from "original countries," what we say of Europeans (Creswell, 2013). Fifth, the difference in major tone of each method would explain its use that the quantitative studies would serve the test of existing theory while the qualitative researchers employ the method to develop into a theory building as we read in the article on negative leadership.

Sixth, both methods can share an eventual destination as we often encounter in the abstract of journal articles and key terms. The qualitative researchers seem to have a more trait in affinity with this style of presentation—i.e., abstract and key terms, since he primarily works on his key thesis and with a long indulgence or observation as illustrated in Patton's historic scientists. In this phase, we may note the importance of lead author on the articles and linguistic differences in terms of the implications of scientific study. In this dimension, the qualitative methods could be convoluted more than quantitative one, but also could be a solution for any meaningful deals with the difficult process of coding or word magic in the research operation. As the terms of art are uttered to ascribe the work of Supreme Court justices, the qualitative researchers would be stuck on the key words and seek to supplement for the abnegation or reluctance in the interview process.

(d) A Focus on Qualitative Inquiry from Patton

Given the distinction between two major traditions, the qualitative studies would be exposed to several tips for effective research operation (Patton, 2002). First, the qualitative researchers have to be more minded and focused, "how illuminate the meanings." Second they need to study how things work as we see the evaluation of program. *Michael Scriven* gave an insight, "evaluation is the process of determining the merit, worth and value of things, and evaluation are the products of that process." Third, capturing stories to understand people's perspective and experiences has to constantly be minded which characterizes the qualitative studies qualitative. As Patterson cited from *Rukeyser* and *Gottschall*, the ending point would be a universe and human beyond the politics, "the universe is made of stories, not atoms," and "stories make us human (p.7, 2002)." Of course, this is not to say the qualitative studies are totally irrelevant with the politics and social activism. Fourth, it is no fullest merely to take a part of system, but the qualitative studies are required to elucidate how systems function and their consequences for people's lives. Fifth, the context has a central importance than numerical order that the qualitative researchers investigate how and why it matters. Sixth, as the kind of toppling, the qualitative researchers take an extra process or final touch so as to identify the unanticipated consequences (2002). This is the point that we admit an imperfection of social science research and honestly open the question for the future consideration. The attitude of federal government in their work process also underlies same element, for example, "niggardly but expansive on regulating the FCC authority by Congress" or waits to see on "deference rule" for the net neutrality policy by Supreme Court in the NCTA decision (*National Cable & Telecommunications Association et al. v. Brand X Internet Services et al.*, 2005). This attitude is progressive and incremental on the kind Darwinian beliefs. Seventh, the qualitative researchers make a case comparison to discover important patterns and themes, which emanates a same feel in terms of judicial analysis of precedents in the creation of judge-made law.

B. The Qualitative Studies: Characteristics and Service with an Example

(a) General

The characteristic of qualitative studies can be surveyed in five points of consideration including the (i) general framework (ii) analytical objectives (iii) question format (iii) data format (iv)flexibility in study design. The qualitative researchers seek to explore phenomena whose instruments use more flexible and iterative style of eliciting and categorizing responses to questions. The phenomena closely related with human agent, and

constructed with the story and context necessitates the semi-structured methods such as in-depth interviews, focus groups, and participant observation (Patton, 2002). The method is principally descriptive of variation, relationships, individual experience and group norms while the quantitative studies quantify variation, predict causal relationship and describe the characteristics of a population. The question format is open-ended while the quantitative studies are closed-ended. The data format is textual obtained from audiotapes, videotapes, and field notes while the quantitative studies are numerical obtained by assigning numerical values to responses. The flexibility in study design is notable to make two methods distinct that (i) the qualitative studies would often practice the addition, exclusion or wording of particular interview questions, (ii) participants responses actually affects the story and context, (iii) study design is iterative meaning an adjustment of data collection and research questions to what is learned (Creswell, 2009).

Figure: *Strengths and Weaknesses*

Strengths	Weaknesses
Strong to describe a phenomena	Weak to confirm or test the hypotheses or theory
Strong to describe the whole of picture, but often narrowed to the specific research population, usually called upon focus group, ethnography or aboriginal culture, historiography and so.	Weak to predict the causal relationships or to describe the characteristics of population with the aid of statistics
Strong to be flexible with the study design	Weak to be less stable unlike the quantitative studies
Strong to unearth an in-depth knowledge	Weak to be comparably less certain and less objective -- at least in sensibility-- than numerical presentation of evidence
Strong to exclude the bias of researchers in the stage of research design by iteration and adjustment	Weak to cost much time and devotion, it being worse from the unexpected scale of new learning during the process

(b)One article on the Qualitative Studies

The article for the discussion purpose is named "From Ineffectiveness to Destruction: A Qualitative Study on the Meaning of Negative Leadership (2009)." It was authored by J. Schilling, RWTH Aachen University, Germany, and featured in the journal titled *Leadership*. It is 27 pages long article employing the qualitative method, in which 42 managers were investigated with in-depth interview. The article aims at analyzing the content and structure of manager's conceptions of negative leadership. The leadership studies most often had studied the trait of leaders, quality of leadership style, and romantic relationship between the leaders and followers. However, the negative studies on the leadership would not be totally absent that we see a bundle of empirical studies on this concern. The positive image of leadership, as the author said, could be "larger than life conception of leadership," and can bias the crucial feature of problematic leaders (2009).

One characteristic, here, could we find that the qualitative inquiry is most adequate and suitable to the purpose of research. To see, the theme is negative that often could not be explored with a normal condition of survey setting or impression. In that case, the survey result could well tend to yield on a positive hypocrisy of respondents, who would be tedious

or discouraged to express his actual disposition, knowledge and sensibility. The research of negative leadership would be framed to deal with the ineffective and even destructive leadership, which is the worst case that the leaders do not contribute to the success of organization or may practice a destructive behavior for the deviant and counterproductive workplace. This negative attribute of research theme would be more adequate if to involve a thick and deep personality of samples. Otherwise the "larger than life" would mislead to fail the purpose of researcher as the author presaged in the first part of this article (2009).

Second, the researcher's two research questions asked, "what aspects form the basis for the evaluation of leadership or when do we speak of negative leadership?" These questions are *what and how* question often entertained in the qualitative study and theory-building plan of researcher on the theme. The research questions had been detailed with several concrete questions in response with his two purposes, to see, investigating the content and meaning of negative leadership and analyzing the structure of negative leadership behaviors (2009). The *how question* also can be a popular form of inquiries while the *why question* would be prime relating with the quantitative studies (Creswell, 2009). For the first point, the researchers would inquire (i) what are the most typical aspects of negative leadership in the view of practitioners (ii) how do people causally attribute negative leadership (iii) which are the most important effects of negative leadership? For the second point, J. Schilling framed to ask, (i) how are the different behaviors related to each other (ii) are there underlying topics that characterize the views of negative leadership? The context and story can be analyzed and narrated with the coding analysis and in-depth inquiry by asking *how question* and *what or which question* (Creswell, 2013). It certainly fortifies the intent of authors, who pursued a theory building as we see his last question. In other words, the topic itself had been open and remained to be filled upon the empirical process of analysis. The strengths and weaknesses can be viewed to corroborate with the characteristic of each method between the two.

In grand view, both methods can be compared analogically with the two disciplines of economics covering the micro and macro theories. The micro economics would be more dehumanized in operation with the assumption of abstract and rational player of individual, but could be strong notwithstanding the human particularities. This would make it "original than aboriginal" if on the western standard, the kind of progenies from *Cartesian* tenet and *table rasa* as limited with pure reason (Chomsky, 2009). The macro economics would be of applied knowledge that might be practical and readily adaptive with the external world. The *how and what* question may be patronized by macro economics and massively related with the particularities of actors and countries. The actors in this case are realistic and have a story and context (Welch & Welch, 2012). For example, the demand and supply rule can well be mechanized with generalizability and commonness assumption of actors and system. The concept of GDP and theme of underdeveloped countries would be specific and readily practicable to respond with the needs of national economic policy. We can turn to be interested in the rising economy of China by asking *what* characterizes the Chinese economy or *how* they so fast emerge as a world major economic power rather than asking *why* the market in perfectness assumption reach the optimal point among the price, demand and supply. It needs to be visited that the "bounded rationality" would be cognized to explain the limitations of economic studies. The context and history on macro economics can be biased with many intervening elements, for example, differing view on the status of China concerning its economic hegemony. The assumption of "competitive advantage" to explain the micro basis of international trade would flaw with omission of other factors, for example, transportation cost and culture, or international politics (2012). If Marx theory is viewed as one of micro economics than macro economics—for example, assumed with the abstract

nature of prurient interest-driven human subject on pure reason, but also powerful with alleged reality—the bounded rationality is perceptively useful to consider new wave of social activism, such as environmentalism, beneficent capitalism, feminism and core periphery theory, and so (Hunt, Colander, 2015). Interestingly, the truism or science absolutism often is corrective with the interdisciplinary instillation of ideas. *K.W., Choi,* an economist and now in acting prime minister of South Korea commented in the policy forum dealing with the issue of currency unit reform, stating "the economic policy is related with the extent of psychological impact on the economic actors." The statement seems echoing if the FRB is critiqued as ineffective with new policy measures. While many assumptions and general knowledge had already been infused with human agent, it is not deniable that the bounded rationality is not only pertinent to economics, but also to many theorists, even in terms of methodology itself.

Third, the author also introduced by stating that the purpose of the current research is to perform an open, inductively-oriented investigation (Schilling, 2009). This purpose typically is served by the qualitative studies while the quantitative investigation is scaled and closed system of inquiry and designed to test the existing theory, and often aims with the *why* question. The quantitative researchers may exhilarate themselves by finding the reason or contrary evidence between his samples and theoretical complacency. For example, the general awareness of MERS-CoV from the prevailing empirical findings shows that it only could be infected by coughing, spitting or other ways of similar personal contact. It cannot transmit in the air as to infect within the open community space. One study had reported that the virus can be present in the air, whose researchers would perhaps be most excited for this rare findings and his pleasure of brevity with no further work on theory building. The scene of qualitative researchers would be more obstinate and hard with the innate nature of questions, such as *what and when* in this case, and complexions of theory building.

Fourth, the researcher had been concerned of behaviors, antecedents and consequences of negative leadership, which triggers the context and story of negative leadership (2009). This is considered one important characteristic and strength of qualitative research as Patton guides. The literature review in this article has been undertaken apparently not in the end to generate hypotheses and assumptions, but in the purpose to set out to explore the meaning of negative leadership and the contextual understanding for the theory building purpose by dealing with its antecedents and consequences. He entertained the key theme of previous work in several categories, which reminds if the characteristic of qualitative studies can eventually crystallize with a key theme, such as Mark with English factory and Jung with Dream as Patton guides (2002). Ashforth and similar line of research works in the author's purview had described and pursued to empirically convince their proposition and theory, which covers, as we see, petty tyrants, abusive supervision, two dimensional destructive leaderships on concern for people (human-oriented) and concern for task (task-oriented, as well as the shadow side of charisma and pseudo-transformational leadership (Schilling, 2009). The author's space of contribution had been alleged by pointing out the lack or shortage of current studies, but in the metaphor of qualitative nuance, "a number of open points remain concerning the behaviors, the antecedents, and consequences of negative leadership (2009)."

Fifth, the method of article includes a vast attribute of qualitative studies, which reinforces the strengths of qualitative studies. It used semi-structured interviews containing open-ended questions which have the ability to evoke responses that are (i) meaningful and culturally salient to the participant (ii) unanticipated by the researcher (iii) rich and explanatory in nature. It has strengths to produce the findings that were not determined in advance although the quantitative studies seeks to confirm hypotheses about phenomena (Creswell, 2009). The interview preparation in the article always included a main and

alternative questions, which is popular and effective to seek the deep and behind stories. This is the point of strengths within the qualitative investigation that could not be feasible with the scaled closed questions.

Sixth, as we note, the author had drawn "purposeful samples" that participants of the study were 42 middle and top managers (38 men, 4 women) of two divisions of a large scale German telecommunication company (Schilling, 2009). This sampling practice is typical to characterize the qualitative design of investigation as Patton guides, "Cases for study—people, organizations, communities, cultures, events, critical incidencies—are selected because they are information rich and illuminative, that is, they offer useful manifestations of the phenomenon of interest (2002)." For this attribute, it has strength to infer an insight than empirical generalization, and the basis practically useful to aim at theory building than test or allegation to explain the investigated population. As the author purported to investigate a negative leadership, the status of firms may be more adequate if the company had undergone major changes in its structure and culture as it developed form a state owned enterprise towards a privately owned profit organization. The frigid atmosphere of company under the pressure of privatization could foster a disclosure of deep humanity and "personal experience and engagement" within the Patton's frame of purview on qualitative design—also reminded of characteristics on (i) emergent design flexibility (ii) emphatic neutrality and mindfulness (iii) dynamic systems (2002).

Seventh, the content analysis procedures in the article used a combined approach exploiting two qualitative progenies, say, ground theory approach and traditional content analysis. Given the ground theory is extreme, the content analysis are complementary with the quantitative studies that need not necessarily be "flexible, idiosyncratic, fluid and non-sequential" in collecting and analyzing data. The process of qualitative content analysis has clearly been suggested through seven paragraphs on page 108. The qualitative design often relies on inductive approach as the author also employed by starting with a preliminary system of categories.

Eighth, the "concept map" is one vantage tool to progress on the qualitative research as the author fully utilized to deal with his research plan and purpose (Creswell, 2013). This quality of qualitative reasoning, of course, has strength to reveal the whole picture of context and history than merely proving or disproving with the generalization to the whole populace. The author, in this case, intended to deal with the behaviors, antecedents, and consequences of worse leadership. The purpose is not to test if German managers practice a negative leadership or its implications relating with the existing theory on the leadership of German managers or hypotheses allegedly most curious in terms of his or her professional expertise. The characteristic of qualitative research is thick-flavor to govern this article and well designed to serve the purpose of researcher. Given the complementary nature of content analysis, descriptive numerical analysis was used as the author introduced on a page (2013). Ninth, the antecedents for the negative leadership had been discussed, and the author presented that the majority of statements referred to the environment of the leader among the three factors of antecedents, to see, person, interaction and environment. This presentation corroborates the characteristic of qualitative inquiry that study design is iterative meaning an adjustment of data collection and research questions to what is learned (Laureate Education, Inc., 2010e). 71.1 percents of outcome might alter an initial embracement of researcher on the antecedents if he would expect the person of leadership would be prevailing. Then he is reoriented to make adjustment to structure his findings in any realistic frame. This point also shows a dynamic picture of research operation that would normally not occur in the quantitative investigation.

Tenth, the qualitative design has a characteristic to begin with a naturalistic inquiry

and context-sensitive, which method hinges on the linguistic element and delicacies of analysis. For example, the use of word, "vindictive" or "acting perfidiously" would key to reveal the negative leadership that must be carefully prepared with a reasonable coverage of raw data (Schilling, 2009). The raw data needs to be revisited so as to be iterative with adjustment and the author simply stated, "Also, an inspection of topic and person frequencies does not reveal outstanding dissimilarities concerning the importance and pervasiveness of a main or subcategory."

Eleventh, the following sections of article also is illustrative with the characteristic of qualitative studies, in which the structure in the meaning of negative leadership was inferred from his empirical findings, but "intensely engaged with a tough interaction of investigators and samples than simple closed survey." As the qualitative studies often lead to insight, the author mentioned, "As prior studies have not been able to explain the occurrence of abusive supervision or tyrannical leadership to a satisfactory degree, the present results might prove an interesting alley for future research (2009)." It is also a usual tone of qualitative repercussion that the author suggests in the Limitations and Future Research, "…may be that salience and pervasiveness of the categories would be different in other contexts" or "the national culture should therefore be an important variable with regard to the development, forms and consequences of negative leadership (2009)." This is implied to evince that the qualitative design would be strong for its depth of knowledge, but could be weak so as to be less general to cover the population as a whole.

(c) Reflections

Once I had explored the research issue of North and South unification with a focus on the legal integration for uniform constitution and various statutes. It pushed me to deal with a big question, and looked like a semi-textbook with an inchoate idea and baby theory upon the completion of research project. The literature review thankfully had allowed the space of creativity and originality of my work product, and can also be a typical way of foreign graduate legal researchers in the process of his dissertation work. They would be beneficial with new statutes and codes, for example, from the Korean Congress, that are enacted recently, which would be their research topic certainly original and contributive. This could be viewed as one of qualitative enclaves enmeshed into a larger scope of qualitative inquiry. This interplay is fairly consequential in excavating a new knowledge and research findings. It could be aboriginal -- one trait word to characterize the qualitative studies-- from the viewpoint of host country, but became original as a crop to expand the horizon of new knowledge. I have once argued that the quantitative studies are on generality of subjects and commonness for involved strands. This profile would vary that the qualitative studies tend to be strong with the story and enclaves. The e-age and rapid compression of space with the development of telecommunication technology also factor to change a paradigm of knowledge and research activities (Ronald, 2014). At least, the contemporary society certainly would be more specific as if we can trace a person with the satellite spotting and the electronic identifier on the leg of sex criminals in Korea guarantees to be safeguarded from his potential danger. That may be favorable concerning the elements and environments of qualitative studies. For example, we may follow up by comparing the research work of Korean statute with the e-government of Korea displaying the statute. We can entertain many on-line sources of information and stories with the dissertations of aboriginal culture. With my time on the qualitative studies, I came across the *nocebo effect* illustrated with the fear of MERs-CoV in Korea. The effect looks into the negative dimension of human mind and his personality, which could aggravate the current challenge of national crisis, June, 2015.

Paradoxically, the *nocebo effect* can be said to characterize the qualitative context of inquiry. As Freud suggested, the vast of human element is of unexplainable dimension that is less easily quantifiable or generizable over the population (Broome, 2010). This does not say that the continental researchers had been affected with a late nationalization or late development of region leaving them to search for an ego. This is to say that the qualitative studies could explain the part of truths for the universe and human. The researchers interested in deep knowledge could employ their method, but in ethics, who would not vulture the objects of his theme and conducts on due scientific ground.

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Chapter II the Qualitative Research Plan and Skills

A. **The Tentative Title of Thesis-- College Professors with Two Shelters of Distance within the Local Universities in Korea: Their Identity and Lives as an Expert Professional and Educator.**

(a) **The Research Problem**

The space of college and university is a distinct arena of public interaction where the students and instructors have a discourse and exchange of their views and ideas, who grow and learn. The students would acquire the knowledge of his disciplines and prepare to form a basis for the employment as well as humanity or social views on life-time impact. The professors would earn an income to subsidize their living as well as perform his professional ambition on instruction and research (Patton, 2002). The professors generally are churned on their specific locality, who has a personal basis on that specific locality, such as residence or educational background. Often the professors are expected of their unitary coherence by the campus community over every aspect of his personhood and loyalty. Nevertheless, it is actually undeniable that some of professors are discrete and should be active between his professional duty and personal mode of being (Laureate Education, 2010e). They have to commute two or three hours weekly exploiting a short stay in time for the consortium and pleasure with their family members. Alpha University (pseudonym) is located in Kwangu-ju, a southern part of South Korea, which comes to reach by three hours driving from Seoul, a capital city of Korea. There are many other local universities at the similar distance from Seoul, and the college professors of these local universities would be considerable at number, who have to commute weekly from his Seoul homes. In this guess, they are not only discrete, but also would be a fair component of college education in Korea. As the college education is an important process of national administration or public education, their identity and mode of lives would not only interest us, but also should be a useful touchstone to form any public policy of college education (Tierney, 1988; Tierney, 1994).

(b) **Purpose Statement**

The research comes into interest that was provoked with a general apprehension and expectation of people about an abstract imagery of research and class performance (Hess, 2002). The college professors are generalized with the specific expertise and professional background, and their social lives as well as elements of personal living had not been closely investigated (Tierney, 1988; Tierney, 1994). More interestingly, their specific backdrop or living mode would not be merely a social matter, but could be related with the educational effect and his or her professional growth in his field of expertise.

The research in this area seems quite understudied for possibly many reasons. For example, the college professors are generally considered to be autonomous with authority and leadership than merely a part of component or passive research subject. They are expected to be fullest with their responsibility and perfection, who are professionally standardized from his intrinsic of role activity. They are, for example, a living international trade law, which could be said of professors on the international trade law. They are economist or chemist and math expert who share a common quality to the national and international standard. Their personal chores or individual trait is not a concern of common people or student, and even the university or governmental administration of education. They are same with the high school teachers in terms of their role to breed the school students, but can be distinguished for their

ultimatum of his field of expertise, which may cause them to be excluded as a passive research subject.

Second, they would like to avoid telling their personal story and feel of identity during his professional lives because of their general pride and adherence with a social esteem. We may have a distinct group of politically oriented professors, what is called *polifessor* in Korea, who may be sanguine if we would investigate them. This context would not be plausible to relate with the professors of local university for my story.

Third, the investigation would not bring a pleasure, but could mainly disclose the negative side of his living mode that may be questioned of his loyalty or faith with the professional ethics. This aspect of research coverage could be similar with the new officers of Korean government who should commute weekly to report for their office, in which this point can also be seen a factor of understudies on that group.

Fourth, they may not be interested in this kind of research to spoil a vast time as a participant and eventually could hinder on their time and energy devotion to research and preparation of lecture. Nevertheless, I have developed an interest and the meaning or narrative of their stories who would be a *nomad professor* possibly for more success and professional accomplishment as we sense—might be scientifically evidenced –with the *Jewish* people. In terms of research method, the terms or words are placed on central focus in terms of qualitative methodology, which could be flexible onto the progress of research operation. The word, *nomad*, may have an earlier origin within the European ancestors (Phillips, 1965). Now it may be used to describe the massive users of webpage for interactivity within the campus or captures a tenured faculty who devote their labor as an adjunct professor (Hess, 2002; Norton, 2001). The exact meaning of word depends on the use of authors, who would intend to semantically denote its concept. For example, the author may define "I will take it as a prototype of men or women of ideas." A scholarly dealings on the word also sparsely be present to discuss the network analysis and ethnographic problems of regional clan and could be used to describe the nomad citizenship in terms of free market and labor issue (Douglas, Johansen, 2006; Holland, 2011). This simply shows that the term is not much used, while it very precisely can define the scope of local professors in my case. The dealings besides the definitional issue of *nomad*, apparently are also limited concerning the inquiries of faculty and professionals, notwithstanding it being national or international at scale.

The investigation on their identity and living mode would increase the awareness of public, professors, and administrators on the nomad professors, and may expand into other nomad professionals nationally or internationally. For example, the officers of Korean government at the movement of new government complex located in the remote local city may be qualitatively investigated to assist with shaping the strategy of personnel resources. In this case, the theme might be a *nomad officer* perhaps largely captured under the umbrella term of *nomad professional.* The investigation may expand into international dimension, i.e., how the demography or geographical specificities of nation would make them differ in size and distribution. We may also expect the future research concerning the motivating factors for increase or decrease of nomad professor or comparative studies between the national nomads and shape of international mobility. Most importantly, their identity and living mode would have an extent of educational effect and professional performance, which is a secondary concern of this research plan (Corcoran & Clark, 1984).

(c) **Research Questions**

According to Creswell on the qualitative research plan, the research questions normally are prepared with one or two central questions and five or six sub-questions (Creswell, 2009). The central question to deal with my purpose of research is "Who are the nomad professors?" and "How do they deal with their responsibilities and manage a personhood or social existence?" Both questions had been designed to illuminate their identity and living mode encompassing their personal, social and professional context of behaviors or performance of responsibilities. These two central questions would be divided into several sub-questions dealing with the components of central question. The structure of questions can be presented as follows;

(A)   Who are the nomad professors?
1.   What characterizes the nomad professors?
2.   How do we properly make them distinct from their peers with one settled residence?
3.   How do we differentiate other professionals of similar identity or living mode?

(B)   How do they deal with their responsibilities and manage a personhood or social existence?
1.   How do they manage their personhood or social existence?
2.   How do they perceive or consider them with their counterparts or other professionals in the context of teaching performance?
3.   How do they perceive or consider them with their counterparts or other professionals in the context of research performance?
4.   How do they perceive or consider them with the counterparts or other professionals in the context of university administration?
5.   How do they perceive or consider them with the counterparts or other professionals in the context of his overall professional lives?

(d) **Some Defense Statement on the Qualitative Research Plan**

As Creswell guided, introducing and focusing the study is the most important part of research project. Otherwise, the audience or readers of research piece would have difficulties to follow what the researchers intend to do or communicate any meaningful scientific ideas. The clear statement of research problem, purpose, and research questions would allow the readers to be quick to read and become indulgent with the researcher's theme and content (Creswell, 2013) The structure of thesis or research article is an interrelated set of sequential presentation which comes back and forth between the components in scope of certain research questions, data collection, data analysis and interpretation. The leading section with three components may vary depending on the practice and trend ---for example professional article would be implied of purpose statement without express tendering while the dissertation or theses would include all of three -- but it is critical to structure and govern the whole of research piece as it helps audience to spearhead on the following underpinnings and details (2013). In this aspect of consideration, I have intended to give three focal terms to clarify the problem and purpose of research, which are (i) the Alpha University in Korea, (ii) nomad professor, as well as (iii) identity and living mode. The second terms are a theme of this research, and Alpha University would clearly delimit the scope of investigation, but hopefully could be applied to other settings, for instance, other local universities in Korea, other professionals, and international context of nomad professionals. The third terms would imply that the theme is most adequately investigated by the qualitative method.

Creswell suggested self-reflexive questions to evaluate the beginning part of qualitative research (2013). For example, we can ask "how can the problem statement be best written to reflect one of the approaches to qualitative question?" The researchers should not merely plan on tentative research problem, but need to consider a practical aspect of research operation. In that concern, the facile frame simply enmeshed into traditional five approaches would guarantee its feasibility and practicability since those five approaches generally are convinced of success with the long period of professional experiences and convention. The problem statement in my case simply shows that the focus group or ground theory of approach could well base the following research operation with the in-depth interviews or close observations over time period. And the journal writing through the research could be practiced to enrich the stories, which demystifies the focus group and decenters the traditional scope of group awareness. The authentic profile of qualitative research may relate self with the concerned target group of research, so that we may receive "tell me your story" as if the qualitative researcher would be a theme itself. This may be most convivially present in the ground theory, and it would be the case of this research plan. Creswell likes to think about the research problem as coming from "real life" issues or from a gap in the literature, or both. Personal experience with an issue or a job-related problem would be a popular source for qualitative plan along with the scholarly literature and an advisor's agenda (2013). I had an experience to deal with the theme of Korean Constitutional Court as my advisor had that area of expertise. In this case, personal experience and job-related problem sprang to compose my research plan. The deficiencies of literature could be a useful defense that I have exerted on the present status of research theme above. Barritt also gave an insight that the rationale for the research of social science is not the discovery of new elements, but heightening of awareness for experiences which has been forgotten and overlooked (2013). This aspect is a crucial motivator to structure the research plan. I also hopefully expect that the research is to create dialogue leading to better understanding of the way things appear to someone else and improvements in practice.

The vignette on the formula of purpose statement below seems an exemplar as illustrative to clearly convey the intention of qualitative researcher (2013).

The   purpose of ground theory study in terms of nomad professors of local   university in Korea is to understand and describe their identity and living   mode in terms of impact on their personhood, social existence and   professional accomplishment for the nomad professors at the Chosun   University. At this stage of the research, nomad professors will be generally   defined as the long distance commuters weekly or in period, who are   distinguishable with the professors of general expectation.

B. A Journal Writing and Self-Assessment

(a) Three Examples on the Days

Day 1

Now the term came to an end and summer vacation will start soon. The college students would be busy to prepare for the final exam and the hottest season of 2015 soon will be enjoyed free from academic requirement. Some will be scheduled as a foreign exchange student for short stay in America or Europe. Others will enjoy a river fishing or sea trip for night stay and personal taste of fishing venture. It is not a safe activity that the team of fishing

venture may disappear with the overwhelming surge of sea waves as occasionally heralded in the TV news. As a nomad professor, I took a bus to Seoul where my principal residence is located. For the nomad professors at Alpha University, three hours of bus trip for the weekend in Seoul often would be a time of ritual unburdening from his intense professional schedule of lecture and research. As a journal writer, I would suppose that the journal writing had left a tack of shapeless blobs, which would be viscid and thick for the creative eyes. The scholarly look would perhaps be a next issue for the qualitative researchers. While glazing at the outside of bus window, the truth finders could exist in this form of emancipation who would be a post-modern progeny unpalatable with so many hypocrisy versions of theory for the ruling class. I am reminiscent if the works, frame, tenet and theory veiled and armed with the professional mask would be truthful? In this week, I have taught a basic perspective of international laws and intended to provide an insight on the universalism of international law for my students. As the medieval knight would appear with a heavy armament and long spear, the traditional theory of international laws would be such hard that the concept of sovereignty and state as an actor or legal person of the international law would be ironclad in notion. When I introduce the universalism tenet, the students and I feel cathartic as if we find a real truth as teleological of the expected service of international laws. The international law generally is thought to deal with the state actors in its prevailing framework, which the students and I share as somehow hypocrisy taste although it has explained much on the law of international relations. We share that the universalism could be an ultimate destination as *Kant* envisaged. We also had a time to memoir on the post modern thinkers, for instance, *Faucalt*, who alleged a new wave of knowledge structure between the ruling version and post-modern reality of individuals. Somebody would argue that the truths are diverse and could have versions to serve the public needs. I may, in some breath, say that it would be less salient who would mind with the vast vulnerable public and individuals. The humanity and social science may have that lens, and the qualitative studies could entertain that tone and repercussion focused on deep humanity and intrinsic of society. I also can relate with the method that may have a nexus for the critical theory, existentialism and post modernism. It is doomed to arrive at 10 o'clock night time, and I found that the tax stop likely welcomed me to home.

Day 2

I was asked to convene as a dissertation umpire for one doctoral student of international law. A former dean, Dr. Y. H. Park has an expertise in the field of international law over his thirty years of teaching career here. He is the kind of personality tasted as the Requiem by Mozart, who is settled, calm, and very authentic. He is a long settler at Gwang-ju, and it certainly should be a misnomer if we say him as a nomad professor. He may visit Seoul for business reasons, and actually now is serving for the department of education in Korea. Inside the mind set and personal orientation, however, he is not disposed to have dual homes. He is a principal supervisor of that old student, who now plans to run for the office of congressman at next national election. We have set three times of review occasion, and the structure or content of his dissertation had not been seriously challenged by the four reviewers. Dr. Park, who not only recruited me and also had built a credible local network of scholarship under his supervision, had actually been revered by local elites and professors. The place of dissertation committee was arranged in one local restaurant, which served a cuisine and wine. After one hour talk for the exchange of ideas and potential problem of dissertation draft, we agreed that it is basically acceptable with small modifications. We share that the partial assistance of young professionals in the field may be complementary since he is so old and if cooperation

comes in rapport with the general standard of academic regulation. As a professor, I heard that the type of doctoral education had not been infrequent via TV news, which reported a corruption and unfaith between the professors and students. I had an interest how this case would develop. Nevertheless, all the actors seemed academically sincere and deeply engaged to learn and elevate the quality or merit of dissertation. We had a pleasant time and encouraged has success in the next election. Now the time is eight o'clock to hurry for the Express Bus which was reserved for nine at night. Upon the end of public duty, we gladly had *Sake*, and the influence seemed to come on my body. One professor uttered, "Professor Kim is only to have a sleep at the back seat for Seoul." He would be a best nomad professor in my classification that his career growth is remarkable both in his research activities and campus service as an administrator. He seemed superior to consider my where-about with care. Since he now serves one of top positions at campus and his wife had recently transferred to near office of Korean prosecution, his nomad-ship may no longer be necessary. However, his nomad-ship seems ironically a pleasure for him. For the alcoholic influence, my soul now enjoys a comfort and night sojourn in the bus will relax the body of this local professor. I may see it not negative that my view had likely been felt as more active in comment and instruction on the dissertation. I simply reflect if I could be engaged deeply this night assuming that I am a settled professor at either Seoul or Gwang-ju.

Day 3

Continually over my professional life, I reflect on an identity of self as the kind of foreign student because of the strand of mobility. The lives seem to govern in the concept of flow that naturally contributes to reshape the personhood or social existence. In fact, my background is strongly settled in Seoul for most of my earlier years, but the life pattern had changed once I met the opportunities of study abroad. I had likely been a vagabond of six years in western countries to study and local professorship actually would not be unusual for such foreign educated professors in Korea. In that sense, the nomad professorship in domestic setting actually would seem a little trouble for the kind of professors, and the globalization also accelerated the active interchange of scholarship both for professors and students. In my guess, Korea is one of great patrons for the public education of developed countries, particularly at the doctoral level, who would expect to serve as a professor or expert in the country. That is partly because the cultural imperialism would be underlain in deep dimension of Korean parents and public, which, however, gradually turns on a little different scene about the educational nationalism. Korea would perhaps be distinct to obtain a terminal degree of profession in developed countries while the students of Japan or Germany and France would learn at master level as concocted with the doctoral degree from his home countries. The British and US students perhaps would not see a need to study at foreign countries unless a specific need would arise. That is perhaps because the English language is a usual medium of instruction and primary tool of professional communication. It has once come into the interest of Korean public given one British researcher has obtained his research degree at one of Korean university about the topic of Admiral S.S. Lee for the 16th century *Chosen* dynasty. For his case, Korea is an original state of that topic which could increase his scholarship and could be helpful to develop his professional career path. One legal researcher from Czechoslovakia now studies at doctoral program of one Korean university, who also was recruited by Korean constitutional court for his ability of Korean language. In this trend, we can see that the current rate of globalization actually is remarkable that the destination of foreign students now more usually be found as bound for Asian nations, including China and South Korea. I reflect on what is best creative to generate the paradigm of national public

education. A globalization and hybrid nature of background for teachers and researchers traditionally would be considered a stimulus in many ways, and I see it still seems unchanged if with our neighborly experience. We find the e-communication age impacts highly on a corner of our personal, social and professional existence. This factor seems both positive and negative for the study abroad. In any case, the intellectual community is very prone to receive a diversity and pluralism than any other sector of society and nation, in which my observations would be curious among the foreign students under my supervision, foreign-educated or nomad professors.

(b) An Account, Analysis and Consideration

The journal writing again leads us to deliberate between the "number" and "words" or "signs" i.e., two ways of conveying human ideas (Creswell, 2009; Delistrat, 2015). Given the words than number now centralize on the qualitative studies, we need to have time to appreciate its quality and service as well as practice on their own journal writing. It is the most discriminative factor that the social scientists have to construct the floor evidence into any meaningful knowledge of society he elaborates to explore. This generally differs from the department of English or comparative literature and history in that they are the disciplines of humanity.

Let me tender my brief experience in the dental clinic. I had an appointment on June 13, 2015 with my kindred dentist located in the vicinity of Seoul. The dental clinic shelves a small number of books for the waiting client, and I found one Korean publication detailed the life of *Jong-woo Hong,* who assassinated *Ok-kyun Kim* in the last of 20 century of *Chosen* dynasty. The author seems a historian who likely indulged in a new theoretical highlight for *Hong* against the prevailing thesis of Korean historians on the importance of *Kim* and villain imagery of *Hong*. *Hong's* action is patriotic in his scholarly dealings, in which he actually portrayed him as decent nobility for the demising dynasty. *Kim* is generally decorated as the revered transformative leader in that period of time while *Hong* is merely an assassinator. That prejudice was rejected based on the types of evidence, as well as his views and opinions. His scholarly discussion was also sophisticated to meet the national standard of history research, but I readily came to realize that it could not be a process of social scientist. My point is that the method is virtually same for the qualitative researchers in the social science, but must differ one another (Laureate Education, Inc. 2010e; Patton, 2002). Over ten pieces of photo were inserted to strengthen his argument and proposition to counter the mainstream awareness. The journal writings of *Hong* were attached at the end of his publication, which, of course, is supposed to replicate his doctoral dissertation. Even his own journal writing, as sectioned in the title, "Presumptive Dialogue with Hong," was sketched around twenty pages long. It is interesting whether we consider it as a class of traditional journal writing since it is presumptive or constructive -- hence not factual—merely fallen upon the imagination of one historian. The publication read interesting and provocative that I seem surely sympathetic if he claims for his doctoral degree of history (2010e). Nevertheless, the qualitative social scientists have to take a more extensive work on the group notion (Hunt, Colander, 2015; Kim, K., 2013). They have to adapt their evidence gathered over the deep and long fatigue of field work to some kind of meaningful scope of target group (2015). The dimension of history awareness may be impacted from that fine research work, but the author generally had not needed to raise the voice of specific group in the society. They may not get mindful to heighten the awareness of recidivists to any better practice of public policy that could more effectively prevent the repeat crimes. Nevertheless, I felt that the journal writing in the form of antedated remnants and antiques of photo seem very convincing and impressive to support

the author's allegation of new understanding. That seems a strand that has to be utilized at best extent by the qualitative researchers concerning the society—perhaps the mixture of humans and universe as Patton illustrated. Now we can even agree if we could incorporate the video materials as one form of qualitative evidence. It would hardly be deniable as evidence although some scientists might allege on a decency of science. That is because we generally agree that the first value of science is its authenticity and truths than decency. In any case, I was impressed with his publication that the evidence is on the real life of *Hong* although it showed, in one sense, that quotidian life was too banal to document. It had been mundane and routine, but simply led me into the thought "Isn't it more important to remember extraordinary moments: first steps, graduations, jobs, awards, marriage, retirement, vacations?" I was reminded of a preaching from of psychologists that relying on the brain's mechanisms alone can be a fool's game and humans have a tendency to misremember and to forget even the recent past (Delistrat, 2015). It seems true to merit the journal writing that "memories can be swayed by future events, by the memories of others, and the details that seem so certain turn out to be entirely misguided." This preaching was a beginning lesson when I started three pieces of journal writing, which excited me to be precious and joyful to record my past event.

The journal writing is the kind of evidence which would constitute a vast portion of qualitative studies (Creswell, 2013). It could turn into the meaningful data with the aid of NVivo and encoding or analysis that contrasts with the quantitative studies (Janesick, 2011). Hence, the journal writing, especially that of researcher, has to be considered how journal writing can help with the development of qualitative researcher. As an answer, we can raise focal aspects of consideration (i) the writing is preferred to be convivial, direct, emotive, and with routine living words (ii) the writing has to be connected with the theme of research (iii) the writing can be planned in the long span of professional lives for research and teaching. In the first aspect, the journal writer starts with an entrance meditation, dates every entry, keeps what you write, writes quickly, tells yourself truth, and writes naturally. Through the three days of journal writing, I minded to satisfy this aspect. The expression and vocabularies are of routine nature, as we see, for example, summer vacation, final exam, fishing venture, Requiem of Mozart, eight o'clock, Express Bus and so on (Conner, 2009). Names of person other than scholar, specific place, real time had a frequency in my writing as if the real issues had been concerned or ground theory on theory building had been tasted.

In terms of second aspect, the writing has been keyed in the routines of local professor since my theme is nomad professors of Alpha University or Korean local universities. For example, the story and context with Dr. Park and one professor on the third day has a connection with the theme of nomad professors. A comparative inquiry with the foreign students and foreign professors or other similar group in CU would imply of the development of theme. In order to be more faithful with the second aspect, writing techniques would be helpful with a timed writing process designed to bring focus and intensity in short bursts. This technique particularly would be excellent for those who are resistant or aversive to journal writing or who are uncertain about how to start or who state they do not have time to write journals. This situation was mine that I minded to come short, but focused and intense as to deal with my theme. The journal writing would appear the kind of inventory if completed in satisfactory manner (Gardner, Lawn, Ridi, Schakel, 2012). I have exerted on an assessment of life balance in major areas of living and tried to give a quick picture of which life areas might need attention, especially as connected with the theme of nomad professor. Although the usual guide, such as sentence stem, clustering, lists of 100, had not been tangible in three journal writings above, the strategy can be employed in the future experience, and be kept effective in an implied way to deliver the purpose of journal writing. I intended to apply the

captured moments that vignettes capturing the sensation of a particularly meaningful or emotional experience could bring a focus and intensity to develop the theme. There are many other techniques that the journal writers had to train themselves.

In terms of third aspect, scholars pointed out the importance of journal writing for learning and education. This aspect, therefore, also relates with the development of professional career. Clark explored structured learning journals for the goals and experiential learning for gerontology students (Boud, 2001). The interdisciplinary health care teams benefit with the ongoing developmental dialogue presented in the form (i) observational notes, with little interpretation; (ii) theoretical notes that attempt to make meaning of the observations and experiences; and (iii) methodological notes, a "kind of written bulletin board" on which to post metacognitive reminders about the learning process (2001). Oaks also found that distance learners would learn many of the functions of a collaborative group through the replica of structured learning journal. According to Holt, the reflective journals are also used in the preparation of adult educators, and the typical of observation, speculation, doubt, questioning, self-awareness, problem stating, problem solving, emoting, and ideation included in the journal would enhance the cognitive activities of writer and readers. In sum, the learning journal is a systematic way of documenting learning and collecting information for self-analysis and reflection (2001). This quality could bring that it could be used in an adult education class, and could be an inventory of qualitative researchers in response with his or her career path. The e-age also would be a factor to shape a new mode of interaction that, according to McIntyre and Tlusty, electronic mail would be an avenue for a reflective dialog on teaching practice for pre-service teachers. This third aspect had been considered when I composed my journal writings. For example, I have adverted on the quality of journal writing for the social scientist and modern thoughts that could taste a kind of written bulletin board in which post megacognitive reminders likely stressed on the learning process relating with the nomad professor and post-modern reality of such group. We also can find that the observational notes and theoretical notes had duly balanced as we read, "One professor uttered, 'Professor Kim is only to have a sleep at the back seat for Seoul.' He would be a best nomad professor in my classification that his career growth is remarkable both in his research activities and campus service as an administrator. He seems superior to consider my where-about with care."

In the context of online learning, it will be true that the discussion post and response could be one form of structured learning journal which allows to learn many functions of Walden peer students. The dissertations of qualitative method introduced to enhance the learning could also be a good service since it could relate the scholarly sophistication with the implied qualitative data, perhaps based on the journal writings or summary of in-depth interviews (Gardner, Lawn, Ridi, Schakel, 2012). In the preparation of professional researcher career, the journal writings could be a part of qualitative scholars, whose tone and attitude would be reflected in the lecture room and course of research activities. This aspect could be hinted in my journal writings which likely forged myself to devote to the studies of foreign or nomad story and context within the area of educational policy (Patton, 2002). "Continually over my professional life, I reflect on an identity of self as the kind of foreign student because of the strand of mobility. The lives seem to govern in the concept of flow that naturally contributes to reshape the personhood or social existence…. A globalization and hybrid nature of background for teachers and researchers traditionally would be considered a stimulus in many ways, and I see it still seems unchanged with our neighborly experience. We find the e-communication age impacts highly on a corner of our personal, social and professional existence."

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<div align="center">**Chapter III the Qualitative Approaches and Characteristics**</div>

A. Selecting an Approach for a Qualitative Research Plan

<div align="center">**(a) The Research Questions**</div>

As previously discussed, my research questions would comprise two central questions and eight sub-questions as follows.

(A) Who are the nomad professors?

    1. What characterizes the nomad professors?
    2. How do we properly make them distinct from their peers with one settled residence?
    3. How do we differentiate other professionals of similar identity or living mode?

(B) How do they deal with their responsibilities and manage a personhood or social existence?

    1. How do they manage their personhood or social existence?
    2. How do they perceive or consider them with their counterparts or other professionals in the context of teaching performance?
1.   How do they perceive or consider them with their counterparts or other professionals in the context of research performance?
2.   How do they perceive or consider them with the counterparts or other   professionals in the context of university administration?
3.   How do they perceive or consider them with the counterparts or other professionals in the context of his overall professional lives?

<div align="center">**(b) Five Qualitative Approaches, A Best fit and Next fit**</div>

According to Creswell, we can class five major types of qualitative research including (i) narrative research (ii) phenomenological research (iii) grounded theory research (iv) ethnographic research (v) case studies. These five methods have common character as qualitative studies, but could be differentiated based on (i) definition and background (ii) defining features (iii) types (iv) procedure for conducting each method (v) challenges (2013).For example, narrative research has long been patronized by the disciplines of literature, history, anthropology, sociology, sociolinguistics, and education, and the procedures for implementing this research would differ from other methods in that the focus is on studying one or two individuals (2013).

The defining feature of narrative research is that it collects stories from individuals, and may be co-constructed between the researcher and participants. That differs from an emphasis on a phenomenon, often phrased in terms of a single concept or idea, from the phenomenological research. As my research question centers on the nomad professor, both ways may be plausible since it could be a phenomenon as the "professional growth" in education, "grief" in the psychological concept, "caring relationship" in the health idea or themes of denial, fear, safety retriggering and campus planning of gunman incident (2013).   On the while, the key word includes nomad "professor", which possibly can mean that it could be a story from individuals. I would have examined life events or epiphanies, which, however, are merely part of evidence. In fact, it seems a wider scope of

phenomenology identifiable not only within the Alpha University, but also stretched into many other local universities. A share of target group seems also greater which is supposed to amount around twenty percents of whole professors. They may, in view of this statistical guess, properly classed as ethnographic subjects. This character would position this research as phenomenological or ethnographic research (Douglas, Johansen, 2006).

While the grounded theory research would give a focus on a process or an action and often aims at theory building with the concept map or interactive relationships as well as consequence (Norton, 2001), the major attribute of my research would seem less related with action or movement as destined for vigorous policy suggestion, advocacy of specific group, and awakening of social activism. That is true although I may use a debriefing as if conducted by counselors or would have tried out surreal experiences of subjects in the procedure. Hence, the quality of grounded theory research could be a part of my research, but more importance would lie in the "essences" drawn from observations, interviews and documentary examination, which is closer to other approach than grounded theory research. In comparison with the grounded theory where the study participants are not likely to be located in the same place or interacting so frequent a basis, the ethnographic research is more convenient to develop shared patterns of behavior, beliefs, and language, hence, looking into the micro-culture of cultural group (Creswell, 2013). However, the campus community has a constellation of diverse groups and I am skeptical if the nomad professors would be nerves at edge, i.e., a key concept to be expected for the ethnographic research. Nevertheless, it would be close to it provided that the sample would be larger than grounded theory study in which the researcher is immersed in the day-to day lives of the people and observes and interviews the group participants (2013). This aspect of research operation would profile vastly in my research, whose feature would focus on developing a complex, complete description of the culture of group or culture sharing group.

It would not begin merely with an "abiding concern" unlike the phenomenological studies although the bracketing myself may be utilized to discuss personal experiences with the research themes. Husserl's concept, *epoche,* would be practiced as necessary in order to maximize the fresh perspective toward the phenomenon and the intentionality of consciousness could characterize my research (2013). This can partly make it as to be classified within the phenomenological studies. The categorical approach is one of characteristic residing within the grounded theory research, which could be found in the sections of inquiry in terms of sub-questions above. Five categories beginning from the personhood or social existence, to teaching and research, and through the role of university administration were designed, and I also hopefully intends to generate or discover a theory applicable to other local universities or nomad professionals generally. This aspect may situate the research more adequately within the grounded theory method (Norton, 2001). Nevertheless, the focus would be simple to describe the essences of concept that would not be such systemic as provided with causal conditions, axial coding paradigm, or conditional matrix, or such lived focus on the hermeneutical phenomenology. This could reinforce a view that the ethnographic research is closer to it in terms of methodological trait.

The case studies is seen as same to target the entire culture-sharing group, but could differ in that it develops an in-depth understanding of a single case or explore an issue or problem using the case as a specific illustration (Creswell, 2013). The identification of a specific case is a starting point and cases could be either concrete, e.g., small group, an organization, partnership -- or soft, e.g. community, a relationship, a decision process, or a specific project (2013). In this aspect, the research seems highly pertinent with the case method, and especially true if the research deals with the nomad professors within the bounded system. It is also plausible that the information will be gleaned from multiple sources, say, interviews,

observations, audio-visual materials, journal writings, and so. The critical divisive line in my view is whether the purpose of study is limited to illuminate the essences concerning the shared patterns of behaviors, beliefs and language or if it could develop in more depth into the issue or concern relating with public policy or administration. In this case, the research may fall within the instrumental case study or collective case study.

In the intrinsic case study, the final type of case studies, the focus is on the case itself than the issue or concern, which would possibly approximate the ethnographic research. Nevertheless, we can distinguish if the ethnographic research is more group oriented than case-focused. Given the general similarity as a national professorship of nomad professors with their counterparts, we can find vast of commonalities so that the case studies would be a best fit for my research plan. This is so provided if the issue or concern from the framework of public policy discipline would be to substantiate the utility of research. Although the nomad professors would more properly be a phenomenon or distinct cultural group in vast sense—implying with phenomenological or ethnographic method, it could equally be true that the single site investigation suffices the shared patterns across the local universities— implying with most simple one site case studies. The next fit would be ethnographic studies. Despite these classifications, the points are that the research plan designed as qualitative studies generally is open-ended and iterative over the actual stage of research operation, which troubles any definite classification, especially in the earlier stage of research. This is to suggest that the preoccupation with method or methodology is not necessarily effective or governing (Baradaran, Shima, 2014). Nevertheless, the Creswell's diagram is helpful with many illustrations and can also help with this discussion as focused in his five foci (2013). And you also will read some reflection about the character of qualitative research with my day experience below.

Figure **The Characteristics and Research on the Nomad Professors**

Characteristics	Narrative Research	Phenomenology	Grounded Theory	Ethnography	Case Study
Focus		O		O	O
Type of Problem Best Suited for Design				O	O
Discipline Background				O	O
Unit of Analysis		O	O	O	O
Data Collection Form		O			O
Data Analysis Strategies				O	O
Written Report				O	O

(c) Reflections

These days I had time on my video lecture conducted in English. Since we teach in Korea, the Korean language is the most popular and natural medium of instruction. The Korean Open Course Ware is the public program managed by the government support foundation, which provides lectures of Nobel Laureate, members of the Korean Academy, university professors and lecturers. It collected over thousands of public lecture and scholarly articles at the public availability. It is the kind of Korean MOOK, the concept toward the universalized public education without a barrier. A small number of lectures are available at non-Korean language and subsidized from the foreign source, such as Indiana University and UC Santa Barbara. Some of Korean professors contributed his or her English lectures, one of whom is myself. The lecture was originally recorded with less than sound that embarrassed me about its disservice for the audience. I have not known if it could be cured. My wife readily helped that we could buy an amplifier from the computer store. It then could be audited in normal sound that we had an unusual time to listen the English-based lecture. It perhaps would be impressive if a   mid-aged madam usually does not encounter the lecture of professors, even seldom with that of spoken English. Now it is the time of her precious comment, "It likely sounds your English." I originally had expected to hear "It seems likely from native speaker" or "it is less proficient to allow a guess if the speaker is foreign-educated other than English speaking countries." Her response was unique, but I soon realized in the context of weekly course objective.

The qualitative researchers are often described as subject oriented and put an emphasis on human's whole story as a component of universe. It is projected and enduring, a part of deep dimension less frivolous nor rectifiable comparatively than the assumption of research sample of quantitative researchers (Kim, 2015). Simply, we may be less waked when we reply for the five scale of surveys. We would be more certain and affected deeply with the gunman incidents involved with narrative studies or ethnographic research. We generally ascribe as "intact cultural group" when we begin with our qualitative design of research. We perhaps speak "intact" to describe "unstudied or unearthed." Ironically, "intact" seems more adequate to describe the subjects of quantitative studies if received in usual use. The participants of quantitative studies would truly be intact as if we respond with the Walden survey of class evaluation at the end of quarter, election poll or public survey about the policy aftermath upon the occurrence of *Sewol* ferry tragedy of Korea last year. The in-depth investigation of victims' family and close friends concerning the essence of *Sewol* incident would undertake a different quality of research (May, Malcolm, 1996). In this case, the scope of participants would not be intact, but deeply affected, many of whom suffer from trauma and embarrassment. Some of them would feel like better to commit a suicide, but also truly intact if they are not studied. It seems the kind of equivalent with the gun shooting problem in US settings.

We often tell that the victims of this kind would be our neighbors and precious components of society. We often have a focus if the qualitative research has a worth of study more frequently than those of quantitative approach (Laureate Education, 2010e). Of course, professionally speaking, it may be contested in the competitive process of NSF grants or other funding institutions. My point is that they are not only neighbors of sharing, but also reveal the kind of intellectual destination that we are said to be truly intellectual. I have once introduced my studies on Korean constitutional court, and we know the modern focus of European philosophical curiosity, such as post-modernism, existentialism and so on. Creswell also illustrated the intellectual stream from Husseri through Heidegger, Sartre, and Merieau-Ponty as to relate with the phenomenological research (2013). The modern being may be extant under the circumstances of affectation that the risk society from Ulrich Beck is not the story of others. We Korean people had long been affected to have a judiciary of advanced

modality, and 1987 Korean reform of constitution had truly been momentous. The focus group or ethnographical scope would be less general nor normalized given its intensity on Korea, but thankfully was considered a worth of study. Without a deep awareness of affected people and sharing, the research scheme may eventually go futile (May, Malcolm, 1996).

The context above sketched can be summarized (i) in-depths dimension of truths (ii) affectation, rapport or sharing (iii) intellectual standard as pertinent to understanding the status of qualitative studies. In terms of sharing and intellectual standard, one note needs to remark on the current transformation of e-age that the rapid growth of on-line journals would be illustrative. For example, India or Chinese based on-line journals likely become rampant to create their own circle of professional communication beyond the traditionally indexed journals. The open access movement for professional sharing on articles and books is another trend as notable. KOCW is one of example now in service for the public.

Let me return to the first example to reflect on the philosophy of disciplines— perhaps – and basis of qualitative method. As known, Creswell perceived that, in terms of qualitative method or phenomenological studies, the subjective and objective dichotomy prevailed over the enlightenment age as a intellectual basis would be less adequate to understand the humans and universe, say, the kind of society on which we often elaborate if setting aside the inside space of *Space-shuttle or Moon Explorers* (2013). Plainly we can retrospect how the work of geography department, one of social science disciplines and adjacent with anthropology, would have an interest and we come to realize that their concerns are not merely a work of cartography or description of physical trait between the urban and rural areas. The element of human is common across the disciplines of social science although the assumption of human is made a little different between two methods (Creswell, 2009; Patton, 2002). In the qualitative studies, the assumption would be thicker, particular and dimensional that may be ascribable to the Greek paradigm, say, whole of being, but more prototypical than social. This may be used as a basis of skepticism from the quantitative circle of adherents. The qualitative researchers may counter if the essence of humans could be so abstract and neutral between the subject and object. For them, the exterior world, perhaps object for the subjects, is likely consumable to the life and humanity. The object is theirs as affected and less separable, perhaps said less cool, but heated. A journal writing in the previous lesson would have a focus on this aspect. One other factor could be related with the medical facts of human element, who would be aged, infirm and eventually die. The phenomenological studies would have a service for the discipline of nursing science, public health and education (Dahnke, Dreher, 2010). In this aspect, we may see if the practical reality of humans would be more persuasive with the interviews and lengthy observations than computer aided marking of public survey.

The instant utterance of my wife is very interesting to disappoint my expectation. It was "your English" than general comment. The object and subject are immersed in this case as the qualitative focus would highlight. The comment also survive many potential Korean English speaking persons, perhaps herself, who should speak English in this highly globalized community. The comment entails "sharing of English" and "affectation" as a Korean foreign. It showed a "deep engagement" since we had time for twenty minutes in listening. Most importantly, the object and subject were not coolly separated that "immersed me and general context of English-based lecture." My expected comment would go otherwise to make me stand among the two objects --lectures of native speaker, English lecture generally, and one subject -- myself. In her comment, no objective scale can intervene about proficiency or native manner of lecture, but merely one man of existentialism. Her comment eventually made me laugh, but it seems to locate the attribute of qualitative research, and the

kind of philosophical understanding. The qualitative research is surely to be attested to by multivocal discourse.

B. On the Five Approaches of Qualitative Method

(a) Essences of the Five Qualitative Approaches

The qualitative research generally includes five major approaches (i) narrative research (ii) phenomenology (iii) grounded theory research (iv) ethnographic studies (v) case method (Creswell, 2013). In this assignment, I will describe the major profile of those approaches, and demonstrate the tentative research plans within a fit of each approach.

(b) A Narrative Research

The narrative research has many forms, and narrative has dual sense as a phenomenon being studied or method used in a study (Creswell, 2013). The study focus would be one or two individuals, and narrative can be spoken or written. The data are gathered through the collection of stories, report of individual experiences, and chronologically orders of the meaning of those experiences (Kim, K. 2014). It impacted on the disciplines of literature, anthropology, sociology, sociolinguistics, and education. The defining feature would underlie in the stories from individuals, individual experiences, many different forms of data, chronology, varied ways of analysis, turning points of specific tensions or interruptions, specific places or situation (Bernad, Ryan, 2009). The types of narrative research would cover a biographical study, auto-ethnography, life history and oral history (Creswell, 2013). For example, the biographical study engaged with the researcher who writes and records the experiences of another person's life while the individuals are the subject of study in the auto-ethnography, who writes and records. The procedures for conducting narrative research are shown in the following diagram (2013). The challenges inhere with the procedures and characteristics. For example, the multilayered context of a life, as viewed by Edel, would make it hard and strained to uncover the "figure under the carpet" (2013). Multiple issues arise in the research process to be constantly vigil by asking, for example, "Who owns the story?" or "As a community, what do stories do among us?"

Figure 1 **Procedures for Conducting the Narrative Research**

Determines if the research best fist narrative research

Select one or more individuals wh tell stories or life experiences

Consider data collection and their recording

Collection of Information about the Stories

Analysis of the Participant's Stories

Collaboration with Partipants

(c) A Phenomenological Research

The phenomenological research supposes a concept or a phenomenon which would be described of the common meaning for several individuals of their lived lives (Creswell, 2013). The basic purpose is to reduce individual experiences with a phenomenon and the researchers would be curious to excavate and describe the universal essence of phenomenon (Patton, 2002). For example, the nursing studies or public health on MERs-CoV would be a phenomenon or concept that might be described of its universal essence, but with variations within specific context. It is popular in social and health science, and challenged the scientism for exploration on empirical means by the end of the 19th century with the intentionality of consciousness (Hunt, Colander, 2015). For example, the studies on *anomie* would be an exemplar in the modern sociological studies. The defining features would be refusal of the subject-object dichotomy and they would be remiss to not deal with the traditional philosophy enamored with empirical science for positioning their research purpose or problem. The defining features of phenomenology would underlie (i) emphasis on a phenomenon (ii) exploration of phenomenon with a group of individuals (iii) philosophical discussion (iii) bracketing himself or herself (iv) data collection primarily with the
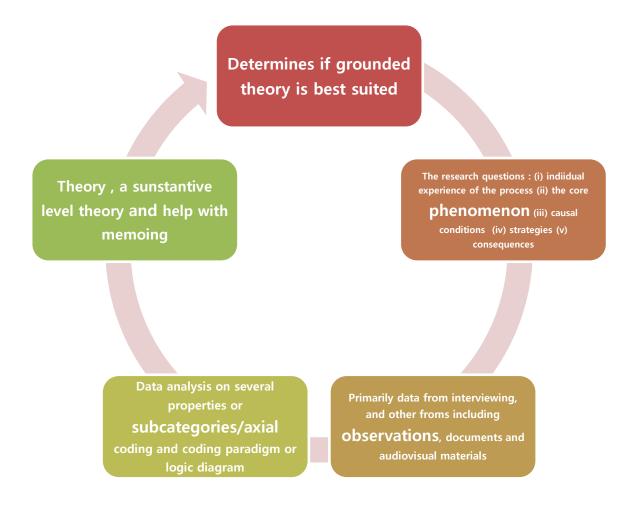
interviewing (v) Data analysis from narrow units to broader units through detailed descriptions (vi) description of universal essences (Creswell, 2013; Bernad, Ryan, 2009). For example, bracketing occurs when the nurses or medical doctors in Korea now are the kind of authors and participants in understanding the phenomenology of MERs-CoV. The types of phenomenology include the hermeneutic phenomenology and empirical, transcendental or psychological phenomenology. The researchers upon completion of data collection and analysis would develop the textual description, structural description at next and finally culminates at overall essence of the experience. The procedures for conducting phenomenological research basically pertain to the definition and characteristics. In the first, the researcher determines if the research can be investigated most effectively by employing this approach. In the next, the steps will be taken (i) identification of phenomenon (ii) placing their research within the broad philosophical assumptions of phenomenology (iii) data collection from the experienced individuals (iv) open-ended, two broad and general questions (What experience in terms of phenomenon and what contexts or situations?) (v) phenomenological data analysis from significant statements, to textual description, to imaginative variation or structured description, and through the essential, invariant structure or essence. Despite the utility of this approach, the challenges are not little if the research is delicate on philosophical assumptions, implied attitude of previous researchers on philosophical assumption, general requirement of same experienced samples, and no clear-cut deals with bracketing.

(d) A Grounded Theory Research

As differs from the above two approaches, the grounded theory research often intends to move beyond description and to generate or discover a theory, i.e., a unified theoretical explanation (Creswell, 2013). The research findings, in turn, could provide a further framework for future research. Although it culminates at a theory, it would not be yielded "off the shelf," but based on the grounded data (Bernad, Ryan, 2009). This method originated from the several books of two sociologists in 1967, named B. Glaser and A. Strauss. A little varied form had followed to depart from too principled and structured dealings of original approach, what we call a constructivist grounded theory by Charmaz (Creswell, 2013). Later, the positivist underpinnings and postmodern perspective became relied on. In this stream, the approach is highly critical on situations, arenas, and positional cartographic maps for data collection and analysis. They then require the researchers to reshuffle themselves from "all knowing analysts" to the "acknowledged participants" as a churning and refreshed theory developer (2013). They had it to be elementary between the political nature of research and interpretation and reflexivity on the part of researchers, implying that the subjective predisposition of researcher is most cautionary as to taint the authenticity and credibility of research (Kim, 2013). The defining features of this approach would underlie (i) a process or an action as a research focus (ii) purpose of approach to develop a theory (iii) *memoing* as an important part of process to relate the data with the theory (iv) interviewing as a primary source of data collection (v) typical data analysis process with categories and axial and selective coding (Creswell, 2013). The two popular approaches of grounded theory studies would include the systemic procedures and constructivist approach (2013). The theoretical sampling and constant comparative method of data analysis dealing with categories are a critical element to define this approach. The open coding is the beginning point of this research, and can develop with causal conditions, strategies, intervening conditions, consequences, axial coding, selective coding and propositions (2013). The conditional matrix developed by Strauss and Corbin is an applied

form to substantiate the concept, process, an action, interaction and interrelationships among the categories. The procedures for conducting this approach are briefed within the following diagram. The challenges could be present (i) the need to set aside, as much as possible, theoretical ideas or notions (ii) researcher's exposure to the approach (iii) difficulty of determining a saturation or perfection—discriminant sampling as alternative (iv) less flexibility of original approach (2013).

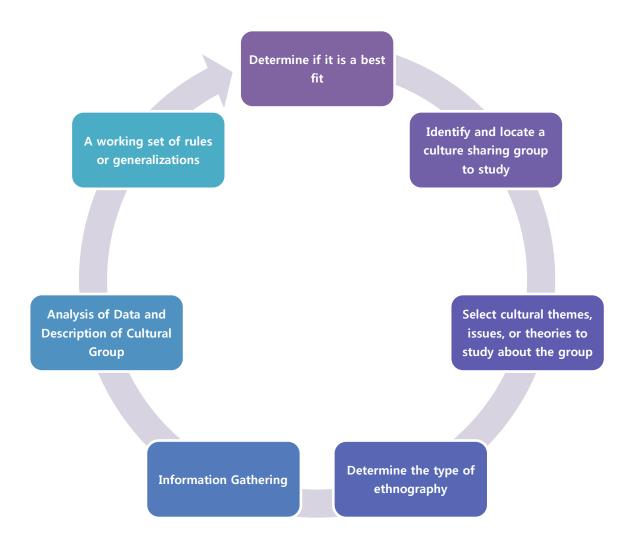*Figure 2* **Procedures for Conducting the Grounded Theory Research**

(e) An Ethnographic Research

The fourth approach is an ethnographic research, which focuses on an entire culture-sharing group (Creswell, 2013). While the cultural group may vary in size, it is often large, such as black people in the public high schools and veterans of combat war in North Carolina. The researchers may group a sedentary desk workers in urban cities, of whom he or she expects the shared and learned patterns of their values, behaviors, beliefs, and language. The approach often requires an extended observation of participants where the researcher himself is immersed in their lives deeply and through the day-to-day contact. In this backdrop, the approach had impacted on disciplines and social philosophy, such as cognitive or cultural

anthropology or sociology as well as structural functionalism, symbolic interactionism, and post-modernism (Patton, 2002). The defining features of ethnographies would include the following strands (i) complex, complete, description of the cultural group (ii) patterns on their ideas, beliefs and behaviors (iii) intact and discernible working patterns (iii) a threaded role of theory in developing the research design (iv) extensive field work and diverse sources of evidence, such as interviews, observations, symbols, artifacts (v) *emic* perspective on verbatim quotes and *etic* scientific perspective of researcher's to develop overall cultural interpretation (vi) determining inquiry of general nature concerning the work system and knowledge of group participants (Creswell, 2013). While there are many forms of ethnography, tow popular forms would be the realist and critical ethnography. Within the realist ethnography, the research describes an objective account of the situation, who will be an omniscient reporter of the facts and narrates the study in a third-person dispassionate voice (Janesick, 2011). The critical ethnography responds with current society in which the marginalized group often is studied in the tone of advocacy. The researchers typically are politically minded, and their issues would be power, empowerment, inequality,, inequity, dominance, repression, hegemony and victimization. Their focus prefers value–laden orientation, empowering people, challenging the status quo, and addressing concerns about power and control (Creswell, 2013). You will see in the figure the procedures for conducting ethnography. The ethnography has the challenges (i) in-depth exposure to the cultural anthropology (ii) time consuming on data collection (iii) narrative style writing amazing the traditional scientific writers (iv) venturous, for example, going native and incompletion or compromise during the research operation (2013).

Figure 3 **Procedures for Conducting the Ethnographic Research**

A circular process diagram with the following stages connected by arrows in a clockwise cycle:
- Determine if it is a best fit
- Identify and locate a culture sharing group to study
- Select cultural themes, issues, or theories to study about the group
- Determine the type of ethnography
- Information Gathering
- Analysis of Data and Description of Cultural Group
- A working set of rules or generalizations

(f) A Case Study Research

The case study research involves the study of a case within a real –life, and develops an in-depth understanding of a single case although it often studies the culture sharing group (Creswell, 2013). The bounded system is typical, which is an object of study as well as a product of inquiry (Kim, 2014). The data collection involves multiple sources of information -- observations, interviews, audiovisual materials, documents and reports-- and requires a time consuming, detailed and in-depth work (Bernad, Ryan, 2009). The researcher conducts a multisite study or within site study, and their work product usually would be a case description or case themes. The defining features of case studies are (i) it begins with the identification of specific case (ii) the intent of case study often bifurcates within the intrinsic case and instrumental case (iii) in-depth understanding of case and diverse forms of qualitative data (iv) single or multiple and hybrid of data analysis. (v) description of the case and themes or issues (vi) chronology or across-cases comparison and theoretical model (vii) conclusion in the form of assertions, patterns or explanations (Creswell, 2013). The case study has three major forms which include the intrinsic case study, instrumental case study and collective case study. For example, the researcher engaged in the collective case study conducts multiple case studies to illustrate the issue and the logic of replication may apply.

The procedures for conducting a case study is (i) determination of a fit with this approach (ii) identification of their case or cases (iii) extensive data collection and diverse forms (iv) holistic analysis of the entire case or embedded analysis of a specific aspect of a case (v) interpretation and report of the meaning of the case (2013). The challenges of case study would be (i) difficulties in identifying the case, for example, broad or narrow, what bounded system, single case or multiple cases (ii) rationale for his or her purposeful sampling strategy (2013).

(g) The Research Problem

In the Korean society, the recruitment of college professors is one important event for the departmental people. As similar with the convention of other countries, the process is competitive and rigorous to draw upon a caliber of applicants, and would be a key concern for the professors and chair of department or dean of schools. More frequently in Korea, the tumult and harms likely would be involved in the recruitment of new professors. That often would be an issue of fairness and competition among the applicants, but often embroils with the corruption or anti-competitive practice with prior compromise or brokerage of powerful professors (Bowen, 2015). It could anchor within the antipathy and dissension of departmental people. It seriously undermines the unity, morale and even socialization of them. In 2013, the College of Social Science in the Alpha University announced a job vacancy for full-time professorship, who will work in the department of military science. Around ten applicants had been processed for one post and typical of three stages -- two times works evaluation and interview -- in the screening process were conducted, in which A and B were selected for final review. B was dropped out and the announcement of department is that no applicant was suited to the job vacancy and the process ended without a selection. This pattern of "watering" in the selection process is the stereotype that many Korean universities had practiced when their need arises. The problem is that it could be used for the powerful professors or those in office who intends to shape the pool of professors under their taste and influence. B is a young promising scholar who earned a bachelor degree in CU, hence, an alma mater of the university. He studied under the supervision of C, who is also alma mater, studied on the political science in China for his master and doctoral degrees and now serves as a distinguished professor in the CSS. The campus ethos would prefer B since professors would agree to staff a CU graduate for the faculty in terms of balance and proportionality. That is typically stranded in this case if he followed his academic supervisor to study abroad in China for his graduate degree. His field of expertise is keenly related with the Chinese intelligence given his main interest is on the East Asian politics so that nobody could deny his qualification for the vacancy--at least on his apparent career path. He was rejected although his supervisor had been vehement to represent his cause and claims, and established a public network with the campus members to critique the schematic watering leading to his failure and accusation of his unethical conduct of plagiarism by a group of powerful professors. While the screening process was taken by the department, the key group had based their claim on the flaws of his scholarly works. The confrontation of B and C against over five major faculty members had been under wake about one year, and as notorious to the campus members (2015). The standard of research ethics and plagiarism were disputed to purchase the outside expert groups and even brought to the court proceeding for the legality of recruitment decision. The trauma and embarrassment had seemed obvious to the involved professors, and their statement of public relationship as well as the letter of dispute or argument had been exchanged openly along the notice of other campus members. B was eventually hired for the position, but the aftermath is serious about the socialization of

departmental members. In June, 2015, the disciplinary board of CU administration had decided three months suspension, decrease of salary and reprimand for the opposing professors against B. The case of B actually is very striking in terms of its impact and pattern of development, which differs in aspects from the controversies of this kind normally observed in other universities in Korea. For example, the final hiring decision often ends the confrontation and antipathy among the professors in dissension and disagreement – at least n terms of official context. The situation here seems not discontinued soon and after. While B had spent his second semester upon employment, the disciplinary decision surprised the campus members for their severity and imbalance given if their behavior as a role professor in the recruitment process. They had been said futile to hand off their primary role as a professor, say, teaching and research performance desisted for over two years. The social aspect of department seems immeasurable with a loss and damage of affection and congruence (Hunt, Colander, 2015). Therefore, the issue of failed recruitment process in the colleges and universities of South Korea is serious to affect the professors and students in terms of various dimensions, i.e., social, educational and university administration (2015).

(h) A Tentative Research on the Narrative Studies

The purpose of this research stems from the overriding interest of author, in which he will explore the conflicting stories that emerged during the data collection. B was chosen for study by the researcher because he could inform how the bias and turfs of faculty society would lead to injustice and impropriety and narrate the paradigm or expectations from department, college and university as well as concerned professors in the recruitment process (Lombardi, 2013). B will tell stories about specific incidents in his two years experience and observations will be culled to deal with the aspects of research problem. From a thematic analysis of these data, the author will present several conflicting stories; tensions between his supervisor and several other powerful group of professors; conflicting stories about the fairness and unabridged competition of applicants; conflicting stories for the proper role and justice of university administration; tensions for the goodness of homogeneity and congruence within the department; conflicting views and ideas for the development of department (Creswell, 2013). This narrative study will include the author's reflection on his experiences, for example, how the different events he participated in shaped his understanding, how opportunities arose to build trust, how his relationship with B was negotiated, and how he developed a sense of advocacy for this young professor. The end of study will be culminated with an heightened awareness of failed faculty recruitment process in Korea, for example, the challenges of young scholars in the recruitment process, turfs and disagreement of influential faculty members, similarities and differences between urban and local universities, and the aftermath of failed process (Laureate Education, 2010e). It will be an example of life-based literary narrative as typical of narrative studies (Creswell, 2013).

● The researcher collected stories from a single individual, B, a young scholar and applicant for the teaching post of CU
● The research will use the collaborative nature of data collection and establish a firm relationship over time between the researcher and the participant in the study.
● The research chose to focus on the experiences of this one individual and, more specifically, on the cultural identity of this applicant.
● The researcher plans to explore this cultural identity through different forms of data such as personal observations, interviews, field notes, and attendance at events.
● The researcher collected data from the beginning of controversy since 2013, and the

narrative will be constructed in chronology.

● The researcher uses a thematic analysis of reporting "what happened" to this individual and other professors in concern and embroilment.

● The researcher highlights specific tensions that arose in each of themes, for example, the most recent one of disciplinary measure against the allegedly turf group of professors.

● The researcher will discuss the place or the context of CSS of CU where most of the incidents occurred that will be reported in the narrative.

(i) A Tentative Research on the Phenomenological Studies

The study discusses the emotion or images, and cognitive representations that the faculty members will hold about the failed process of faculty recruitment (Creswell, 2013). The researchers will explore this topic because understanding how faculty members represent the failed process of faculty recruitment and their emotional response to it will influence their performance as well as personal, professional and social satisfaction within the campus. Therefore, the purpose of this study is to explore faculty experience and cognitive representations of failed process of faculty recruitment within the context of phenomenology. The researcher will introduce the study by referring to the cases of campus controversy charted over the decades, and advanced the framework dealing with the satisfaction and emotion of workers from the failed incidents within the workplace. The research design involved the study of 35 professors deeply concerned of recent development from the faculty recruitment of CSS of CU. The researcher will use phenomenology and the procedures advanced by Colaizzi and Moustakas (Creswell, 2013). For over three months, he will conduct interviews with these 35 professors, and ask them "What is experience with the failed recruitment process?" "Do you have an image or emotion of this incident or how would you describe the failed process?" "What meaning does it have in your life?" The analysis will include 5 major themes based on 220 significant statements. The study will end with a discussion in which the researcher will describe the essences of the professor's experience and influences on their personal, social and professional lives. It is the phenomenological research on square aspects (2013).

● A phenomenon – cognitive representations of failed faculty recruitment process by professors – will be examined.

● Rigorous data collection with a group of individuals through 35 interviews and journal writings will be used (Janesick, 2011).

● The researcher will only briefly mention the philosophical ideas behind phenomenology. Bracketing his personal experiences and exploration of lived experiences will be an important component of research.

● The data collection will consist of 35 interviews conducted over 6 months at three sites dedicated to concerned professors, a university faculty restaurant, a long term facility of campus unity.

● The use of systemic data analysis procedures of significant statements, meanings, themes, and an exhaustive description of the essence of the phenomenon.

● The inclusion of tables to illuminate between the raw data and exhaustive description of the essence of study.

● The study will end by describing the essence of the experience for the 36 professors and the context in which they experienced the failed process.

(j) A Tentative Research on the Grounded Theory Method

This grounded theory research seeks to develop a theory of impact on the faculty society arising from the failed recruitment process that explains the pathways linking key factors together for the personal, social and professional adjustment and development. It was premised on the problem that the failed recruitment process is of concern for particular subgroups, such as departmental, college, and campus-wide peers (Creswell, 2013). To this end, the researcher chose grounded theory because of lack of knowledge regarding the specific factors and relationships that comprise the affectation, adjustment and strategic response. The author will study 10 professors of same college and the other ten from campus-wide departments who meet the criterion of sampling. Participants were recruited through the personal contact, and data will be collected through face-to-face in-depth interviews follower by two focus groups after preliminary findings are disseminated. These data will be analyzed using the Strauss and Corbin approach to grounded theory consisting of coding, concept development, constant comparisons between the data and the emerging concepts, and the formulation of a theoretical model (2013). The researcher then will present the theoretical model as a figure, and this model will consist of three phases that the impact brings on their campus lives, i.e., affectation, adjustment, and strategic response. The researcher will advance categories within each of these phases, and also will specify the context, and the conditions influencing the categories of each three phase (2013). The researcher then will take one of the conditions, high extent of activism on the failed university affairs, and will elaborate on these possibilities in a figure of the taxonomy of ways to high extent of activism. This elaboration will enable the researcher to draw specific results for affectation, adjustment and strategic response. In conclusion, this grounded theory study will advance important lessons for future efforts at campus activism for affectation, adjustment and strategic response (Lombardi, 2013). This study could be classed as the grounded theory research with many defining features being present in the research design (Creswell, 2013).

- Its central focus is to understand a behavior process, and the theoretical model advances three major phases in this process.
- A theory emerges to suggest the framework of evolution on the affectation, adjustment, and strategic response for the departmental and campus faculty members in the study.
- The researcher did not specifically mention *memoing* or writing down their ideas as they interview the faculty members and analyze the data.
- The form of data collection is consistent with many grounded theory studies; the collection of face-to face interview data. I also collect focus group data with the participants in the study.
- The researcher engages in a structured approach to grounded theory data analysis using the Strauss and Corbin approach of coding categories and developing a theoretical model that includes context and conditions. I do not follow the strict Strauss and Corbin components of open, axial, and selective coding. I do provide a detailed description of the phases of the theoretical model and compare their model with existing theoretical models in the literature.

(k) A Tentative Research on the Ethnographic Approach

The study will employ the ethnographic approach, which describes the core values, behaviors, and beliefs of campus faculty members for the failed recruitment process of their peers (Creswell, 2013). The arousal from the incident is related with their values, behaviors,

and beliefs as a culture sharing group. The faculty members often are the group that holds the values and beliefs on clean living ideology and sanctity of educational professionalism, and exercise their best judgment to behave on this philosophy. As a study that re-conceptualize their aftermath from the impact of failed recruitment process, this ethnography will examine how this cultural group expresses their values and beliefs and behaves accordingly as a reaction to such specific failure and against the ambiguous culture of university faculty generally. The researcher will use ethnographic methods of data collection, including participating in the event of arousal and attending the proceedings of disciplinary board, and faculty sorority (2013). He will interview more than 25 professors, and gathering documents from sources, such as newspaper stories, university communication, and public documents. The description also will convey the curious blend of expressing personal values, academic fundamentalism and progressive influences of expressing personal values (Lombardi, 2013). The researcher then will develop five themes: living in a clean and ethical way; recognition and knowledge of campus governance and its democratization; cure and sociable departmental and campus environment; enhancement of professional performance; promoting the developed, open, and fair competition in the recruitment process (Creswell, 2013). The article will conclude with a broad positioning of the faculty values, behaviors, and beliefs from the failed recruitment process of their peers. In sum, response of departmental and campus faculty in this case likely will be found to be multilayered, contradictory, and personally and socially different. The study will illustrate a scope of traits normally present in the ethnographic studies (2013).

● The ethnography is the study of a culture-sharing group and its members' core values and beliefs.
● The researcher will first describe the group in terms of its members' ideas, then advance five themes about the behavior of the group, and end with a broad level of abstraction beyond the themes to suggest how the specific incident works. This group is interacting through their professional lives and develops ways of behaving.
● Similarly with the critical ethnography, the researcher will use a theory of resistance to opposition in describing the confrontation of concerned group of professors, and discuss the relations with the dominant culture in a complex and multilayered way. Given the lengthy and extensive anchor of dissension and disagreement, their behavior may be talked over the personal and social transforming qualities of participating in the culture sharing group. The study will include a call for social transformation.
● The researcher positions himself by describing his involvement in the process and his role as a participating observer of the group for two years. He also engages in fieldwork by conducing unstructured in-depth interviews.
● From these *emic* data and the researcher's field notes, the *etic* data, a cultural interpretation is formed as to how the group behaves. The members interested in and concerned of failed process construct both individualized and collective meanings for their participation. Their affectation and knowledge occur at different levels, and their response would be personal, social and political. We leave this study with a complex view of how they survive to know as a culture sharing group with adjustment and adaptation.

(l) A Tentative Research on the Case Study

This qualitative study employs a case method and describes a response of CU faculty to the failed recruitment process in which one job applicant was unreasonably or allegedly schematically rejected despite his good qualification. The case study begins with a detailed

description of the failed process, chronicled over two years, and provides details about the campus and faculty society of CU (Creswell, 2013). Data will be collected through the multiple sources of information, such as interviews, observations, documents, audiovisual materials, and they will be advanced in a table summarizing the forms of data. I will interview an applicant, now assistant professor within the department of military science and more than 15 interested and concerned faculty members. The scope of interviewees had been approved of the petition to the Institutional Review Board for Human Subjects Research. From the data analysis emerged themes of ethical arousal, affectation to professional dignity, adjustment, retriggering, and reform planning of recruitment process. Toward the end of research product, the researcher combines these narrower themes into two overarching perspectives, an organizational and a social-psychological response, and relates these to the literature, thus providing layers of analysis in the study and invoking broader interpretations of the meaning of the case (2013). The research will end with a suggestion for adjustment, development and reform to the failed process as to correspond with the key questions presented in the beginning. In this case study, the paradigm structured within four phases -- the problem, context, issues and lessons learned – by Lincoln and Cuba's will be followed (2013). The research also will add my own personal perspective by presenting information about the extent of data collection and the questions necessary to be addressed in adjustment, development and reform. The epilogue at the end of the study reflexively will bring my personal experiences into discussion without disrupting the flow of the study. For the purpose of improving personal, social existence and professional performance, we advance practical and useful implications of the study for personnel on campuses. We can find several defining features of case study (2013).

- We identify the case for the study, the entire faculty of CU and their response to a potentially failed recruitment process of their peers. The case is a bounded system, bounded by time and place.
- The intent of researcher is to report a single, instrumental case study so that he is most interested in exploring the issue of failed recruitment process and suing the single case of one institution to illustrate the response of faculty to the failed process.
- The researcher uses extensive, multiple sources of information in data collection to provide the detailed in-depth understanding of the faculty response. It also is chronological over two-year period of time. In order to document and convince readers of the in-depth picture purported to build, the table of data collection will be advanced. Since it had already happened and is an undesirable event, it should not be an intrinsic case study.
- A considerable time will be spent dealing with the data analysis, and the context or setting for the case will be described. The study situates the case within the hometown of Korean democracy, a democratic campus with detailed events and stories during the two-year period of time. The researcher advances five themes that help to understand the case, which will be presented not in order of chronology for their importance and characteristic as essences as well as natural fundaments of inseparability.
- The research ends with presenting assertions in terms of two overriding responses of the faculty community to the failed recruitment process, i.e., organizational and psychological or social-psychological. I further relate my assertions with the current literature that also dealt with the types of two responses. This relational reflection will provide the audience with a sense and overall understanding of the specific case because of larger explanation for our descriptive and thematic analyses.

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Chapter IV Qualitative Research, Philosophy and Frameworks

A. Theoretical and Conceptual Frameworks

(a) A Leading Comment

The philosophy and frameworks are crucial in studying the social science since the researcher is an agent, not a discoverer, who is neither absolutely intact nor prototypical and innate to approach, interpret, analyze, constructive and should be consistent and integral through the end of research (Patton, 2002). He himself is one of social constituents, and learned being (Hayes, Barnes-Holmes, Roche, 2001). Two points are remarked (i) the issue of philosophy and frameworks generally influence or govern, in many senses, not only part of research -- such as literature review and headfirst discussion on the independent section of philosophical assumptions or interpretive frameworks -- but the whole of research process, say, data collection, analysis, discussion and suggestions (ii) the philosophy as a lens for the scholarly taste would not only be variable objectively, but also possibly change subjectively with the career development of individual researcher (iii) the claims of grounded theory research would take a researcher more seriously that generally desires of him as one active participant and that is expected of no bias or predisposition from the standing mainstream of knowledge (Creswell, 2013).

For example, we can consider the first point relating with the data collection. The feminist or disability researchers may prefer a photo or audiovisual materials to make their assertion more concrete. The pragmatist may prefer the case study to solve a practical solution for the bounded system. The post-positivism user will be more oriented to the documentary examination, for example, as related with the legal research, than other approach of data collection since the elements would be reductionistic, logical, empirical, cause and effect-oriented and deterministic on a priori theories. On the second aspect, I may illustrate between the juridical scientists and jurists. Within the system of law school, the doctoral degree on juridical science is a highest degree that the JD degree holders will study after his graduation. We say, therefore, a graduate or research degree in law for the students who study within those programs, LL.M and SJD. Both degree holders conduct a legal research. The frameworks or philosophy may keenly be related each other on one hand since they treat the law or legal subject commonly, but little differs from other aspect. The statistical data and interdisciplinary perspectives are more demanded of such higher degree, and the style of research product may apparently be discriminating in cases. The diverse lens can be employed and encouraged to employ by the supervisors, ironically normally professors with the JD degree. A later development of law faculty in his career path may breed them to be interdisciplinary and diverse in terms of scholarly lens, but vastly unlikely in reality, which implies that the LLM and SJD are principally a foreign purported degree by teaching the basic of American concept of law, expecting the art and science intelligence than professional education as comingled with the basic legal knowledge, and finally seeing them to become a professor in their home countries. In other cases, the growth of scholarly career would often allow a wider and open or interdisciplinary perspective in dealing with the philosophies and interpretive frameworks (Gardner, 2011).

(b) One Article and Thought on the Frame

Reading the article, the feel is that the author seems likely an enologist who indulges

in wine as a clinician on psychotherapy on one hand, and the researcher of virology to surf onto the vast data. The kind of research dealing with big data seems an emerging and exciting way of research these days due to the rising profile of electronic data storage. Today, the Joong-Ang Daily reported a most popular expression of Koreans about "love," hence, so-called key word considered to be importantly related with the qualitative investigation. It collected data within such lengthy time span beginning from 2008 through the first of 2015. The research findings are stimulating, for example, what words are most popularly combined with love. Mom is first, family next, and friend third and girl or boy fourth, and so with each share being specified. The research seems a mixed project so that the duration of love also was studied according to the relationships, i.e., parent-child, hus and wife, friends, boys and girls, and so. This type of research shows that the current environment for qualitative researchers is both encouraging and challenging.

On the article in this week, the research explored almost 1,000 texts and required five years of pilot study (Clarkson, 1996). The data to support his research findings are enormous to encompass poetry, personal experience, many textual extracts of theory or therapeutic dialogue, other research reports, theoretical considerations, clinical reflections, syllabus constructions. In his view, the data collection is the kind of post modern assemblage which was claimed coherent, valid, and reliable. His research goals were implied that (i) he provides the framework for at least one-four year psychotherapy training course (ii) an independent psychology accreditation process (1996).

As guided, the philosophies and frame generally determine the whole of research project so that it is holistic and omnipresent dealing with the substance of information and discovered facts. It provides a lens to wheel ahead over the entire research process where the issues or ambiguities arising from the process are conceded or resolved through the lens (Laureate Education, 2010f). The frame of author can be considered to pertain with many perspectives of Creswell (2013). Actually on every corner of pages can we encounter his brief on the frames and philosophies. For example, he said that the pragmatic distinctness of collected data is a prime framework dealing with the interpretation and analysis. This seems from the characteristic of his research, i.e., immensely concerned of qualitative nature of humanity and even psychotherapeutic studies. His pragmatism may infuse an idea to critique a complacency of researchers. While invoking Kvale's suggestion, he made a focus, "by discarding a modern legitimation mania, justification of knowledge is replaced by application with a pragmatic concept of validity (Clarkson, 1996)." The methodological assumptions for the qualitative research are obvious to deal with his inductive and bottom-up ground. The social constructivism seems to underlie his framework in which he emphasized the lived or work experience from individuals. The author himself had been an individual with the work experience which constitutes a fundament of this research, and the client provides a lived experience to shape his position as a clinician. His immense disposition to the frame and philosophy also can be enchanted in his comment itself, "All qualitative researchers are philosophers," by citing Bateson, "universal sense in which all human begins….are gifted by highly abstract principles" (1996). On this remark, we may share if the degree name, PhD or Doctor of Philosophy would have some sense to indicate the character or destination of this degree holder, normally researcher of social science." He also mentioned on the post-structuralism which suggests two important things to qualitative writers. Given the wide hint on his frames and philosophies influential over his research, I may brief on two frames.
  First, the transformative framework seems to inform his research that he charted vast data over period and was enthusiastic to argue on the inseparable relationships between the

psychotherapeutic research and practice. This perspective often focuses on the marginalized individuals or groups rather than imposing structural laws and theories. Although the clinicians may not be such discrete group within the circle of clinical psychology, it was taken to be challenged by the author from the mainstream of knowledge since their belief, value and knowledge are highly individualized or particular. In the introduction, it seems conceded, "as a practitioner myself, it occurred to me that perhaps one of the reasons psychotherapy research is often ambiguous and inconclusive is that it was trying to model itself on the quantitative investigatory paradigms of the physical sciences (1996)." In this framework, the basic tenet is that knowledge is not neutral and it reflects the power and social relationships within society. This lens seems to highly influence the author's attitude through the article standing between the subjective knowledge on therapeutic practice and quantification-oriented general knowledge from the therapeutic research. For example, he introduced his methodology, "The use of my own personal and professional experience as client, teacher and supervisor of psychotherapists as locus of exploration… (1996)." Second, the author partly employed the post-modernist frame as explicit in his statement, "to explore a postmodern qualitative research methodology, context and content which was grounded in a moral universe where issues of values, ethics …. (1996)." According to Thomas, the postmodernist are "armchair radicals" who focus on changing ways of thinking than calling for action based on these changes (Creswell, 2013). This can make as distinct from the transformative framework where the latter goes far enough in advocating action to help individuals. This aspect of frame is fairly penetrating through the article, but eclectic by relating the effect and utility through the theory, supervision and practice. This is so even while he placed the heart of study with the felicitous phrase, the therapeutic relationships—the focus for the case under investigation in the instance. He also seems to be influenced from the post modern way of thinking, as we read in the Discourse analysis, "First, there was the thorough exploration of the diversity of meaning, the different contradictory ways of speaking that govern what we do (1996)." He also was expressly iterative of his position, by commenting, "I would submit that this study has not only been post-modern in the diversity and particularities of its components drawing from a multiplicity….." His main suggestion on the enduring and reinforced ties between the research and practice had been stressed in a sense of diversity within the universe. In his belief, the client is a major source of new or confirmable knowledge "Learning with the client in such a way introduces a praxis of the recovery of knowledge which is surely at the very heart of the therapeutic endeavor itself (1996)."

(c) An Insight

As commented, the essence of research would lead to an extended employment of philosophies and use of framework. Given its research design on the textual or document-based investigation, this aspect might become more inevitable to support his position and argument. However, it possibly could cause the loss of focus and confusion of audience how much we could discern his position and the existing discourse from the psychotherapeutic research. It seems that we can see a farthest example of qualitative trait in terms of research method. That is because the author seems to be omnipresent and looks like the kind of whale in the sea of documentary data examined over a period of several years. He seems immersed into the theme he works on, and his individual is surely an important participant witnessing the intelligent circle of clinical psychology. His research goal seems to emphasize the long interplay of both professions, i.e., researchers and clinicians, as well as continued relevance to collaborate. The theme is sufficiently proven from his empirical evidence, i.e., very new

type of research design as introduced earlier. The framework is interesting and seems authoritative by exemplifying the philosophical assumptions through pages. Nevertheless, I may conceive if the quantitative approach also may come clearer or at least complementary, for example, via the exhaustive search of share or proportionality among the research products in his field by asking whether the basis of them arises from the clinical experience or arises purely from theoretical deals (Creswell, 2009). If a major number of papers are based on the clinical experience, then his theme could be persuaded at considerable extent.

B. Role of Theory and Qualitative Research

(a) The Role of Philosophy

Philosophy is important since (i) it shapes how we formulate our problem and research questions to study and how we seek information to answer the question (i) it is deeply rooted in our training and reinforced by the scholarly community (iii) reviewers make philosophical assumptions about a study when they evaluate it (Creswell, 2013). The philosophical assumptions are called in other way depending on the user, for example, paradigms, epistemologies, ontology, broadly conceived research methodologies, and alternative knowledge claims (Hayes, Barnes-Holmes, Roche, 2001). Creswell proposed four philosophical assumptions patterned over qualitative researchers (i) ontological issue (ii) epistemological assumption (iii) axiological assumption, (iv) methodological (Creswell, 2013). Within the ontological issue, the researcher is concerned of the nature of reality and its characteristics, and approach within the dimension, the kind between "right and wrong," "desirable and undesirable" "acceptable and unacceptable" and so on. It therefore presupposes multiple realities received in different perspective among the social group. The legal researcher and pundits or analysts of politic and social issues often and most notably would be framed in this assumption. Within the epistemological assumption, the field level emerges as a major concern that researchers try to get close as possible to the participants being studied (2013). It is critical to know based on the firsthand information to minimize the distance or objective separateness. It is, therefore, related with the complete – not partly of data collection although most salient in that stage -- process of qualitative research and defines the verifiability and quality of research. It is more practical and operational concept than the ontological issue. The axiological assumption requires the qualitative research as value-laden nature of study where the researcher likely position themselves in the study as one of participant. As said, the bias and predisposition have both a service and disservice to allow the social science to be distinguished from the natural science. The researcher's presence is apparent according to an interpretive biography. The final assumption comes on its methodology as inductive and emerging that the researcher's experience in collecting and analyzing the data is elementary and characteristic with the grounded-up logic (2013).

(b) The Five Qualitative Approaches and Role of Theory

Qualitative researchers use theory in their studies in several ways. First, they can structure their research at the same extent and style with the quantitative paradigm, in which the variables, constructs, and hypotheses are extensive and statistically perfect to seize the whole of theory (2013). This allows the quantitative studies to claim more than validity and credibility of their research findings, normally purported to describe the general population. In the qualitative studies, it is possible that the use of theory could be similar with the counterpart, but might impose a heavy burden in framing the research plan. For the positivist

research, therefore, the statistical feasibility traditionally calls to restrict the number of variables contained in their models. This way of use, in any way, has a pertinence in qualitative approaches and according to trait of disciplines. For example, cultural themes or aspects of culture taken by the ethnographers as their research topic can begin with the hypotheses to be tested from the literature (Wilson & Chaddha, 2010). Second, as stated, the theory in qualitative studies lends a lens for the researcher to orient his themes. It takes an advocacy tone and aura in cases, and the kind of issues encompassing the race, gender, and social class would be more probable in this use (Creswell, 2013). This can be in comparison with the kind of other issues in subtlety, i.e., social control, language, stability and change, or social organization often explored by ethnography when the first way of use is employed. The second nature of role was advanced around 1980's, and theory in the research work is viewed more in emphasis as something to guide on the importance of issues and people that needs to be studied. The transformation in use of theory also affected that the researcher himself or herself is not a dispassionate-- objective and neutral in good sense of assumption -- reporter of science, but crucial agent as to the position for the nature and quality of research work. It also tends to govern the written accounts of research findings, what we may see as assertions or suggestions, social activism, critical race theory and critical ethnography theory. Third, the theory in the qualitative studies can play as the end point as we often encounter the grounded theory framework, in which it prescribes a strict inductive way of generating categories from empirical data in its orthodox form (Creswell, 2013). Since it includes the capacity for a detailed study of a micro issue of a larger reality within a particular setting, it processes broad themes to a generalized model or theory. In this way of use, the researcher begins by gathering detailed information from participants, and then forms this information into categories or themes, and develops them into patterns -- for example, propositional generalization and naturalistic generalization. As Neuman stated, "Pattern theory does not emphasize logical deductive reasoning." While this type of qualitative research requires a generative methodology and often is of inductive nature, the researcher would cope with more complex data and dealing with a complex array of variables than traditional positivist models. Fourth, the theory may only be implicit and no explicit framework can properly play or be identified in the qualitative theories (2013). For example, in many studies of phenomenology, a rich and detailed description of a central phenomenon could be made with the essence of experience from participants, but as hardly to be mentioned of any explicit theory employed (McPhail, 1995). This does not negate the thesis that the inquirer is neither innate nor perfectly objective with his work. In other words, no qualitative study begins from pure observation. Since the researcher, at least, would be an agent of concept, the non-use of theory does not say that even the concept or conceptual framework would not be employed. Between the conceptual and theoretical frameworks, the concept would base other than theory, which eventually comprises of theory.

Figure 1 **Research Tips in Use of Theory (From Creswell)**

Decide if theory is to be used or not

Adequate Location and Consistence in Use

Identify the Role of Theory : Up-front explanation, an End Point or Advocacy Lens

(c) Some Note on the Narrative Research and Case Studies

       While the role of theory has been implicit in the above explanation, let me get a little further on the respective approach.

       The narrative production in the therapist's case relies on the theoretical orientation. The study by Moreira and Goncalves explored the influence of the therapist's theoretical orientation on patient's narrative production (Moreira & Goncalves, 2010). This evinces that the narrative research can be more productive and efficient depending on the theory with which the researcher or clinical therapist had been framed. The two authors took four samples of therapists and client, named Rogers, Lazarus, Shostrom and Cathy. The three of them are therapists and Cathy's therapeutic narratives with them were analyzed in three narrative dimensions – structural coherence, process complexity and content multiplicity (2010). Results showed statistically significant differences in scores of Cathy's total narrative production depending on the therapist she was interacting with. The narrative study has a trait of and deeply rooted in the psychological function of humanity and language processes. The concept of narrative is being increasingly acknowledged as a way to develop a more integrated understanding of human psychology (2010). It, in fact, emerged as a trans-

theoretical concept with diverse theoretical orientations dealing with new quest of knowledge on psychodynamic, experiential and cognitive and familial matters. Upon a surfeit of research paper on the relationship among the theoretical orientation of therapists and narratives, new knowledge in these areas proves much on the role of theory and its production. For example, studies showed that patient's narrative change during psychotherapy is related with therapeutic outcomes while other studies on the language processes have focused on the role of the verbal response modes in the therapeutic process (2010). Rogers held the theory of client-centered therapy that every human being has the potential for self-actualization, as well as the conditions for self-actualization are provided. The aim of client-centered therapy is to promote these conditions in the client. Lazarus had a firm orientation in theory and assumption that human beings are the product of a complex interplay of genetic, social, learning, physical factors and history (2010). We may call it the multimodal therapy. His assumption, therefore, leads that both personality and psychological disturbances are products of the dynamic relations between multiple factors. The actualizing therapy, as held to frame his assumption and ways to practice psychotherapy, is seen as a therapeutic approach that is assumed by Shoestrom, a founder of this theory, as being an integrating approach, integration contributions from different therapeutic models (2010). In the theory and method, therefore, it is flexible and adaptable to concretize his or her natural tendency, what we may refer to actualization. A trust among humans is considered most precious and important where the psychotherapy process consists in promoting individual's actualization process. This means that the therapeutic process goal is to help the patient in replacing survival tactics with actualizing growth responses (2010). Although these three theories developed within the domain of psychology and psychotherapy, it provides a foundational thought on the role of theory in the narrative research. For example, narrative researchers collect stories from individuals and co-constructed between themselves and the participant. Then, the narrative can be constructed toward the actualizing growth version (2010). In the narrative studies, the individual experiences are pivotal which are, however, shrouded with the identities of individuals. Hence, the theory in this approach is critical to question, "What are the human elements?" That is true even if we may have much more theories in thinking of the framework of narrative research – for example, charismatic leadership in the studies of business management or social stratification theory of class research. The virtual answer can be found in three of theoretical assumptions in the psychology and psychotherapy.

As reviewed, case studies differs from other approaches in that they were intensive descriptions and analysis of a single unit or bounded system, such as single organization, program, event, group, or community. The case studies may trace to ideographic or interpretive as their origin which refers to a study of individuals while *nomothetic*, interchangeably normative in the current use of word, referred to a search for general laws (Laws & McLeod, 2015). The normative model was based on the idea that the human behavior was essentially rule governed --- hence more social or natural to rely on the quantitative method or positivist theory. The interpretive paradigm is more friendly with the qualitative method with a concern for the individual and describes or explains human behavior in their own way. The case studies have several ways in terms of its nature and scope of investigation --- exploratory, descriptive, and explanatory and single case study or multiple case study (2015). Given its nature, the interpretive paradigm or four philosophical assumptions will undergird the process of research and the area of specific interest may be provided with theories of discipline in dealing with the ethnographic case study, historical case study, legal case study, psychological or sociological case study, i.e., a *meso* or *mega* framework in combination to structure or design and operate the research project. Within the descriptive and explanatory case studies, the existing theory can inspire the research or

penetrate its process so that the people and unit to be studied may be referred to and types and extent or analysis of data will be conducted accordingly. The exploratory research would be less reliant on the existing theory for its nature. However, it can be claimed as in Yin that the case study may be less scientific or less rigorous on the theoretical framework implying a relatively little role of theory in this approach. Yin acknowledged in subtlety and with defense, "case study researchers had possibly been sloppy in the past and had allowed biased views to influence conclusions….." (2015). The drawback of case study also is claimed for the consumption of time and massive documentation, but the proponents on the strengths of this approach are not rare. Yin suggested that the case study has a distinct advantage for "how" and "why" questions, and Bromley claimed, "the case studies got as close to the subject partly by means of direct observation in natural settings…." (2015). The uniqueness of case study has been adulated by Abrahamson, "since such data are rare, they can help elucidate the upper and lower boundaries of experience. Second, such data can facilitate…prediction by documenting infrequent non-obvious, or counter intuitive occurrences that may be missed by standard statistical approaches..…." (2015). Generally, the theory would not be an ending point in use unlike the grounded theory research since the end result of a case study draws some or all of the following : (i) the nature of the case itself (ii) the historical background of the case (iii) the physical setting in which the case is bounded (iv) other contexts, such as economic, political and legal, that impact upon the case (v) other cases through which the case is recognized (vi) those information through which the case can be known (2015).

(d) The Research on Nomad Professors

As previously discussed, my research questions would comprise two central questions and eight sub-questions and can be most salient of the characteristic of case studies.

Figure 2 **The Characteristics and Research on the Nomad Professors**

Characteristics	Narrative Research	Phenomenology	Grounded Theory	Ethnography	Case Study
Focus		O		O	O
Type of Problem Best Suited for Design				O	O
Discipline Background				O	O
Unit of Analysis		O	O	O	O
Data Collection Form		O			O
Data Analysis Strategies				O	O
Written Report				O	O

The role of theory in researching the nomad professors for the local university of Korea seems to be conceived from the general purview and those concerned between the case

studies and theoretical framework. From the above explanation, therefore, I can present a concept map to elucidate the role of theory ---including four philosophical assumptions, various interpretive frameworks, concerning the qualitative research or case studies of nomad professors as follows.

Figure 3 **Philosophical Assumptions and Research on the Nomad Professors**

Ontological
- What is the nature of reality?
- (i) identities of nomad professors
- (ii) their role as teacher and researcher
- (iii) their personal, social and professional mode of lives

Ephistemeological
- What counts as knowledge? How are knowledge claims justified? What is the relationship between the researcher and than being researched?
- (i) theoretical lens dealing with ithe nomad professors as an intact cultural group -- critical theory, social constructivism and phenomenology
- (ii) firsthand information as treated with the theortical framework and concepts from the disciplines, management, psychology, soicology and psychology and public administration
- (iii) the researcher himself is a nomad professor in his definition and netoworked with the particpants.

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Axiological
- What is the role of values?
- (i) efficacy and productivity of university
- (ii) Particpatory paradigm and democracy of campus
- (iii) informal society and social harmony theory
- (iv) personal, social and professional identity theory

Methodolgical
- What is the process of research? What is the language of research?
- (i) multiple sources of data as usual with the case studies, incluidng but not limited to the indepth interviews and observations of nomad professors
- (ii) nationally Korean at data collection, translation purchased and words of professional society in prevalence, for example, research, academic disciplines and class performance.

Figure 4 **Interpretive Frameworks and Research on the Nomad Professors**

Transformative Frameworks

- A knowldege on the university faculty is not neutral and the issue of nomad professors reflects the power and social relationships withn society
- The purpose of study is knowldge construction of nomad professors and to aid people to improve the society

Postmodern Perspetcives

- knowldge claims on nomad professors deals wth the conditions of world today and provides the multiple perspectives on the general awareness of university faculty.
- The existence and lives of nomad professors include importance different discourses, the importance of marginalized people, thepresence of metanarrative or universals that hold true regardless of socil conditions

Critical Theory

- The purpose of study is to empower the nomad professors to be competenet and productive
- The themes on nomad professors will be toned with university institutions and their transformations and through the meanings of social life, alienation and struggle as well as the envisioning of new possibilities
- The end goal of research will be social theorising of nomad professors within the Chosun or/and other local universities in Korea

Queer Theory

- My study will use a variety of methods and strategies relating to individual identity.
- It explores the myriad complexities of the construct and identity and how identies as a nomad professor reproduces and perform in social forums
- Power and governance of univeristy are embodied discursively
- Academic work become ironic and often comic and paradoxical to deal with the nomad professors

Figure 5 **Use of Theory and Research on the Nomad Professors**

| Are Variables or Hypotheses are Extensive as the Quantative Studies ? | • The study has been inspired by the above interpretive frameworks and influenced by philosophical assumptions
• It will be performed witin the frame of inductive inquiries and bottom-up ground on the intact cultural group, nomad professors of CU.
• No extensive deals with variables and hypotheses are expected at current stage. |

| The Second Role of Theory* | • Many theories guide the importance of nomad professors and their issues
• the researcher himself is a crucial agent to deal with the issue, not a dispassionate and objective observer.
• The theory tends to govern the written accounts of research findings on the nomad professors
• The research on nomad professors will take the tone of advocacy and aura of distinct cultural group |

| Explortaory Case Studies | • In terms of mega level, the philosphies and interpretive inspire my research and undergird the whole of reearch process
• In the meso or micro level, the studies on nomad professor might be explortory in nature that the the role of theory could be little. |

| Theory as ending point | • At this statge, it will be unlikely to generate a theory on the nomad professors as a whole of general population.
• Instead, the end result of a case study draw some or all of the following : (i) the nature of the case itself (ii) the historical background of the cae (iii) the physical setting in which the case is bounded (iv) other c ontexts, such as economic, political and legal, that impact upon the case (v) other cases through which th e case is recognized (vi) those information through which the case can be known. |

(e) Reflections

Our logic can be straightforward if the research is the kind of activities intended to contribute for the human knowledge. It is contributive, not redundant, arousing the researcher to be creative and original although the contribution may be like a particle for the seashore sand. In some cases, however, the contribution could be the kind of Copernicus-impact leading to the sea change of existing awareness, such as discovery of electricity, Hick's discovery, Aesop's Apple, labor perspective on Marxism, Darwinism, and post-modern paradigm of thinking (Patton, 2002). The principal work of natural scientist is a discovery, which would be factual and triggered at tangible object. That would not be applicable to the social scientists so that they should be an agent to "interpret" the events, occurrences, and social phenomenon (Creswell, 2009). The term "interpret" is a prelude of process within the mind of researcher, which can be played out through a higher level of process, what we call "construct." In this context, the post-constructivism is one of most eminent philosophical assumptions that the researcher employ to explore his qualitative theme. The philosophical assumptions, therefore, are foundational for the social science research because (i) it networks the field work or information culled through the research operation with the basic of human thought (ii) it is principally concerned of humanity and social science than natural science although the human conscience and ethics occasionally raised in the world of natural science—such as research of atomic bomb, stem cells and its application on human body, and standard of animal protection -- would stem from the philosophy (iii) it provides an interpretive framework orienteering the research project as the kind of omniscient element— hence, it often would be the kind of lens characterizing the nature of research product (iv) it is an influence most toned through the whole of research process, but less specific as to slide into lower levels, what we may consider as theory and concept—hence, *macro, meso, micro* strands to be minded with the researcher (v) the originality would arise vastly from information gathering, but could only be considered a scholarly work that has to be structured within the philosophical assumptions, theory and concept—hence what may be said of framework to characterize the research books and articles (vi) "originality of natural science" is unitary since the researcher is not an agent or wigged with lens—unitary source of

originality with commonness of researcher, while originality of social science is twofold since the new information and different philosophical assumptions can lead to a different knowledge – "mixed source of originality."

The issue of philosophical assumptions or interpretive frameworks is fairly consequential so as to structure the style of research in an incurable and embedded fashion within a special blob of intellectual circles (Creswell, 2013). For example, the approach of Korean legal scholars in dealing with their research question is very usual from the theories or principles of western legal culture, such as Germany, England, France, and US, while their research problem will be discussed in the next chapters on the cases and propositions or theories of domestic circle of scholars. The legal scholars of US would normally not be entailed with this leading role of foreign sources, but rather begins with the problematic case or cases rendered by the Supreme Court. The dealings of Korean scholars in this case may be compatible, in terms of research style or structure, with the scope of qualitative researchers on apparent exposure of philosophical assumptions provided if the dealings of US legal scholars may be more reality-oriented with a specific case or problems of legal intelligence (Gardner, 2011). In other words, while the philosophical assumptions are any more pioneering in the Korean case, the US case concerning the legal research is more likely "problem-oriented" than "framework-oriented." Of course, the identification of problem itself may be determined –or at least shaped in different way—by the philosophical assumption of researcher as an agent, but the forms of dealing, what I may term "research style," obvious differs over the pieces of legal research in tow countries. My point in this case is several; (i) As Creswell implied, the role of philosophy or debate on the interpretive frameworks are not exhaustive, but depends on the circumstances and conditions (ii) the discourse of the philosophical assumptions and interpretive frameworks itself is concerned of apparent reality within the research society and their power and influence within the circle of intelligence – perhaps only measured by the amount of work products (iii) the grab of this issue, in terms of methodology, nevertheless can be seen as stranded to characterize the humanity and society. On those points in concern, I may illustrate mine and Creswell's. Creswell had articulated major interpretive frameworks, which includes post-positivism, social constructivism, transformative frameworks, postmodern perspectives, pragmatism, feminist theories, critical theory and critical race theory, queer theory, and disability theories (2013). This classification is very history-based and persuasive, but the insight is if they could be complement with my viewpoint. In the first, it might not be encompassing or could be complemented with the country or region based reality. Korean and American ways of legal research can be a stark point to address the issue of interpretive frameworks. The Asia has a reach-out in various fields, AIIA bank, world first economies in terms of GDP and per capita asset, and G2 is a usual lens to look into the politics of world hegemony. The USTR, one of most powerful trade agencies in the US and world, manages two branches dealing with the geographical terms and framework-based assignment of responsibility. To say, the bureaus of Europe and Asia or Africa would be a first form of agency and bureaus of trade of goods, bureau of trade of services, bureau of intellectual property would pertain with the second method. They are combined to structure the USTR, and the first form generally would be noted as more powerful. It may be discussed at this stage of world progress if we consider Sino Framework, Japan-Korean Philosophical Assumptions on the Social Science Research and Latino or Canadian Framework. Now it may be talked about differences, if not determinative, among the countries of European continent, US and England in thoughts and philosophies. The point is that the framework is a soft concept, and can be pluralistic in many standards. In the second, the Creswell's proposition on major frameworks is reality-oriented, which draws upon the attitudes of research society. It is hinted that we can well imagine of popularity of

such research themes, to say, feminist studies, a greater amount of research work on disability issue, surging concern and consequential rise of research society on the race issues and so on. These issues would not be an interest of century earlier scholars, which proves the share of researchers and productive number of their work are a major reason to give their status as a mainstream of frameworks. In the third, the strand beyond the quantity of research interest is also a factor so that we can see fundaments of humans and society in the terms, such as female, disability and race. A half of population in the society would be female that provides a strand for the frameworks. The disabled and minority race are a critical component of our society, and the surfeit of knowledge generated for the ruling class may saturate to disinterest the excavators of original knowledge (Laureate Education, Inc. 2010f).   Between the philosophy and reality as granted, we often consider the philosophy immutable and everlasting, but we can find it transformative or trending in the discourse of Creswell --one directly from the word itself, "post"-modernism or "post"-positivism, and the other indirectly from the "transformative" framework

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Chapter V Observation and Qualitative Research

A. A Quality of Observation as a Data Source

Observations are one form of data used to support the qualitative theme. Some thought on its strengths and limitations arises.

First, the observations are stranded with two crucial qualities of human intelligence. The *logos* and *pathos*, as we see, comprise the human agent to have an awareness and appreciation relating with the universe. The five senses of human are not separable from the true and authentic knowledge, say, sight, hearing, touch, smell, and taste.

Second, the observations could be more powerful to transform the knowledge and awareness of our society in terms of data sources. Although they are converted into a lingual form if not presented as photo evidence, it could more readily be traced by the future researcher and provides a check point for them, policy makers and other concerned intellectuals.

Third, the observations would be more helpful to make a focus on the controversy or differing views. It provides an impression and could change an easy settlement of existing knowledge. Let me take an example from my experience that it has strength to clarify the controversies most readily and explicitly. Korea is divided between the South and North according to their ideological dissidence and post-war international politics in 1945. The two brother states likely had raced in the competition of national development that the propaganda and public relations had poured to inculcate their superiority. The right circle of Southern developmentalists actually in such long period of reign through the current had been suspicious of leftist ideas within the intelligent group of society, and constantly vigil of their ideological problems. That is because they sometimes contend to argue in the favor of northern communists which troubled the KCIA. KCIA and Korean studies association had schemed to publicize the superiority of liberal constitutionalism practiced in South Korea in any impressive way. They collected the photos of both states to contrast the stark disparity of economic conditions around 1970's. That persuades most of public and the leftist intellectuals had been submissive to lower their tone of intellectual work. The photos in this case would outflank any sophisticated articles or books in terms of evidentiary convincement.

Fourth, it has strength that the researcher would not encounter the difficulties and challenges often arising from the interview, such as resilience and turfs of interviewees or affronts from target groups.

Fifth, the primacy of observations as a data form would depend on the research design and types of qualitative research (Creswell, 2013). It is truly a service for the qualitative researchers. In the quantitative studies, the observations are only a *priori* effect if any, which underlies within the assumption and predisposition of researchers. For example, the stage of research design would infuse various considerations into the mind and purpose of quantitative researchers, which depends consciously or unconsciously on their experiences, perhaps not insulated from their routine observations. The exchange of scholars or policy makers had a rich history and also is practiced even in this contemporary age. US scholars of public policy or ethnic studies may wish to collaborate with Korean or African peers for various reasons. He may be a more competent statistician to facile address the challenges of SPSS issue or data analysis. He simply could be more efficiently to gather the information from a distinct locality (Angrosino, 2006). One other reason possibly would be his long residence plus innate body and mind of local culture, probably formed from observations. Then the US scholar could seek an aid and may write the research article as a lead author.

One of my favorite is to watch the aired lecture from Korean Open University. Yesterday, one female professor delivered a useful class to instruct the mainstream of western views on the world. He began with the work of *Edward Said* on Orientalism, to the *Rostow*'s view of developmental paradigm under the western exploitation, to the theory of center-periphery authored by *Amin*, and finally through the view of world system marshaled by *Wallerstein.* For the college students of Korea and Asian nations, her lecture is fairly articulate to convey a compendium of world views in terms to deal with various disciplines of social science. The experience of one hour in front of TV has made be reminiscent, as simply from the political hegemony that the western view is dominant and unilateral to author not only theirs, but also Oriental people. I rather say oriental people than states given their imperialistic veil of ignorance with the mightier weapons and arms. The work products she introduced will be mild than econo-political reality, for example, capitulation in the exploitive age, but still rigid to center on the tone of western superiority in my basic knowledge. As time passes, I realized on the lesson of qualitative teachers about the importance of note taking or recordation of information as well as the utility of journal writing (Dewalt & Dewalt, 2010). I revisited through the internet search about the names introduced by the lecturer based on the jotting during the class. I could find the information missed from the lecture to see the network and scholarly interchange between *Samir Amin* and *Immanuel Wallerstein* (1989; 2004). It actually was a nexus to understand the lecture, the kind of nodes now we chance on the NVivo exercise. Without the jotting, I certainly lost to point to the rotund nature of deals within the grand view (2010). My fidget to jot the names and follow up search actually made something striking to get a whole picture of world grand theory. The observations could have strength with a proper recordation and iterative journey through the collected information. The second point in this experience is that the "oriental observations" had not a place anywhere. That is because the class title was the western culture and theory. We can see a piece of Oriental views in other names of class dealing with Japan, Korea, and China embarking on the western industrialization and democratic form of rule. That is, however, very different in approach and awareness. The description is passive, exotic, receptive or somewhat discriminatory rather than active, dynamic or exploitative. These points not only illustrate the importance of observations, but also position of observers when we consider the generation of new knowledge in terms of research method. They also show a fundamental role of observations in beginning to function for the intelligence or awareness other than any other data form, such as interviews or public survey. We are known that the philosophy of experientialism is not merely of sensory elements meaning it to be translated into words or description (Hunt, Colander, 2015). In continuum of our example, that may lead to a different pan of human subsistence -- oriental and western -- beyond the simple differences of perspective. It is, of course, very unfortunate that the researchers had to endeavor to fill the gap. Nevertheless, the diversity within the qualitative research is the kind of value – for example, maximum variation sampling -- we cherish that the hypocrisy to neutralize the tension or differences has to be forborne during the course of qualitative process.

In my view, the observations also can have limitations as the data source of social science.

One is the roles of bias that the results of observations may not be correct or accurate as to the issues of authenticity and objective truths. Simply the color blind people may not correctly appreciate the color of things observed. The position of observers would lead to different description of same site or thing. The scale of viewpoints also could mislead the observers as the maxim implies, "one cannot see the forest for the tree." Recently I have enchanted the tip of interesting contrast between the quantitative and qualitative concepts

(Patton, 2002; Creswell, 2009). The Murphy's rule had been illustrated in the class of statistics. The rule states that the worst possibility always happens if it is possible. For example, if the walker prepares an umbrella for the possibly rainy time outside, no rain will always be encountered until he returns home. That points to the fallacy of statistical lives, but the haunted routines from subjective impression. That is because the chance of rain is not perfectly zero, but located between 10-20 percents in terms of probability. The lives, however, feel that he always misses from his expectation when he actually regrets of no need to use the umbrella at specific occasion. This elicits a bias dealing with the subjective impression and quantitative truths, and the human has a distinct element of appreciating the event and occurrences (2002; 2013).

One other example had been a commentary of one correspondent for the newspaper concerned of economic impact of MERS-CoV. The Korean economy was reported to decrease because the people apprehended with a fear of contamination would be less in mobility and spend less leading to a reduced growth rate in the upper term of 2015. The analysis is that the fear is merely psychological from the innate nature of human. He argued that the death rate of traffic accident is higher than the infected patients, but the people still drive although they are chilled from the disease. This demonstrates in some sense that the reality of humans and society are not only influenced from the quantitative truths, but also comprised of qualitative elements (Hunt, Colander, 2015). The bias is one source of strengths if the qualitative research is not in the wad of objective truth, but encouraged to raise a voice and awareness of cultural group. That is because the bias can be considered as essential component of human agent as learned, inculcated, compassioned and shuffled with the community or cultural group. Nevertheless, the subjectivities had not to be confused with the fallacy of observations questioning the validity and reliability of scientific research. Therefore, the point has a subtlety in this sense. While the participants other than researcher himself may waddle, he preferably walks straight and competently through the research process irrespective of his status as participant or non-participant. This means the bias stemming from the researcher himself is more problematic to be cautioned although he encourages the subjective state of mind within the pool of participants and even injects his idea in description of observed results. The observed results, hence, need to be backtracked between the bias of researcher and that of observed individuals or sites (Angrosino, 2006).

The limitations of observation as a source of data are that it could capture as limited to the outside of events or occurrences. Therefore, its use is not always suited to the individual research design of qualitative research. It depends on the types of qualitative research, and the site or things would be unique of observation since they could not be a source of information collected from interviews. Therefore, the interviews often would complement with the results of observation (2006). As the technology develops, the new source of data gathering seems to become increasing, such as photos and audio-visual materials, the kind of observations, but also poses an interpretive challenge. The limitations also would arise in the context that the indecency and sensationalism, often considered to be cautionary with the scientists, are not to degrade the quality of research products within the standard of humanity and society.

(a) The Nonparticipant Observation

The nonparticipant observation assignment often is conducted in such public places, i.e., restaurant, coffee shop, shopping mall, book store, zoo, place of worship, museum, health club, funeral parlor, dog park, beach, skating rink, park, movie theater, library, technology center, or any public setting (Janesick, 2011). As we see, observations are one of two major

data sources in qualitative study and it normally bases a purposeful sampling as differs from the probability sampling by the quantitative researchers. The sites or persons will be targeted as the research subject or participant, and maximum variation sampling is preferred along the critical cases and convenient cases (Creswell, 2013). In nature, the first sampling approach is most suitable to maximize the differences, which often would be a study focus of qualitative researcher. This quality is distinct underlain in the qualitative study that some standard can be assumed in the narrative research as participant within the three types, i.e., marginal person, ordinary person and great person. The research on gun-shooting case can show this way of approach when the researcher explores the in-presence school teacher as narrator or students close to a victim. The teacher who responds with the scene to suppress or call the police might be great, and the students in the classroom would be marginal while teachers of other buildings might be ordinary. Otherwise, the pragmatic selection will be conducted on a chance encounter, emerge from a wider study or with volunteers (2013). The purpose of nonparticipant observation is to observe, describe, and explain a complex public setting so that the access and rapport are the points of consideration for the researcher, for example, gaining permission to study the site or allowance of data collection. The privacy protection should be resolved in advance, and the benefit may be negotiated for the African enclaves for longitudinal observation. In some cases, the institutional review boards may be required to intervene to supervise and facilitate the process as a matter of law and regulations, where studies involving minors or high risk sensitive populations cases would go a little tougher. It needs to be ensured of natural public access to the setting and multiple viewing opportunities for the researcher (2013).

(b) Results and Description of Photo 4

The Meeting Room of ESL Teachers in Alpha University is located at the fifth floor of Global House, 201-342 Seoseok-dong, Dong-gu, Gwang-ju South Korea. The MRET is cute and small and nestled within the thirty stories building among many other shops, restaurants, book stores and dormitory rooms of CU. The Global House had been constructed to meet an ascending number of students who wish to reside within the campus dormitory that the floors over fifth level had been zoned entirely for the rooms of student residents. Below the fifth levels are facilitated for the convenience of students and their basic needs in maintaining their campus lives. In addition to the Thoreau & Walden Bookstore, this large campus building is home to independently owned businesses such as the Cutie Barbershop as well as franchises such as McDonalds, Wendy's, Subway, 7-Eleven, and others. MRET occupies a half of fifth floor in space, and other half for the rest area of interested campus people, however, in the shingle of "*English Only Zone*." The meeting room is furnished with the letter of indication telling that it is devoted to the exclusive use of ESL teachers in CU. As the number of total teachers here amounts around 15, the space seems not small to saturate their personal, social and professional purpose of meetings. The size of room could accommodate the whole of 15 teachers in my instant guess, and is furnished with five arm chairs and one couch as well as the rectangular table at the middle of rooms attended with five stalls to exchange a talk and views about their various aspect of teacher lives here in CU. They are a distinct group to be compared with the nomad professors of CU since they do not need to travel weekly or in short time interval. They may be a true resident in Gwang-ju, who, however, occasionally needs to return to their home country for vacation.

When I visit the meeting room, four ESL teachers have a time to discuss the uniform performance of English teaching as second language and mutually check up with the class design and performance outcome of previous terms. They use the hand-on materials prepared

on their own, and the room is furnished with basic necessities for the meeting, such as ball-point pens, notebooks, key journals, and two PCs. Their origin of country for three participants is US and one teacher from Australia is present at the right edge of picture. On March 21, 2015, I walk into MERT at 2:10 p.m., where I am immediately and graciously greeted by Teacher 2. After a brief conversation with her, I walk over to the other desk sitters, Teacher 1, 3, 4, who are engaging with the talk and discussion, and request their permission to continue my observations. They pause their engagement briefly and say, "Whatever you need." I thank them and walk back to the front of room to the five chairs in the sojourning area. I move the far right chair and place it adjacent to the discussion desk. At 2:25 p.m., a White male in his late 30s, approximately 5 feet 10 inches walk into the room. The man is dressed in a dirty white Florida State T-shirt; light tan, stained, cargo shorts; and white sneakers. A black visor covers his head, with sunglasses perched on top of the visor. Landscapers use these special sunglasses to protect their eyes. His left eye is severely disfigured, with only white space showing. The gentleman's facial hair is light brown and forms a goatee around his lip and chin. A poor complexion with leathery, pockmarked, dirty skin may suggest this person works outside. He talks to the teachers on the desk and suggests in any friendly voice, "We can plan on the next porcelain work to complete our art product." Two teachers grin and say, "That is really a relaxing time for focus and indulges, which certainly should never be dispensed away." Their discussion seems flexible, and five minutes seem to be shared with this new comer. It seems that the White male is instant from the porcelain work site, dropped by their meeting room, and seemingly destined to the shower room located in the second floor of Global House. One Korean student with a junior face appears and hurries with his agenda for the past week assignment by mumbling to Teacher 1, "Professor I had been late to turn in my report." Teacher 1 seems to be resolute on the late policy of assignment, but upon the resilient interchange of talks and reprimand, they seem to compromise in the mid-point of grade. The class-load of ESL teachers is of heavy amount. Twenty to twenty five hours would not be unusual weekly, and they conclude their talks at 3 : 10 to respond with their class schedule.

(c) A Brief Evaluation

The ESL teachers provide a good point of comparison with the group of nomad professors, often of Korean origin. The place of MERT had been vigorous and dynamic, in which their problem and prospect are exchanged and their personal, social and professional lives are centered. They usually have a residence within and near to campus which is same to the nomad professors. Nevertheless, this kind of public setting is oddly exclusive to the ESL Teachers while the nomad professors are unorganized and individualized to their specific frame of campus lives.

B. Example : Observations and Episode

(a) A Nomad Professor, Site and Their Lives

The public setting for this observation arises from the Alpha University located at Gwang-ju South Korea, and the key places which bear a significance to reproduce the enegery and vigor of nomad professors including Express Bus Terminal, KTX, private residences, campus tennis court.

(i)   Scene 1

Time and Site : The first two campus scenes had been observed at the crucial day time on class performance, May 20 and May 22, 2015 respectively.

Rationale : I had been concerned if the nomad professors actually compose a considerable share among the total professors. The first day of observation is the Wendesday, the mid of week day, and the second day is Friday. Since the observation occurs at the intense time on university lives, the contrast has some implications that the nomad professors migrate weekly for other home, mostly Seoul homes. Although the mixed approach of public survey will complement this question, it could bias for reasons that the observation can comprise the result with the photo evidence.

- **Episode attached for the first beneath the scene**

(ii) Scene 2

Time and Site: The next two scenes depicting an inside space of NP residences have been observed over two days, from five oc'clock, May 12 through 3 o'clock, May 13, 2015.

Rationale and Evaluation: The local residences are their second home often desolate and coarse as temporal for the week days. Nevertheless, it is their principal place for reinvorgation and repose to respond with their campus duty on teaching and research. The pattern of living and subsistence is less readily gotten uniform although they are same culture-sharing group and internally affected of their ego and identities (Creswell, 2013; Janesick, 2011). That context of differing pattern could be explained from reasons. For example, the male and female professors would be made disctinct that the gender element is one discriminant. The economic conditions likely play as a factor that some professors would prefer a luxurious apartment while poor professors may use a shabby space of small apratmet or even one room facilities. The career years of NPs seem to effect on the quality or size of residences that the newly recurited professors often have a short time of living experience, one or two years, since they normally have to hurry to arrange their second home for reporting to his or her work duty upon the decision of recruitment. They also would be young that they have no chance or sufficient period to build a personal wealth. In this case, the shabby shelters might be their only option which likely influences their shared identity and attitude. This context of challenge had not been hidden behind their personal strivance, but was attended with a priority of campus agendas. The university faculty actually establshied the plan of support for the residential problem of newly hired professors.

Within the nomad group, the sub-culture can be identified depedening on their hometown, alma mater, and specific context of stories (2013; 2102). However, it normally does not change the mode of shelters and residential experience of their living. However, the speific context of stories would have some effect irregularly. For example, the invitation of university as a ditniguished professor would gurantee a residence arrangement according to the campus regulation. The law school project in the 2005 would enable a student dormitory newly constructed with a fine furnishment that professors had used the room for their local residence, which aroused dual views, say, praisal for their spirit to share with the national examinees and indency as a professor. I supose their culture of affinity with and professional background from national exams would drive to prefer the WKB building. The nomad professors would feel that the teaching profession is esteemed and regarded as socially reputable on one hand, which would be a source of pride. On the other, they might feel relegated with the viscittude of their hey days – as a Seoul resident -- or harsh nature of

survival – only option to reside within this locality. Both factors generally made them more spiritual along a free time from home duty which transforms their personality more rigid and consistent on the professional performance. On the other, social existence may be spoiled for unwise professors. Howvere, it is also true that they tacitly could be a refreshment for the non-nomad professors, and social congruence within the faculty can be adjusted.

- **Episode attached for the first beneath the scene**

(iii)   Scene 3

Time and Site : The first scene depicted the local Express Bus Terminal supposed to be used by the NPs, and was observed at the 5 o'colck, Friday, May 15. The observation of second scene occurred inside the KTX from six to nine o'clock, Friday, May 7.

Rationale : I wished to reinforce my assumption that the nomad professors will have enchanted to detine for Seoul homes. It was Friady evening time expected to be fully reserved with a number of NPs. I made an appointment with one desk clerk, who is well situated to appreciate the mobility of bus users over the week days and time. It seems a good circumstantial evidence to complement with the public survey. The second scene was planned to investigate the KTX which seems most touched and sensible during their lives as a university teacher. It is supposed to critically determine their egos and shape their shared pattern of personal, social and pofessional lives (Creswell, 2013). One other altervtive, as implied, is via the Express Bus which would compete among another locally and nationally in tems of the user statistics and public administration by the government-owned KTX. I have arranged one nomad professor to share a time to each Seoul homes, which only consumes two hours for the recent construction of high speed rails. The observation would be helpful to experience their sentiment and professional reproduction between the hard week days and weekend travel.

(iv) Scene 4

Time and Site : The last scene portrayed the campus tennis court and observed between two and four o'clock during the week day and weekend, April 15 and 19 respectively.

Rationale and Evaluation: The tennis court is a most popular place where the socialization of peer professors occurs. Professors often use the sports for invigoration and refreshment which could distress and assuage themselves from their hard works. This is not only for the professors of CU, but shared culture or attitude of orgnizational members nationally and internationally. It is the kind of hobbies and personal amenities on one hand, but also a crucial niche that the socialization is confirmed and developed. The sort of sports would differ varying with the context of nations, and it seems prevelanet that the faculty of CU dominantly entertains the golf and tennis. Partly, table tennis explains for a small share of professors and students to answer the short vacanices between the classes. It would be superior to create the opportunity of sharing between the professors and students more than the tennis and golf. Nevertheless, both sorts are heavier in terms of faculty socializtion that the key adminsitrators of campus often utilize the informal golf society to exchange views and opinions of campus issues (Lombardi, 2013). The tennis club in campus is well orgnized that many professors joined it. It is informal and societal with no membership requirement or fees. They adminster a formal event of campus tennis competition annually, which is nationally networked with

those of other universities. Last year, the faculty of Chosun won the second place in the national competition that was honored campus-wide. Besides the official event, their appointments seem to be occasional and instaneous that the free professors would call to arrange the meeting and their physical presence in the tennis court is enough to join the acting players. Given the artificial arrangement of golf meeting, the context of tennis club will be more adequate to deal with the quiries between the nomad and settled professors (Janesick, 2011). Since the golf meeting can be quasi-official for the selected professors on the administrative duty, even the nomad professors could not avoid or missed the opportunity of sharing. This factor could partially be related with the possible low share of nomad professors placed in the university administarion relating with one of my research questions. The context seems not to arise in the tennis case where the tennis enjoyment in campus had been processed voluntarily. I have chosen two occasions during the week day and weekend, which was attempted to produce any meaningful contrast (Creswell, 2013; 2011). The selection of tennis and two occasions of observation, therefore, address the need of purposeful sampling and the technique of maximum variation smampling (2011). As a non participnat observation of site and individuals, the data could provide a useful information anout the reality of faculty socializtion, personal and professional evaluation from two types of professors. The interviews with the tennis professors, often non-nomad professors, and partly from nomad professors on the weekday observation would comprise a wide of data sources to describe the case of nomad professors in CU.

(b) **An Episode : Scene 1and 2**

Scene 1: **Two Pictures of Campus Parking Lot**

Episode The parking lot for the professors of business and law departments is almost vacant with few of cars on Friday. Some rich students can afford with their private car, and may park it within the site. But such case is very rare and officially impeded by the departmental administration. And the signs of parking entrance indicate a blockage clearly on the stoned plaque. This means that the number of cars in the parking lot is correlated with the number of professors in the building. Although I had not applied a time lapse technique to show the mobility of cars over time, which requires a use of video materials, it seems in fair contrast between two days.

At 2: 30, the Friday afternoon, one part-time lecturer had appeared who seemed heated from the completion of his three hours lecture. He was a little wet due to hot weather, and the kind of important person in his senior years as a bellwether to propose and advocate the welfare of local lecturers. There are five to ten prominent profiles of local lecturer, who served over the long period of time, and very familiar names with the law faculty. They seem to be placed at unique position to narrate their feel and phenomenology of nomad professors because of their strong settlement within their local community (Laureate Education, 2010b). They could be more candid and austere to express their opinion than the full time professors within the department because the latter group must be more social and receptive from the peerage. I asked to have a talk about the issue of campus vitality, the kind of deep serenity normally unexpected from the Seoul-based universities. He reluctantly sat beside me on the stone, and gave a remark about his experience and issues rather feebly. His statement was neither direct nor expressive that he was his forty's and seemed fatigued from his professional life. He was a local student and earned a doctoral degree of law here at Alpha University as most of his group did (Kim, 2014). He had a resident at the HKB building, a student dormitory, and earnestly been commissioned to teach his field of interest, the business law here. As the building is located right beside the law building and parking lot, he commuted on foot when he is scheduled to report for class. The opportunities of class depend on the

performance and evaluation of college at the beginning of semester. It is a sensitive process determining that they manage their professional career and earn a small of living expense. They are keen to the decision of college, but the composition had generally been stable with a few competent names yearly. He is most settled and considered as an intrepid to lead the group departmentally and campus-wide.
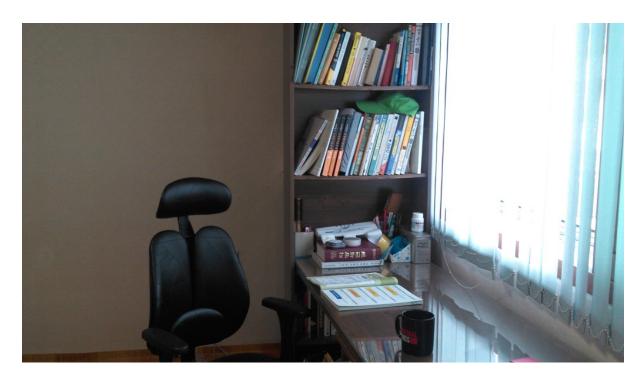
A suicide of part-time lecturer in the Department of English once stirred a national arousal for the improper workplace relationship between the research assistants and hiring professors. The professor had suffered from his unethical abuse of work hierarchy exploiting a cheap labor, imposing excessive loads of research, and omitting his name as a collaborator in the publication. He allured him to exploit with the promise of hiring as a full time professor for ten years, but eventually disappointed him, who felt no such possibility at the end. He advanced to cease himself and committed a suicide. The position of part-time lectureship is traditional over the departments, in which the local ethos and culture are dominant despite their professional character. The aspect of socialization and educational effect on the students could well be testified from this group in terms of overall atmosphere of department and campus. The lecturer with me raised many interesting points arising from his close campus life. His observation corroborates with mine that the number of cars radically diminish around this time weekly. He knew that the university administration also recognized this phenomenon and respond with the regulation for the compulsory four-days class schedule. To say, the college class team is mandated with two plans for each professor. The professor must either choose Monday to Thursday schedule or Tuesday to Friday schedule. It implies that some nomad professors may compress their schedule for two or three days weekly which is unacceptable as a matter of professional responsibility. The option is alternate between the semesters leading to the dynamism of nomad professors with such stuck-four days. He explained, "there is no surprise at all." He rather seemed to enjoy this vacancy and idle campus to the interest of his deep amusement on the environment and philosophical strolls. Actually CU campus is one of nationally renowned scenic place where the tourists would not miss with their visit at Gwang-ju, and weekly resort place for the local citizens.

I cordially asked his perception and diagnosis as an educator. He said, his stance is to keep the pride and welfare of their group. They actually organized the association of part-time lecturers within the campus, and have a network at local and national scale. He commented, "We stand on the odd status as professional organization since they feel sacred as a public educator, but low pay as well as no pension entitlements. Therefore, their cause and campaign could be seen as the issue of contingent workers, and issue of due social esteem. They once claimed to call them a "casualized professor" rather than "part-time lecturer." This point was interacted positive that many students and professors socially redeem their status in calling their title as they want. Given this issue were to be settled, the economic issues turned to be more readily negotiable implying how much the sense of pride is important for the teaching professions in the public university. They have a local basis often firmly and the living expense can be manageable enabling them to feel as an expert of their interested subject and live on the social esteem from their neighborhood. For them, it seemed that the toned campus without noise and quarrels would rather be a chance to enrich their research and amusement. It is needless to say about the six months of vacation that they could be said to be a really authentic professor. His story has been interesting to think about the personal, social and professional lives of nomad professor (Patton, 2002), "They are felt likely a migrating bird. I had once meditated how the education could be intimate, and thus effective given their quality to move weekly. However, I realized that the local students would not discern between the settled professors and nomad professors. This sense had been

acquired for my long period of experience within the WKH building as my residence. It is the place where the local elite students prepare for the national exams and their dormitory. I culturally shared with them, and they see same utility and affinity from such different group of professors. This seems that the university education is professional that the competence of teaching and research is most discriminatory in assessing the educational effect. The initial thought about the importance of close contact and life sharing was not practical actually. I also considered that the college students are an adult and beginner as a member of liberal society, who think of merits, individual diligence and talents more in priority than socialization. They seem to side more with the professors of academic achievement, and think that the socialization often matters within the faculty. This is a unique feature seemingly underlain in the university education. The opposite paradigm, of course, is identified, for example, the duty of consults time with the student, but a slim part for them."

Scene 2 **Local Residences of Nomad Professor**

Episode The scene above was pictured when I visited one nomad professor. I had arranged one night stay, and shared time from five o'clock, May 12 through 3 o'clock May 13. It was a newly built apartment and big size compartment was owned by the male nomad professor. He was a career professor who had served twenty years at the college of engineering and his retirement age will come soon. He looks intelligent and wore deep angle eyeglasses emanating an aura to show his fatigue of research and teaching decades. His hair is grey and said, "He lives alone and weekdays only," as expected. He actually was one venture capitalist, but his passion and commitment as a university teacher seems firm and even philosophical. His success brought a modest wealth and said, "He is proud of his professional lives." I was interested in his personal and social lives, and his reply was very salient and definite, "The success of professional achievement brings all the problems in order and maximum personal satisfaction, good social relationships and improvement of economic conditions." His comment seems to be confident on his career experience and such trajectory of service years in the CU (Ginsberg, 2009). The one night stay allowed me an important point of triad dimension of nomad professors, and can be corroborated with the attitude of college students as in the parking lot episode. I had some reflection why the successful professors and students would come to view the phenomenon in such common perspective. That might be because the students normally are prospective of bright future and strive for their success. I come briefly hit between the liberal individualism and socialism. Although the communist states have a constitution pronouncing that the "talent and ability" shall be the core of individuals -- ironically no such words in the liberal constitution, but only with the "liberty and human dignity" therein -- and could be ensured to its perfection, the problem of incentive may get the nomad professor and students of WHK right.

The living room is large and three rooms were facilitated. The luxurious arm chairs, one for single and the other for three rest men and one small rectangular piece for a cursory sitting were centered at the living room and one grass-ceiled tea desk was accompanied at the center of space. On the zoned corner of the room upfront the scene is zoned a cute kitchen and dining table which can be attended by four persons at right table and six persons standing to drink with brief food at the left table. Right beside the space of armchairs, some cute collections were furnished within the two sections of window wall with an aid of light, and

one big round symbol of Greek myth. Right beneath the symbol can we see the audio facilities facilitated within the grass-wall setting. One big window facing the sunrise had made the space open to the street outside. The dominant feel is that the residence is westernized and very detailed with decorations and luxurious provisions. Often this kind of house management is seldom possible without the efforts of housewife. I have asked the extent of assistance from his madam. His reply was, "Since she had long worked as an expert of social welfare in Seoul, the living here is virtually the product of mine. However, the interior was purchased at once when I moved in. That does not reflect my personality." His explanation disappointed my expectation of warmth and hospitability image on his person, and implied if he had probably been artificial or intense with his professional duty of spinoffs and local firm he established. This aspect seems also distinguishable from other type of successful professors who settled locally and manage the normal family lives. The age of technological advancement likely pushes many professionals tightened and mechanized to be circular within their time schedule and of less social time. The University Communication provides the electronic note of time schedule for campus members, which was filled on various times and appointments recorded by himself.

Scene 3 **Express Bus Terminal and Inside of the KTX**

Scene 4 **The Campus Tennis Court**

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Chapter VI Observation of a Video and Sampling

A. Observation of a Video Segment

(a) A Guide to Effective and Productive Observation

As Patton guides, a skilled observer has to do know how to separate detail from trivial in order to achieve make his observation inclusive and comprehensive, but with precision and accuracy (2002). He also needs, among others, to learn to pay attention, to use systemic methods to validate and triangulate observations, and to report the strengths and limitations of one's own perspective. In observing the video, I tried to apply the advice from Louis Pasteur that the prepared mind makes the observations productive. Timely and important contemporary observations are very powerful as we see, for example, the source of *Escherichia coli* outbreak found with direct observations of German authorities (2002). This aspect could be reinforced with the prepared mind that they were spirited to respond with the deaths of 30 people by observing systemically the pattern of infected disease. We can approach to observe the classroom activities in the video from the assumptions and perspectives. The research supported by this video material may be purported in many research objectives, for example, most effective ways of math instruction in the earlier grades of elementary school. The context is unknown and actually open to the wider possibilities of research scope. Hence, my observation is devoted to description itself, but with the tip of advice by Patton.

As we see, Merton, one of noted modern sociologist proposed four sets of ideals as to the goals and methods of science and binding on scientists (Merton, Storer, 1979). They comprised the communalism, universalism, disinterestedness and organized skepticism. The first three inculcates the general trait and perspective of social scientists which could often be illustrated or ascertained with the work of peers. Although it is a grand frame to characterize the work of social scientists, I may apply to the observation of class scene. Hence, I can be assumed to be minded and prepared with the proposition. The human agent can be universal and to prescribe the observation in terms of universal or impersonal criteria and not on the basis of race, class, gender, religion, or nationality. This can be called universalism in his four. The human agent can be communal to cherish the common ownership of scientific discoveries, who rather trades his intellectual property in exchange for recognition and esteem (Conwell, 1917). This ideals or trait of sociological researchers would acknowledge the conditions and particulars of community and the communal value would come profiled and extended so as to be permeated into the perspective or inform the direction and goals of research. The queer theory on the female stance and tone could be one example in the female community of US or Japan. The third ideal or trait of researchers would be disinterestedness where the outwardly selfless ways of acting and dealing in his research process can merit and be rewarding in terms of various goals of sociological knowledge. This is called disinterestedness and could have a strength in terms of objectivity and neutrality, which, however, requires a sensitive attention and continued care through the process. The kind of Buddhism or meditative process on mental condition could be evoked to depict the minded preparedness within this ideal. That is because the disinterestedness is less easily achieved or maintained since the human agent is learned and inculcated, implying well be biased in advance. For example, the observer of class scene with the background of elementary teacher would feel habitual and customary to have more possibilities of self-perspective in observation. Finally, Merton proposed a view of organized skepticism which importantly deals with the kind of feedback and co-construction of sociological knowledge. The ideal

required that all ideas must be tested and are subject to rigorous, structured community scrutiny (2002). The importance of organized skepticism is much more implicating and consequential since we study the sociological studies other than natural science, powerfully penetrating the disciplines of social science. Given our topic, the three ideals may not be separable even though it could be sensed in the extent of one ideal, and can be applied to the observation. To say, I may describe the race or gender within the participants – communal to question the US society or gender community. I may be universal to question the effectiveness of math education for the first grade student by focusing on the attitude and manner of interaction. I may be prejudiced with the OECD statistics of low rate of math performance by the US students, which can infuse a different perception in the course of my observation. This would be communal in the classification. I may assume myself as strongly disinterested since I am not occasioned to teach math to such earlier age of participants. In any case, I may observe with three qualities in mind as prepared – perhaps mostly universal and disinterested. The organized skepticism will be for the peer students at Walden.

(b) A Focus and the Observation

My focus to observe the class scene is how much affordable, cultural and well spaced the classroom is and how the participants are sanguine, lively and satisfied with the class activities. The running time of video roughly is around 6 minutes and the close-up shot was taken to capture the narrow coverage of whole classroom (Laureate Education, Inc., 2012d). The close-up shot ran more than half of whole time, which turned to reveal the rear of classroom some time later when the class comes to end and lunch instruction was given. If not affected from the shot approach, I can readily notice that the classroom is narrow and less spatial. That can be objective in comparison with other classrooms, but can merely be my subjective feel for the observers at the same position or recent experience as an elementary school teacher. Such feel may come from my lack of experience recently, especially in the context of US elementary schools. I rather chance very intimately with the university campus, often large classroom and with a complex of buildings, especially in the case of spatial campus at my workplace. This can be a point, as hinted above, that the researcher cannot readily be disinterested without the meditative process and exercise of imagination. The white blackboard for instruction purpose was centered at the classroom while it is partly visible (2012d). Right before the white blackboard placed the hang board staffed with a wide white paper on which the students can write, present and discuss. Actually this was used by one male student upon the request of teacher to write the cent indicator for 53, which was the number as summed up with the cent amount held by three students. Two students rose the sign of quarter10, and one student, called Jack, is considered to hold three pennies. The interplay with the students by teacher, called Miss Rolin, is progressive and steady to teach a simple math of addition. He began, "If I have two quarters, I have?" Two students rightly become a quarter to provoke an interest of early math student. It seems very cultural and turns the student participants awakening and lively. They are sanguine and satisfactory through the end of class. She was very kind and attentive sp as not to confuse the students if saying "Don't look at Jack…Pretend he is not here" (201d). This seemingly leads the students more easily to reach the correct result of 50 cents.

The classroom seems uniquely zoned to focus on the math instruction, which seems cultural if we narrow it to the use of math purpose, but non-cultural nor odd if the classroom will be used for various subjects. Right beside the hand board, the Mountain Math was posted at the wall to illustrate the implications or elements of math basic, which likely occupies the whole of student as the captive of math (2012d). The number, 17, 18, 20 are furnished in big

yellow, and eight cursory drawings were furnished at upper space on the blue flank of wall. Turning around the wall, we can see a small water or coffee dispenser. It would probably be for fresh water assuming that the students around the age would not have a coffee. That is my culture if not the US case, but must be same if the coffee has some kind of narcotic effect. Dominantly the physical facilities afforded seem rather clogged and insulated, and densely zoned questioning the high affordability. That would not be a sense of small students at the scene and career math teacher. They actually seem familiar and home-felt through the activities and interaction, though brief. At this point, observer can be recess around the three ideals above, and could compare among the countries with the different culture and independent experience of physical facilities of this kind. They could be universal to fill the gap and discrepancy involved with his expectations, and could be more competitive by provision of comparison, which could possibly lead to the comparative study or argumentation based on the communalism. The participants would be seen five to six initially with one teacher, and the whole capture as later disclosed many others. In my guess, twenty to twenty five would be the whole class size. I gradually recognize the size of classroom that partially corrected the initial impression of less affordability. It seems sizable although I could not be complete to say it is sufficiently affordable.

The class progress with Jack and one student correctly hit the answer at total for 53 cents (2012d). The interplay was lively and sanguine that the teacher and students seem satisfied with the understanding and achievement of math. Teacher says, "$ 0.53. How many of you got that? Excellent. OK, Thank you for interplaying." The teacher is cultural as an experienced elementary teacher which purports to raise the attention of students, by saying "Hannah, will you write 0.53 up there one way?... I want to see the other way, Because, remember, there's two ways we could do this" (2012d). Oftentimes one becomes curious to hear two solutions or alternatives than one, which is deemed to effect on the earlier students. Andrew was selected to show two ways of writing 53 cents, and all the participants actively responds with the progress, sounding Yes and No to the teacher. For example, teacher says, "What if I wanted to do this though?", and the students respond, "No." Her way of instruction is active and easing to learn the unit of cent to indicate in mark. It was made analogous with two things or persons in conflict or fighted, "Tamara, why can't I do that?" Tamara responded, "Because they don't get along." Miss Rolin continues, "No. They don't like each other, we don't ever see them together…" Christian was cute, "Because they fighted and the dollar sign was show-offing that he had more money." Since they are so early in age, they would be distracted with other experience, "That's what Miss Zerkle said" and "Yeah, that's what Miss Zerkle said." The math instruction comes to an end at this point, and the teacher leads the lunch instruction and briefs on the next hours of class, who announces the probable trade of library time with the class attended by a special guest. It seems a rainy day that the teacher gives a generous lunch instruction with a possible change of eating place (2012d).

As we note, the open observation last week is free of description depending on the assumption of observers (Janesick, 2011). The observation technique and considerations can involve with diverse possibilities of context in terms of assumption and episode although it could not differ from the physical quality and properties of observed sites or individuals. On the other hand, the directed observations are tightened and often focused so as not to be opaque or ambiguous about the observed sites or individuals and their interplay. The video materials often are classed as the object for directed observation if normal. This means that the theme or focus could readily be identifiable if it is considerable in the length of playing time. The video materials would be accompanied with audio and often portray the interplay of participants, which automatically directs the audience. The week material particularly instructs the nature of video materials in white big title letters. The directed observation

would yield an increasing chance of common observation and similar results in description. Nevertheless, the research goals and questions for each researcher could lead to different results to some degree or else. Specifically, the focus of observer is important to factor the results of observation. I already have illustrated my focus in this exercise, "My focus to observe the class scene is how much affordable, cultural and well spaced the classroom is and how the participants are sanguine, lively and satisfied with the class activities." One also could consider the philosophy or theory when the observer is prepared in terms of mindedness and orientation (Scriber, 2014). I have pointed out four ideals of Merton as the kind of perspectives, and the observer may focus on the race or gender if the math teacher is black and female, which tastes with the communalism. The comparative perspective with a foreign country concerning the class size or magic helper on the lunch line up can also be seen in that light. The educational method of participatory teaching at the earlier stage of math education can possibly be seen as universalism or disinterestedness.

(c) Reflection: the Observation over two Sciences

The observation is important for the researcher of natural science without mentioning our elementary and high school's experience on microscope and devices. As we see, that is because the principal activities and goals in that area of curiosity is to discover something, occurrences or process of materials, objects and elements. The observation in terms of social science research may instantly be considered as less important, but its primacy or importance cannot be denied as same with the natural science in terms of the way of scientific process or data source (Hunt, Colander, 2015). It is because the discovery is a door-gate for the new horizon of knowledge still in the social science, although it could not be completed at the stage of discovery. It is, however, comparable with the discovery of natural science in sense even if we assume the general protocol of several steps to collect data suggested by Creswell – (i) locating site, (ii) gaining access and making rapport, (iii) purposefully sampling, (iv) collecting data, (v) recording information, (vi) resolving field issues and (vii) storing data (2013).

The natural scientists, who are successful with his research goal or discovery, would write its significance, meaning within their disciplines and peer community, its impact on the human understanding of the nature and world, as well as social consequence if any pertinent. The natural science, therefore, also is inseparable from human elements and society although the extent is less direct or expressive. The discovery and related research on the atomic bomb in the Manhattan project might be one stark example along with the unethical stem cell research recently. The patent wars for the scientist from the engineering and natural science would incur implications that their work is related with the social and economic effect. It could earn them a personal wealth economically on one hand, and should subject to public control, such as exception for patentable scope, compulsory use for public reason as prescribed by the patent law. More saliently, the underdeveloped countries generally abhor of the projected protection of patent rights in terms of statutory period of legal protection. While the social scientists often begin with the analysis and presentation based on the stored data, the data itself are not the end point as distinct from the natural science. In other words, the natural scientists would turn on the discovered fact as thematic, but the social scientists still have to take a prolonged and discrepant process in terms to complement with other data forms, more controversial or multifarious analysis and interpretation of data, as well as the stronger extent of social construction (Hunt, Colander, 2015).
The implications of comparison and analogy between two research areas suggest (i) the

observation is most basic and beginning process for the new knowledge generators, hence, creativity of research (ii) It could be a major tool for the natural scientist while it explains for a considerable extent of importance in the social science -- however, varying with the types of approach and research design (iii) the observation is most close to the natural science and qualitative data in one sense although the   internal process or conditions of participant could not be revealed (v) observation is more important within the qualitative studies other than quantitative one given the deep investigation of participants beyond the public survey (Creswell, 2009). As with the patent right, observation in the social science generally should be more than convincing than other forms of data in terms of evidentiary effect. However, this does not guarantee that it could not be complicated or tainted because of human intermediary in the social science, who is a researcher himself as once said. This seems perhaps a divisive line between two areas in which the art of qualitative researchers engaged in the observation could divulge. They have to be accurate and precise as the natural scientists do, but they could be talented to phase out or gives a focus to unravel the distinct voice or phenomenon, grounded theory as well as the cases of social or culture-sharing group. The natural scientist and quantitative researcher may internally be affected more than the qualitative researcher in terms of their political or economic mindedness. To say, they would like to earn an income from his patent, and even become a venture capitalist if in the radical and successful cases. The quantitative researcher would be funded and provide an expensive information – more frequently for the majority in the society. The tone or deals of qualitative research, however, is often characteristic of minority group to raise their conditions, personal and social meanings, voice and action. It is more social than political as Merton contributed during his entire professional life as a sociologist (Merton, Storer, 1979).

He actually was one of proponents of focus group as a medium of qualitative research, which is relevant with this week topic, say, observation of video materials. The focus group is used to process the interviews and observations in terms of qualitative research. The teacher and students video had given a focus on their classroom activity. In the interview of focus group, a group of people, called a focus group, are asked about their perceptions, opinions, beliefs, and attitudes towards a product, service, concept, advertisement, idea, or packaging. In the process, questions are asked in an interactive group setting where participants are free to talk with other group members. In the observation of focus group through the video materials, the process occurred in the same, as except for that the video recorder would be present other than interviewer and the interpretation and analysis might require more time than the well-organized interview results. It is subjectively factored to make it qualitative given the researcher is of sensory and intelligent agent, who would observe and record the information in any linguistic forms. It is objectively factored to make it qualitative given the participants also are of sensory and intelligent agent -- despite a varying extent --- who would act, move, perform and so.

My reflection with two areas along with the quantitative method was impelled that the participants are an important component for the social scientist as if the universe for the astronomers or unusual fish for the biologist, toxic materials for the chemist. Their meaning may be received as a number data or serious soul as in the in-depth interviewees or video of native Africans in the ritual. The observation is some act similar to that of the natural scientist, but with a trait different among another. Hopefully, the number in this case, whether samples of case studies or positive response of scaled public survey, should not be the number of harmful virus or meaningless cells, but the souls or populace which is an end destination triggered by the social scientist.

B. Sampling Strategy with an Illustration

(a) The Nomad Professors in the Alpha University

As previously presented, the research plan on the nomad professors of CU has three major research questions and eight sub-questions. It has most traits of case studies among the five major qualitative approaches within the Creswell's. In corresponding with the general tips dealing with my context of case studies, the sampling strategy, sample size and length of interview time were determined. Most important in the qualitative studies is the trait that the iterative journey, including such as daily feedback and re-tracking of data, recordation of information, through the analysis of data and even new framing of structure of thesis until the research purpose and goals are satisfied. This aspect of qualitative research is due to its intrinsic dealing with the qualitative information, to say, open nature of inquiry, dynamic aspect of information, trait of data collection, as well as its deep basis on inductive reasoning. Hence, for example, the chain or snowball sampling begins offhand with a random sample in the growing quest to locate the information-rich people or cases that will be researched. It is growing and dynamic while initial sample design may go as less significant. Secondly, the saturation or redundancy in consideration of sample size is critical standard that the qualitative researchers almost always are destined that must be resolved. It often is disclosed at the point when the researcher realizes the size of sample should be large enough to leave you with "nothing left to learn." In other words, they come to hit at this point that no new concepts will be emerging even if more interviews are to be conducted. This implies, on one hand, that the validity and credibility can be ensured in this way other than that of quantitative studies. On the other, the initial thought on sample size is not automatically controlling through the end of research in the case of qualitative studies. Hence, it is dynamic and flexible, and iterative with reflection within the whole structure of research. Along with the tentative proposal, the initial sampling strategy was summarized in the box form beneath.

Table 1 **Sample Size and Sampling Strategy**

Focus Groups and Sample Size	Sampling Strategy
Nomad Professors 8-10	The purposeful Sampling/Intensity Sampling/Typical Case Sampling/Criterion Sampling ● Most Successful and Failed (Often Transferred) NP ● Female and Male NP ● Senior and Junior NP ● Rich and Poor NP
Settled Professors 2-3	Critical Cases Sampling/Politically Important Cases ● Recruiting Professor ● A Closest Peer
Administrators and Other Informative Samples 3-4	Purposeful Random Sampling/Operational Construct Sampling ● Dean of Department ● Vice Dean of Faculty Board ● Spouses of NP ● Other Participant

Table 2 **Number of Interviewees and Length of Interview**

Number of Interviews	Length of Each Interview
13-17	40 minutes-1 hours

(b) Justifications

The justifications can be surveyed from the general considerations of qualitative research as well as the discourse of sampling strategy.

Justification 1: the purposeful sampling, critical cases sampling, and other sampling strategies had been adopted in consideration of human element to base the validity and credibility of my research as one of qualitative argumentation.

The 13-17 interviewees included in the protocol of in-depth investigation along the examination of documents and public record will provide the field data, which constitutes a critical component to deal with the research questions, i.e., the identity of nomad professors and their personal, social, and professional lives that lead to the implications and policy suggestion. The basis of research is qualitative and deals with the humans, say, their psychic or social ego (Patton, 2002). The sampling strategy in the qualitative research often is designed purposefully as in contrast with the probability sampling in the quantitative studies. This aspect factors leading to the distinct structure, logic, metaphor, taste, quality, manner, consequence of specific research and feel or learning of audience. The research piece, notwithstanding books, articles and theses or dissertations, is a medium of professional communication. It begins immediately with the thesis supervisor for the graduate students, or submitted to the journal referees, and distributed as publicly available, either fee based or open access network from cause and transformation. The peer researchers may download or cite the research piece, and concerned intellectuals, including, but not limited to the reporters of media, journalists, high school teachers, aggrieved persons on gender discrimination, or undergraduate students and many others would read and learn. While I do reserve with the strengths of quantitative studies, this shows that the human agent is critical part of interplay within the world of science (2002). This relates with the kind of dualism between the outer world and inner psychic. The outer world had gradually been exploited and changing. The transformation in this e-age is made in any increasing speed as we note. Nevertheless, the basis of philosophy rooted on the mind and body dualism from classic thoughts could still be churned on the pros and cons of digital lives or preaching of Buddhism. The implication is serious between the things, outer world, and human. We may enchant on the perishing of earth from alien aggressions or terminator series, the kind of science fiction, to saturate our stressful routines. We, however, could identify a neighbor to be strenuous on reading or learning for his spiritual and intellectual lives (Janesick, 2011). The dark of earth from a remote sensing with no humans if with perishing may be impressive as we are assumed in the beginning of Hollywood cinema. The embalmed death body in the parlor of communist nations, the greatest perhaps for his people, would be the other impression we can contrast between the soul and outer world. Creswell guided the greatest, ordinary and marginalized, to impress the frame of qualitative studies, which I may align with the bell type assumption, implying the neutral tendency and two margins of extremes, from the quantitative studies. This does not say both methods are same in quality, but we can know the ultimate destination is made on the human agent. The sampling will be considered in days of analysis and comparison even with a matrix for most productive data collection leading to the competitive

learning of research questions. The second important implication is that the outer world is not merely an insipid environment, but can overwhelmingly influence and shape the social egos.[1] The third implication would be the utility and validity of scientific research.

If the structured and organized discussion on these implications can require a sedulous work of pages, I may come illustrative to as to the purposeful sampling strategy. One qualitative research hung for our studies is concerned of life history research. It is the dissertation of our peer student titled, "Exploring the Intrinsic Role of Agency and the Extrinsic Role of Social Expectations for Adults Who Learn to Read: A Life History" (Stoutmorrill, 2009). As expected, it did a purposeful sampling as the data collection method. Besty, an author, was bred in the family and her father was an illiteracy, which motivated her studies for the people who learn to read. The familial environment apparently seems to seize her to work on this theme of research. This odd could be multiplied in our encounters, in which the superintendent of high schools may research on the funding strategies in the business school or the manager of social enterprise works on the studies of non-profits within the public policy and administration (Laureate Education, 2010e). Although Lombroso studies of criminals had a focus on the shape of skeleton for the probability of criminal activities, many studies demonstrate the high correlation between the environment of his or her growth and crime rates. The factor of gene code for the personality of individual would arise from the natural science likely with that of Lombroso, the kind of social factors is vastly assumed for the tenure articles of university teacher over various disciplines of social science. The interesting point here is that the social scientists, for example, educators and public administrators would compete with the gene theory arguing that due education or correctional effort of prison system can convert or transform the personality. This may be one example where the natural and social science come across (Hunt, Colander, 2015). Then why is human other than the nature? We can instantly reply, "That is because we are forced to only be responsible for the people." The nature could not pursue to the end of responsibility for men or women" It is stupid to communicate with the nature or things. A claim to recover the damaged parking lot or spoiling activities to pollute arises from the people in authority, not from the damaged property itself. Of course, we may be so vulnerable as to be perished of our earth by per chance collision with a large meteorite although we are callous with various Hollywood cinemas of that kind. I would not go farther alleging that the natural scientist would eventually turn on the impact of humans or society, but the importance of humans, even the end point that the social scientist could come in delights for his or her research work, is obvious for us. It is the area that both sciences could depart in which the object of studies would be separable among the nature, things, humans and society (2015). They could collaborate that the public administrators in crisis management would be aided with the research findings of earthquake and other scientific information. However, the kind of merger, darkened and invisible between the environment and personality, as we note above, would not be a matter of their concern, but that of qualitative researchers over interviewees or sites. In this light, my sampling was principally targeted at the population and human informants. However, the progress will require that data collected from the interviews can be complemented with the public record, documents, photos and even videos as appropriate (Creswell, 2013).

Then we come with a third implication about the validity – also credibility and authenticity — and utility of social science research. We can hit, for example, at the proposition of Merton about his contribution to the concept of focus group and qualitative

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[1] In this aspect, it seems useful to consider the Levin's psychology on the formula dealing with the three elements, i.e., "behavior, person and environment."

research (Merton, Storer, 1979). He actually is one of great scholars within the social science who explored and ordained the important theories and perspectives. He is called a living legacy on the sociology of social science, which founded a pluralistic and diversified class of social reality and phenomenon. As influenced by European thinkers, such as E. Durkheim, and Parson Talcott, his view expands the horizon as mixed with the realist perspective of American sociology. For example, Merton believed that middle range theories bypassed the failures of larger theories because they are too distant from observing social behavior in a particular social setting. According to Merton, middle-range theory starts its theorizing with clearly defined aspects of social phenomena, rather than with broad, abstract entities such as society as a whole (1979). This ethos of American scholasticism had been prevalent, for example, casebooks other than the text books in the law school curriculum, and a plethora of qualitative studies based on the focus group involved with the US federal government. It is true that the United States federal government makes extensive use of focus groups to assess public education materials and messages for their many programs (Creswell, 2009). The repercussion has come opposite that a considerable number of these are appropriate for the purpose while it is questionable for the policy makers to buy in the results of research notwithstanding the strengths of focus group. Since the focus group is an important strand in the purposeful sampling strategy, the context is relevant with the topic of this week.

We note that the theory or philosophy plays a critical role in the qualitative studies. It was stated above that the European intelligence on the larger theory and philosophical thought – often disinterested, neutral and principled or frame building nature – had been a thread and theoretical stimulus or engine to build up the American qualitative understanding of world and reality as exemplified in Talcott and Merton (1979). That said, we can put some triad in circular into the kind of brief concept map as you note below. One query within this stream of interplay is why the Europe is theoretical and doctrinal. It is called old world, say, political space of once World hegemony, to horizon their view in the universal context who would intellectually be leading. The rich wake of international politics and hegemony on the new world, ironically the name of symphony from *Dvorak* around the time of emergence, may bring a new theoretical ethos in the US, which is interesting to wait and see. We generally sense that Korean social science is theoretical and doctrinal in major attribute. Given its sovereign reality, we agree that it has no relevance with the case of old world. The fact seems that they teach the doctrines of western origin and feebly report the case studies or qualitative findings as particularized to Korea. They use a Korean language when they teach the doctrine, and they write in English when reporting the research findings. This shows a varying type of intellectual trait and research community of nations in terms of politics and language. This aspect would complicate the notion "sociology of science" in other viewpoint, which was not touched by Merton (1979). The sampling strategy in the nomad professors of CU can possess the factors of this kind that brings me with the challenges and difficulties. The literature would be scant and the interview language is incongruent to description. The points are considered to shape the best adequate frame of sampling strategy.
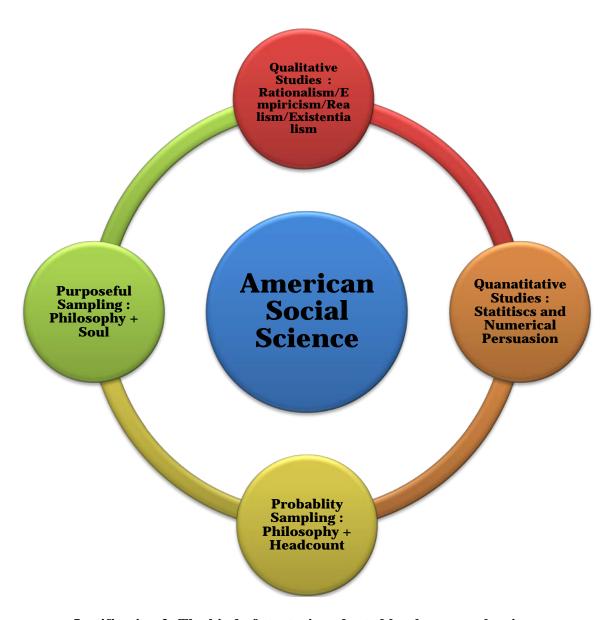
Since I had a background as legal scholar, I like to mention the flavor of qualitative studies with the legal research. The narrative investigation can be interposed analogically with the critique and analyst of case laws. They compile the case laws, which will be recent as well as problematic and rendered by the influential court, such as federal circuit and Supreme Court cases. That would be the narrative they cherish as a raw data, and they would analyze the meaning and problems, present his viewpoint and opinion or suggestion hopefully, although they do not use a systemic coding from NVivo. That could be intensified on one or two cases when we find a more attribute as the case studies in the qualitative approach. Merton and the court provide a good ground in formality and structure of reasoning to

validate the qualitative research (Creswell, 2009). Merton expounded a final importance of "organized skepticism" within his four-frame of ideals in terms of social science research. That closely approximates the skepticism of law faculty for the Supreme Court decisions. I once had mentioned the influence of Kant on the philosophy of aesthetic, which seems pertinent for the legal or qualitative scholars. The architect of knowledge is deeply centered on the human himself, and this aspect seems an important property to be adequate and persuasive.[2] This leads to any adequate sampling strategy from the extent of career experience as lawyer and legal scholar, who might sift and winnow on the propriety of witnesses in the pending case. The selected witnesses might likely be a purposeful sample to construct the intent of lawyers or qualitative researchers.

Figure **Science, Research Methods, Sampling**

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[2] Swedish artist Måns Wrange has used the concept of the focus group in his work *The Good Rumor Project*. In this instance the focus group also plays an agent to spread the rumor across the society, which brings a concern and importance of validity and credibility. The ascetics of research presentation could be crippled in this case, but should be attended at least in the work of artist or researcher.

Qualitative Studies : Rationalism/Empiricism/Realism/Existentialism

Purposeful Sampling : Philosophy + Soul

American Social Science

Quanatitative Studies : Statitiscs and Numerical Persuasion

Probablity Sampling : Philosophy + Headcount

Justification 2: The kind of strategies adopted by the researcher is discriminative, critical, contrasted, and political as well as standardized and criterion-based, which can be exemplified in the deviant theory.

Given the sociology is to recognize and theorize on the diversity and pluralistic standing, Merton's idea is useful. He proposed the paradigm of deviant behavior involved with the attitude to goals, attitude to means and modes of adaption (Merton, 1961). Five types of deviant behavior could be identified. For example, one type person accepts the attitude to goals and means, and he may conform with the modes of adaptation. In some cases, the person can reject the attitude to means and become innovative to adapt. In some cases, the person relies on ritualism by not attempting to adapt since they reject the goals, but accept the means. The retreatism or rebellion is an interesting mode of adaptation. This frame can be applied to exercise the purposeful sampling on the study of nomad professors in the CU. The retreatism can possibly comply with the low performance and loss of enthusiasm in aspects of their personal, social and professional lives. The ritualism could be practiced with the personal and social impression, for example, long night enjoyment in Pub or *Noraebang* (Sing Room) in some cases of nomad professor. An overwhelming devotion to prepare the

students for the national exam in the trade of personal amenities could be classed as one type of ritualism for the nomad professors of law department. The naturalist resides within the deep forest and is relatively long distanced of his residence, who is one of NPs, but insistent to stay at Gwang-ju despite his Seoul-residing madam. The rebellion would rarely occur because the profession is deeply wanted for various reasons. We can suppose if they are radical or even rebellious through the activities of faculty board against university administration (1961). That is especially implicating that the CU has a tradition of strong faculty board and mainly of democratic culture across the campus. Nevertheless, the rebellious activities in this sense are more probable with the settled professors. This trait is related with their low rate of staff record for the university administration. The innovation as a mode of adaptation bears some extent of relevance for the successful nomad professors over his professional career. This type was briefed in the episode last week that they possess a caliber of quality and competence to be innovative and profitable more than the settled professors. The selection of samples is made of purposeful sampling which could dramatically divulge the contrast we can miss from the neutralization tendency and with general assumption of group as an ordinary professor (Creswell, 2013). A teaching in regards with the sampling strategy can be applied among the greatest, marginalized and ordinary professors. This selection could only be possible with lengthy observations and interpersonal concession. It is highly unlikely that they could strip him or herself readily at the first proposal. A sedulous contact will be pursued, and the period of time to observe the nomad professors is sufficient to class the types of deviant behavior and considered to pose no challenges given my ten years of service as a nomad professor there.

Justification 3: The sampling strategies were considered fully from the general discourse of sampling strategy.

Sampling in terms of research method, refers to the selection of individuals, units, settings to be studied, and the trait within two major classifications would lead to the different context of sampling strategy (Nastasi, 2009*).* That is because the quantitative and qualitative studies pursue different goals -- empirical generalization to many in the former and in-depth understanding in the latter. Therefore, the quantitative researcher would include the variety types of people as a sample to infer to a population, and the qualitative researcher interested in the victim of sexual crimes would choose the sample purposefully from the victims exclusively. Nevertheless, it is true that the qualitative researcher might investigate 10-20 children to deal with the experience of children about the *tsunami* in Japan. It could be seen statistical from the number of whole population, 3,000, and similar with the quantitative inquiry in terms of the sample size. In my case study of nomad professor, this aspect arises between 6 samples and 400 NPs of CU as the total number of professors. In thinking of sampling strategy, the qualitative research would consider three factors, that is, research questions and purpose, time frame of study and resources available.

The following diagram shows the common qualitative sampling strategies presented by Dr. Bonnie Nastasi, Director of School Psychology Program at Walden (2009).

Table 3 **Qualitative Method and Sampling Strategies**

16 Sampling Strategies in the QS
Extreme or Deviant Case Sampling – Looks at highly unusual manifestations of the phenomenon of interest

Intensity Sampling – Chooses information-rich cases for intense manifestation of the phenomenon

Maximum Variation Sampling – Selects a wide range of variation on dimensions of interest

Homogeneous Sampling – Brings together people of Similar Backgrounds and Experiences

Typical Case Sampling – Focuses on what is typical, normal and/or average

Critical Case Sampling – Samples for most production of critical information

Snowball or Chain Sampling – Samples from people that arose to know what cases are information-rich

Criterion Sampling – Selects all cases that meet some criterion

Theory-Based or Operational Construct or Theoretical Sampling – Defines manifestations of a theoretical construct of interest so as to elaborate and examine the construct

Confirming and Disconfirming Sampling – Seeks cases that are both expected and the exception to what is expected

Stratified Purposeful Sampling – Focuses on characteristics of particular subgroups of interest (facilitates comparisons)

Opportunities or Emergent Sampling – follows new leads during fieldwork, takes advantage of the unexpected and is flexible

Purposeful Random Sampling – Looks at a random sample

Sampling Politically Important Cases – Seeks cases that will increase the usefulness and relevance of information gained based on the politics of the moment

Convenience Sampling – Selects cases based on ease of accessibility

Combination or Mixed Purposeful Sampling – Combines two or more strategies listed above

The sampling size within the qualitative inquiries has no fast and hard rules, which differs from the quantitative studies that is aided and facilitated from the rule of statistics (2009). It is simply true that most qualitative researchers would share the concern if the sample size is saturated or redundant or if it is sufficiently large to represent the variation within the target population, to put other way, to assess the appropriate amount of diversity. The normal size may vary with the different approach in which (i) the biography or case study would select one case or one person (ii) the phenomenological studies often asses 10

people (iii) the grounded theory, ethnography and action research assess 20-30 people, which typically is enough to reach saturation (2009). The issue of sample size also arises involved with the data collection method in which (i) interviewing key informants requires approximately five people (ii) in-depth interviews require approximately 30 people (iii) the focus groups create groups that average 5-10 people, the number of which must be determined by considering the research questions (iv) ethnographic surveys select a large and representative sample. Along the issue of sample size, the quality and quantity of database need to be considered (2009). The interview protocol and length of each interview generally impact on this aspect of research design in which (i) 10 interviews may require 1- 2 hours for best result, (ii) 20 interviews with 30 minutes to one hour (iii) 30 interviews with 20-40 minutes. The context described so far was applied to my sampling strategy.

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Chapter VII Best Practices in Interviewing

A. On the Interview Skills and Some Reflection

(a) What is In-depth Interview?

The in-depth interview is an unstructured interview that seeks opinion of respondents on a one-to-one basis. It needs to be distinguished from the focus group interview where an interview is conducted by a trained moderator with a small group of respondents, normally 8-12 and prescreened as homogenous. Besides the in-depth interview, the data collection in the qualitative research may vary in techniques, for example, protocol analysis and projective technique, free word association, sentence completion, unfinished scenario completion, and cartoon completion test. While I will argue to support the qualitative method and interviews below, it is true that the interview is assumed of privileged status of interviewers and interviewees around the words used (Perlich, 2007). As we know, the knowledge and research involve with the aspect of communication and linguistic element, and scholars over various disciplines struggle with this element to elaborate and refine on their queries. The legal researchers and theorists of political science would spend most of their studious effort on the kind of documentary examination and even translation. They may cherish the quantitative data or statistical facts to use, but can only girdle to support their message. This process to reach their tenet or proposition is obviously qualitative implicating much role of language. Since the documents and public record in words of foreign countries are written and ready to the constant reference of researchers, it is considered to pose relatively little challenge than does the foreign interviewees. The cultures of specific region or society also can vary the expectations of interviewer. For example, qualitative research in Asia is not likely easy in reality although qualitative research techniques should be suitable theoretically in the Asia-Pacific countries (APMP Study Guide, 2015). The techniques of qualitative research, such as interviews and protocol analysis or focus group are used as less as ten percents in the Asian countries and conducted by the companies. This seems because (i) people feel more confident with numbers than with mere opinions (ii) they are cultural to hesitate to express opinion on sensitive issues (iii) groups in Singapore are less willingly to talk than those of the Hog Kong (iv) while expressing views, Hong Kongers are more impatient, and while Thais and Filipino have an in-built "courtesy bias."

(b) Interview Techniques in the Two Videos

The video I seems a shortcoming as an example of dysfunctional or miscarried cases of interview in which we can feel a distance, a bit of unkindness and even tediousness about the shared journey to the workplace morale. The body language is not mild, but would create the kind of worship circumstance with an austere and rigid impression. The first stage of interview can cover the arrival process. The interviewers and interviewees interacted cursorily on the kind of exchange, and apparently were unorganized and carelessly attended or focused. The interviewee initiated the key elements of first stage interaction, i.e., the expected time of interview and due notation for taking notes or audio-recording during the interview time. We can notice that Linda Crawford hurried to make up by saying, "Now, let me see, do I have the tape in here? Yeah, OK, Oh, how does this thing work? You know, everyone is different….. (Laureate Education, 2010c-i)" It also seems unclear if the informed consent has been achieved in advance before conducting an interview. Most critically, the interviewer appears to be less engaged and uncommitted to the interview purpose and

protocol. She seems mindless to discourage the interviewees by saying "Nice people. OK. Now, we've all had bad workplaces (2010c-i)." It is the point to be underscored that the interviewers are minded and active to attract the productive and useful information from the interviewees. Although the interview data normally are not the research findings itself – interpreted and analyzed or coded later – the information is vital for collaborative construction of meaningful knowledge. For example, the frequencies of word in the interview data can be keyed to the success of qualitative research project. The second video could be ascertained as a success in this standpoint of view that the researchers provide a thick layer of information about school morale, even the kind of key words derived from the part of interviewees, "respect, support and openness" or "teacher, principal and community at large" (2010c-ii). One important cause and ground of qualitative research is to sever the conventional play with the existing theories and tenets, which see the fresh idea of interviewers and interviewees as championed. That is because the human agent could possibly corrupt with the bias and prejudice in knowing and appreciating the outer world, most skeptically involved with the researcher himself. The participants can repair this fallacy that can be considered, in some aspect, as the kind of co-builder of new knowledge rarely attributed to the quantitative plan of research. The second one is in contrast with the first as simply manifest when we consider the duration of interview time (2010c-ii). The information given by the interviewees are rich, organized and sufficient to the coding and analysis work on the part of researcher, which is unlikely in the first case. We also can say that the interviewer in the first video generally comes problematic whether she established empathy and rapport with the interviewees. The overall impression is that the interview appears to be distractive and not richly clustered on the theme of research. It seems lacking or ineffective to introduce the research that must be duly and clearly conveyed within the second stage of interview. The preparation of interview seems inadequate that the interviewer inevitably should give a caution about the cord, "Oh, hi Laura, Come on – watch the cord, please," and later "Watch the cord please. Thank you. Don't trip. You will mess up my study if you do" (2010c-1). These kinds of problem critiqued thus far likely are not present in the second case, which seems the kind of model in this type of qualitative interview. Setting aside the starting the interview (third) and ending it (fifth), the fourth stage is important to enrich the data in meaningfully coherent structure, which requires to keep focused. The contrast in terms of productivity of interview and extent of organized or coherent interaction seems obvious between two types of demonstration. For example, the interviewer use probing questions in the second video to keep the interview focused, "I'd like to hear some of stories about the workplace morale" (2010c-ii). The best practice was thought when involved with a distinct setting of interview with the child student and of the general five stages as presented henceforth.

(c) Best Practice: As Specific for the Child Interviewees

According to Partington, G., the technique of qualitative research interviews has evolved around basic quality of communication and the goals of scientific research, say, (i) establishing empathy and rapport (ii) listening and questioning (iii) restatement (iv) clarification (v) persistence (2001). As the data collection is any crucial part of research operation, we take care that the data might be corrupted by inappropriate questioning, inadequate listening, and lack of interpersonal skills on the part of researcher. The establishment of empathy and rapport is essential since it creates the circumstance and mood for the respondents to disclose the information candidly and without a hide. For example, the interviewees need to be selected as heterogeneous that only two aboriginal students would

circumvent the need for the researchers develop the special knowledge and skills required to interact empathically with the aborignial students (2001). The supportive statement of interviewers generally results positively at the beginning of interview and as need arises. It is also made of effect that the interviewer should establish his or her role at the outset of interview. From this mindedness, the interviewers can prevent that the respondents will give up or provide monosyllabic responses. In order to obtain quality material and avoid terminating discussion on specific topics too early, the listening and framing follow up questions in the light of the responses are important. A problem with inattentiveness or pre-judgment seriously tends to discourage the interview process, and the interviewers do best by demonstrating that he carefully listens what is being said. The restatement can have pros and cons, and has to be used to respond with the circumstances (2001). For example, the restatement is useful for ensuring you have correctly understood what has been said when the children and mentally or linguistically unsound patients are the respondents or the interview includes the aspect of difficult or sensitive points on shame or disrepute. Since it could unduly delay the interview hours and fatigue the interviewees, it has to be used in due consideration of its effective use.   Clarification generally is valuable to exclude bias and misunderstanding that collects most accurate and proper evidence. Persistence can only help in a specific case to serve the purpose of interview (2001). It has the potential to aggravate the due conditions of interview and may even alienate the respondent to resist with not answering the questions. In this case, the different wording of questions or creation of new mood may be needed so as not to leave the potentially fertile field of investigation unturned.

(d) Best Practice: General Guide with the Five Stages of Interview

There are at least five stages in the qualitative interview process. In the arrival process, the interviewer would be checking the background noise, getting to know each other, setting up audiotape/recording equipment and etc (APMP Study Guide, 2015). In the second stage, the interviewer would be introducing the research. He explains the purpose of the interview, reason to select the participant, and expected duration of the interview. It is necessary to seek an informed consent of the interviewee, i.e., either written or documented oral consent, with the information sheet, as well as by explaining how the information is confidential and about the use of note taking and/or tape recorder. In the third stage, the interviewer gradually starts the interview as unhurried and by using open-ended question. The researcher should have some pre-planned questions to ask during the interview, allow questions flow naturally, and based on the information provided by the respondent (2015). I have mentioned on the persistence above, but it is general rule that the interviewers do not insist upon asking specific questions in a specific order. It will be surprising to find it usual that the flow of the conversation dictates the questions asked and those omitted, as well as the order of the question. In the fourth stage, the interviewer is keeping focused. The interviewer usually asks a factual question before an opinion question and prefers to use probing questions as needed. For example, the interviewer do good by asking "Can you elaborate on the idea?" than directing to the narrow and specific answer. In the fifth stage, the interviewer ends the interview (2015). It is a best practice to finish on time if possible, but to make sure everything has been covered sufficiently. It also will be best to make sure that the interviewer makes a suitable arrangement with the participant concerning the reviewing of the transcript material. He or she finally thanks the participant for their valuable time.

(e) Some Note on the Two Methods and Interview

There are separate views on the strengths of interviewing in conducting the qualitative research. For example, John Kotter, a Harvard Business School professor tacitly acknowledged its primacy in finding the truths, "We learn best-and change-from hearing stories that strike a chord within us… Those in leadership positions who fail to grasp or use the power of stories risk failure (Silva, G.R.F., Macêdo, K.N.F, Rebouças, C.B.A., Souza, A.M.A, 2015)." Other view would critique by illustrating ten standard objections to qualitative research interviews, which spans over the wide context of problems from the mainstream of social science. S. Kvale argued, "Qualitative research has tended to evoke rather stereotyped objections from the mainstream of social science. Ten standardized responses to the stimulus [of] qualitative research interview are discussed: it is not scientific, not objective, not trustworthy, nor reliable, not intersubjective, not a formalized method, not hypothesis testing, not quantitative, not generalizable, and not valid (2015)." He also called to heed if the interview could be highly predictable, meaning them to be considered into the process to design, report, and defend an interview study. Given an increased use of qualitative studies recently, he argued that it seemed relevant to raise the kind of technical issues, "Can the interview findings not be due to leading questions from the interviewer?" It is also thinkable of epistemological issues such as "Qualitative research does not lead to objective and scientific knowledge (2015)." Nevertheless, I have been consistent with the indispensability of human element in terms of diversity and liberal cause and the critical importance of excavating a new knowledge. The communication is a vital process of human existence, and the interviewing or qualitative studies are based on the property of communication essentially. Then it could turn as a professional or scholarly communication depending on the art and skills of qualitative researchers and be submissive to the sense of audience in terms of reality, persuasion, aesthetics, and the kinds of humanity (Perlich, 2007). As begins with the verity of number from Pythagoras, it is considered immutable and uniform to penetrate the human recognition and awareness. It serves the ruler about their constituents or armies, and can be consonant with his normal citizens by indoctrination and inculcation. The measure is objective and obvious while that of qualitative research depends on the art and science of interviewers or documentary examination and evaluation. For example, weak or ineffective interview, perhaps the interview one in this week discussion can cause confusion, anxiety, and discomfort. Some examples of ineffective strategy are giving inadequate information even about the interview itself.[3] Nevertheless, I disagree that it could be a ground to deny the merit of scientific truths produced from the qualitative inquiry (Varnell, 2013). It seems the similar context of status in terms of analogical insight as if the physics and chemistry – more precisely the biochemistry -- stand in the natural science. The anger, despair, and many human senses could not be said as being not a component of truths since they may not be objective or varying with an individual. It will be odd to argue that only "five feet 11 inches tall" is true to describe a person, but should be unscientific describing if he has a propensity to get easily infuriated. The first is the kind of physical quality that may be measured as certain and accurate while the second can feel a kind of chemistry taste. Both are necessary to sustain the natural science as if we believe in two research methods in the social science. Darwinian understanding on the natural selection and random mutation could also be relevant that the humans can be changed with the scientific voice of feminist argument or intact cultural group. The humans possibly could be mutated as

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[3] Open-ended question and adequate body language could improve on the kind of issues. In this way, the interview can be strong and effective that will not cause the participant to feel uncomfortable, ignored or even coerced, but invite him to provide clear and useful information.

influenced and affected, and it is real and any more accurate that *cogito, ergo sum* as Descartes preached in his treatise, *Discours de la method.* It should not be forgettable that the primate captain for the science is the researcher himself as he elicited. The humans will be perpetual like the deserted cans in the forest while the society reproduces itself unless the kind of Hollywood science fiction occurs. Most importantly, they are an eventual touchstone and end destination that appreciate, entertain, apply and believe on the message of researchers, if quantitative or qualitative and perhaps instantly from the abstract or excerpts or table of contents they provide.

The knowledge generated by the quantitative research actually had deal with a primary goal of public education for national unity or congruence while sidestepping with the occasional voice of diversity and liberal advocacy. We may not fear, but should be less honest if this could have a potential to lead the humans as the kind of parts, robot or army worn of the uniform in the forest of efflorescent modern civilizations. Many people actually may be honest to state that they no longer cannot disguise himself or bear to be a hypocrite for his existence or post-modern reality. The smack capitalistic civilization can possibly shape the consciousness of humans in diversity and pluralistic awareness than could generally be described as of the whole population the quantitative researchers intend on. In this regard, Patterson introduced, "a growing body of recent research shows that people with the most social power pay scant attention to those with little such power. This turning out has been observed …. Higher status people are also more likely to express disregard, through facial impression, and are more likely to take over the conversation and interrupt or look past the other speaker (2002)." Although it had been to emphasize the power of direct observation involved with the qualitative research, it could, on the other light, imply between the masked knowledge to the social success and democratic knowledge of society at large. As the economy grows and technology advances, the generation of new knowledge faces the opportunities and challenges (Redlich-Amirav, Higginbottom, 2014). Its desired trend seems to depend on the researchers, and interviewing in this aspect is important to sustain the validity and credibility of research. It perhaps would be proper to stress on the primacy of quantitative studies often related with the moral gloss or messages on the general population as a whole. However, the qualitative studies stand on their own footing and justification, and it should not be merely to put asunder as fragmented, but with the construct and scientific power of persuasion in pursuit of democratic knowledge beyond the masked one. In this context, the skills and ethics of interviewing should be never to be trivial.

B. Practice of Interview Questions

(a) A General Note

The process for conducting in-depth interview generally comprises (i) plan (ii) develop instruments, (iii) train data collectors (iv) collect data (v) analyze the data (vi) disseminate the findings (Boyce & Neale, 2006). In the planning process, the researcher or interviewer identifies the participant – said interchangeably stakeholders for its in-depth nature and "nothing left to be learned rule" in the qualitative data collection principle. He identifies what information is need and from whom. Often it can be made tangible with framing the interview questions and protocol arising from the research design and questions. In-depth interviews typically rely on multiple sources of information to provide the complete picture as possible. The most popular stakeholders would include the policy makers, program participants or clients, project staff, community members and clinic staff (2009).

As previously discussed, my research questions would comprise two central questions and five sub-questions, and I alluded the five sub-questions to my open-ended interview questions around the prompt. The interview can provide an extent of data to solve the five sub-questions.

How do they deal with their responsibilities and manage a personhood or social existence?

1.   How do they manage their personhood or social existence?
2.   How do they perceive or consider them with their counterparts or other professionals in the context of teaching performance?
3.   How do they perceive or consider them with their counterparts or other professionals in the context of research performance?
4.   How do they perceive or consider them with the counterparts or other professionals in the context of university administration?
5.   How do they perceive or consider them with the counterparts or other professionals in the context of his overall professional lives?

In my case, the nomad professors and community members are planned to be interviewed and the interviewees will range around 13-17. The interview time is expected of 40 minutes. For the interviewees from NPs group will be 6-8 and the community members or other information source also would be 7-9. The list of stakeholders was detailed in the appendix, and let me illustrate three interviewees for this discussion purpose.

Figure 1 **Character of Interviewees**

List of Interviewees (pseudonym; three people will be drawn from the class)	Character of Interviewees
Abraham	● Group one : Nomad professors He is rich and senior professor at the age of 58, and achieved a remarkable success as a venture capitalist. He is a male professor and served around 20 years in the College of Engineering in CU. His lab manages many graduate students under his supervision and they collaborate to produce a competitive edge of research product. He is a frequent traveler between Seoul and Kwangju as his business or family need arises. His housewife is a working professional in the Seoul-located university as a research professor and he has two sons, who attend the high schools. He manages separate offices outside the campus near to Gwang-ju and Seoul. He has received awards and medals from the university and departments of national government in recognition of his professional

	accomplishment.
Isabel	● Group one : Nomad professors She was a recently recruited professor who now serves his first year in the CU. Her success to be selected as an assistant professor in the department of computer science is a big source of her pride that the competition had been intense with ten applicants. Her husband is working in the same field of expertise and commutes to the national center of computer research located in one local city near to Seoul. They had one boy and one girl who now reside with her grandparent in Seoul for educational reason. Her husband resides with their parent and children in Seoul. She recently obtained one room apartment on the monthly rental. The rent is small since she could not afford to buy or more expensive conditions of residence. She actually was disappointed with no care and no support from the university while many occasions of recommendation were filed with the university administration. Nevertheless, she cannot speak of this issue since she is expected to be faithful with local residences.
Penguin	● Group two: Spouse of Nomad Professor She is a female spouse of one nomad professor in the Department of English, who is a mid age and served seven years at the CU here. He and she married when the NP studied in the graduate program 13 years ago. They now have two children who are elementary school students. She resides with her children in Seoul, and her husband travels weekly or biweekly from Seoul to Gwang-ju, which takes four hours by bus and thirty minutes in the local cab. She works part-time in the neighborly store, and earns small money, fourth of her husband salary. She can think to move to Gwang-ju, but the education of their child generally hinders their decision. Her brothers and relatives as well as husband had a same thought that they should be educated in Seoul. She admires her husband, but sometimes feels gloomy over their separate weekdays.

- Interview Time: Prearranged to get it noticed in advance for the interviewees
- Interview Place: Prearranged to get it noticed in advance for the interviewees
- Interview Hours: 40 minutes expected

(c) **Elements of Interview Protocol**

The second process is important that the researcher develops an instrument to successfully conduct the in-depth interview. The process hopefully expects to prepare the follow-up questions, and the questions are preferred to be probing and open-ended as a matter of qualitative trait (APMP Study Guide, 2015). For example, instead of asking "Do you know the clinic services?" ask "Please describe the clinic's services." This type of inquiry could make it more probable to collect rich responses that could possibly refresh the general bias and conventional mind of career researchers and scholars. The practice of in-depth interview also guides that the interviewer ask the factual question before opinion questions. For example, ask "what activities were conducted?" before asking, "what did you think of the activities?" The types of probing questions include, for instance, Would you give me an example? Can you elaborate on that idea? Would you explain that further? I'm not sure I understand what you're saying. Is there anything else?   As discussed, the stage of interview could be divided into five which I broke up with my activities on the research protocol (Boyce & Neale, 2006).

Figure 2 **Staged Elements of Interview Protocol**

Element of Protocol	Abraham/Isabel/Penguin
What to say to interviewees when setting up the interview? (Stage 1)	1. The kind of arrival process will be interacted. Oh, hi. Abraham/Isabel/Penguin. Pleased to meet you. I'm Kiyoung. Please have a seat. Thank you for taking the time for this interview.
What to say to interviewees when beginning the interview, including ensuring informed consent and confidentiality of the interview? (Stage 2)	2. The research project will be introduced Your participation for the NPs project on the workplace morale and social congruence and satisfaction is really important as a study. It will help us understand more about how to support professors, institute a campus system necessary and increase an awareness of campus members, and ultimately help the NPs achievement, happiness and socialization. We'll be interviewing yourself and about 15 other professors, so we'll have all this information that will contribute to the project. Now, I know you've read about the project and how we are conducting it, but I'd just like to review a few items with you. First

	of all, as you know, your participation is totally voluntary. So if I ask you a question that you don't want to answer, or if you need to stop the interview at any time, just let me know. OK?
	Also, as you know, I'll be audio taping the interview, and also be taking some notes. When we finish the interview, I'll be giving you a transcript of the audio tape and sharing my notes with you, so you can look at them, make any corrections that you see need to be made. Make sure that we really capture what it is you want to say. The study may be published, and in publication, we won't use any of your names. Yourself or any of the other participants. Even if we use direct quotes, we'll use pseudonyms. And it also might be presented in conferences and professional meetings. Do you have any questions? As you know, we've set aside about 40 minutes for the interview. And that seems OK for you? OK. We won't go beyond that time unless you wish to do so. Audio taping is still fine? OK. Ready to go? Let's start, then, Abraham/Isabel/Penguin.
What to ask the interviewees? (Stage 3, 4)	3/4. The interviewer gradually starts the interview as unhurried and relaxed. The kind of tips, such as probing question and factual v. opinion will apply. Prompt: Describe for me someone you admire, either a historical figure or someone alive today. Explain why you selected this person and why you admire this person.
What to do during the interview? (Stage 2, 3, 4)	2/3/4. The interviewer actually set up the audio-recorder. The quality of sound and effective functions should be checked in the preparation stage. The audio-tape along with the notes will be provided for the interviewees, which provide the accuracy, certainty, and credibility of information. It will also enable a feedback and convenient process of coding, interpretation, and analysis. It will prevent costly redundancy of interview.
What to say interviewees in concluding the interview? (Stage 5)	Well, thank you so much. And as I said, I'll be sending you a copy of the transcript, and

	also my notes. If you see any corrections, or anything that I've missed please do let me know. Thank you so much, Isabel. Bye. Have a good class.
What to do following the interview?	The interviewer in this process will fill in notes, check audiotape for clarity, and summarize key information for each, and submit written findings to the researcher or store the data in the files.

(d) Interview Questions

The interview questions below were developed with other questions in the preparation, and will be asked for the three classmates for the purpose of mini project that will be stretched for the four weeks ahead (Janesick, 2011). The three classmates will use the pseudonyms specified in this interview protocol, and expected to pretend for the characters as described in the list of interviewees. The question purports to know the kind of idealistic personality which can help to infer his or her perception of personal, social and professional morals. It also helps to discuss and understand a desired condition for the two types of professors. For example, one interviewee may describe a persevered person as great, who should travel mostly in his lifetime and must be contingent of his or her life experiences to pursue his professional goals. Other interviewer, who will be a spouse of NP, may illustrate the personality and life career of warmth and familial hospitality.

Concerning what to ask the interviewees above, the interview questions are prepared in corresponding with what to know about the research questions.

Abraham/Isabel/Penguin

Interview Questions

1.   You are a rich nomad professor and aged (directed to the interview with Abraham)/You are a new recruited professor who has to travel weekly or biweekly for Seoul Home (directed to Isabel)/You are a housewife of nomad professor (directed to Penguin). Please describe for me someone you admire, either a historical figure or someone alive today (directed to all of three interviews commonly).

Response:

2.   Explain why you selected this person and why you admired this person.

Response:

3.   From him, what do you perceive most important and consequential for his professional or life success?

Response:

4.   From him, what do you perceive most important and consequential for his good or bad social relationship?

Response:

5.   Additionally to Penguin, from him, what do you perceive most important and consequential for his family lives?

Response:

6.   From him, what do you perceive most important and consequential for his personal happiness or misfortune.

Response:

7.   Can you elaborate on some comparison of his personal attribute with the general expectation from the university professorship?

Response:

8.   Additionally to Penguin, can you elaborate on some comparison of his family life with the general expectation of husband?

Response:

(e) An Epilogue from the Routine Days

In Korea, the Quickie marriage is considered as one solution for the high rate of divorce since the current law denying no-fault divorce, and only on cause of fault of one spouse, would produce a spousal acrimony and incur a harm to the vestigial welfare upon post-divorce single life. It is a wise way to prevent the depraved status of failed marriage, but is not good method for the effective and satisfactory interview. That is because the interview generally passes as one time incident while the issue of marriage divorce, in fact, is inherent or persevering over period of time. The failed interview, regardless of his fault, leads to divorce of interviewer or researcher from the information he gathered from the process and often is irredeemable or costs a fretful rework for both sides. The consequence from this

divorce really poses the challenge to the researcher since it leaves the information to be re-tracked, coded, and analyzed into any research piece. Therefore, it is serious that the interview is unproductive and fails to draw a sufficient – hopefully rich – information. It would produce a harm or ineffectiveness for the researcher, perhaps in converse sense, if the divorced couple from their marriage might try every effort to forget or eliminate the gloomy or unpleasant past of marriage. He or she rather tries to reflect the interview process, but with unsuccessful or insufficient information and perhaps hit the air in disappointment. This illustration simply shows the importance of interview protocol (Creswell, 2013).

Atticus Finch, a fictional character in the *To Kill the Mockingbird*, a best seller book of Harper Lee, is a lawyer, who has a cause and competence to redress the social evils, the kind of folk hero devoted to the community. As a sequel to this novel, the book title, *Go to Set a Mockingbird*, alludes to the view of Scout Fish, a fictional daughter, who recast his father's wake within the community. The two novels likely guide on the two stages of research operation, i.e., data collection and data analysis within the qualitative studies. The researcher would have a cause to serve the community, and may rise to make a focus on the intact cultural group like an intrepid in the novel, which, of course, is accompanied by the interviews or note taking and tape-recording. He wishes to be a mocking bird – the kind of protagonist for the community -- engaged deeply with his interview process, and would be pursuing and probing. The interview data will be set for the daughter of mockingbird later for coding and analysis, and the theme of disillusionment or bigotry of her father – actually the theme of second novel -- comes to be put to the touchstone, i.e., whether the interview resulted either as successful for its focused and un-omitted nature or as unsuccessful in view of the neutrality and objectivity of scientific research.

The lawyer behaved in the counsel or representation of client would work on the same ethos and compassion with the qualitative researcher, who relies on the liberal cause, but comes eventually as a moral compass for the community later. They also act and decide based on the evidence commonly. As the kind of y-tubes, camcorder or CCTV and even cell photos became available of a popular use, we not infrequently come across the crime scenes in the TV news, for instance, the battery of police or youths against the aged people, abuse of foster mom in the kindergarten and professor's contemptuous behavior against the research assistant. It readily hit my head how the sentencing sense of judges would be affected with the kind of technological advances. The tragic of *Sewol ferry* in South Korea last year had been mourned more than the past ones since the innocent high school girls, mostly smiling and with some bit of fear for their imminent fate, had been portrayed over the last minute of sinking ship through the video materials and aired to the public. It would be a shock for the public minds generally, and perhaps one good query for the researchers involved with the factors, for example, the extent of shock varying with the age range and gender. Old people or females probably may be more shocked than other groups. Nevertheless, the sentencing judges perhaps effort on the consistency among the cases of his earlier career years with no video evidence and those of video evidence recently. They rather would like to compare the narrative or testimony of witness between two cases than to be affected by the video scene at home. It implies of the importance for the description of interview data and interpretation in the qualitative research although rich and fresh information can be gleaned from the field data. Of course, the federal rules of criminal or civil law procedure may render the evidence inadmissible for other reasons. In attitude and requirement, he or she, in any way, efforts not to be murky or absent-minded, and take care to balance, who also might be minded even with the recent cases of difference relating with the availability of video evidence. A disparate

sentence for the same culpability of crimes would imply of his professional mistreatment since everybody is equal under the law. The *stare decisis* rule developed and maintained in the common law countries pose the challenge more than the civil law countries since his work of sentencing balance may be sensically desired with the past cases if not in definitive legal terms. The aspect of this analogy evokes many implications as previously sketched. For instance, the human agent is a critical part of understanding the world and civilization, and how much the qualitative dimension of minds would be a factor to generate a new knowledge, and how the observation or sensory perception could possibly affect the conscience and awareness (Patton, 2002). The kind of field work is not the end, and has to be converted into description implying the importance of interpretation and analysis on the professionals, as illustrated with two occupations. The converted data – should not be fabricated, of course – are truly the kind of basis as we discourse on the philosophy of empiricism. The importance of science ways in dealing and the factor of different culture or language can also be tacit when we pursue a professional responsibility on this kind. It would be a studious and considerate process of evaluation and comparison involved with the prudence and stewardship of researchers (2002). At the stage of data collection, representatively within the in-depth interview, this kind of qualitative process within two actors -- interviewers and interviewees -- would occur, which follows by the coding, interpretation and analysis, but could be crippled for reasons – e.g., lack of effort to establish an empathy and rapport. It would likely be same as the case where the trial judge would be reprimanded for his short work on the evidence as a fact finder and his judgment can be reversed by the higher court.

We also need to note that the impact of technological advances on the research professionals, of course, appear to be more extensive since the researcher generally comes more fore-fronted and less conservative. For example, we note new emerging technologies transform the traditional method of interview in the qualitative studies, which encompasses the phone, e-mail interview, voice of internet protocol (VoIP) and social media – skype, facebook and twitter chat.[4] In this case, we would do good to practice in consideration of advantages and disadvantages of this method of data collection in terms of expense, time, flexibility and humanity, as well as the geographical and technical factors (Redlich-Amirav, Higginbottom, 2014).

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[4] There can we see the software programs (Apps) for SMDs; safari or google chrome (literature searches), Mendeley or Refwork (Manage References, quickly review probable document format files), PDFExpert or iAnnotatePDF (Read and annotate PDFs), Dropbox-"cloud storage" (store and backup PDFs), evernote (Create memoing, journaling, note-taking, and capturing textual, oral, visual, and temporal data, Dragon (Create memoing and journaling).

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Chapter VIII Data Collection and Management

A. *From Kiyoung and Annette*

(a) An Example on the Coding Work

As instructed, I had conducted an interview with one of my classmate according to the interview protocol and questions posted in the last week. The data of response was double checked with the notes taken during the interview and by using the audiotaped materials. That ensures of accuracy and precision that also was confirmed with the interviewees before it turns into a final version of transcripts below. As we see in this week website reference, there can we apply two types of hand coding work, i.e., type A and type B (2005). Type A requires that the researcher consider creating the codes *a priori* before ascribing to the main text. Type B requires getting through the interview transcript, but can be extracted from codes on a line-by-line basis created by the researcher that emerged from the interview. Type A demonstrates a more adaptation with general advice in this concern, i.e., first reading and memoing and coding next. Type A, in Kiyoung's view, can lead a more than complete exposure to the transcript assuming if the issues or questions of research are well cultivated so as to be mixed with the appreciation of data within the purview of researcher. You will identify eight codes and memos covering each question. You can also view the connection of codes in the diagram

<u>List of Codes</u>

Greatness (rich red)
Sufferance (mild red)
Education (rich blue)
Support (mild blue)
Success (rich yellow)
Overcome (mild yellow)
Excel (grey)
Teacher (purple)

The codes are a little more numerical than the traditional five to six queries. As we see, there are two traits in codes, one of which directly represents the verbatim of transcripts (Creswell, 2009). Another way is to maturate the understanding of text by repeated reading and memoing, and extract the applied words of abstraction to best boast the meaning of text. There are pros and cons with both ways, and the count of frequency in the latter case is generally less meaningful. The following picture shows the layers of analysis in this research. It could be combined with other data, and could possibly be developed to include the public administration in terms of structure to discipline. This also implies the importance of interdisciplinary studies within the research of social science. We also can note that the humans and community are fundamental units to be contested in yielding the truths of science, and pioneering role of philosophy to structure a thesis and dissertations. That is so if for our degree name, merely "Ph.D." for the curriculum vitae of passing experts and "Ph.D." in sociology" or "Ph.D." in public administration" for scrupulous experts or professors. We may taste the kind of my tendency about an increasing semantic point, which seems, Kiyoung supposes, from the influence of qualitative studies. It may also be a tip of reflection for our

career path. You will find that the interview transcripts be shown in each color to indicate the assigned code.
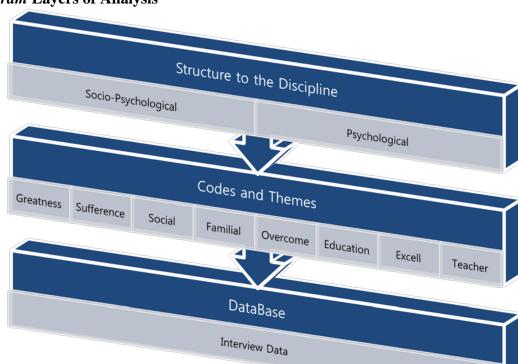
Diagram **Layers of Analysis**

Figure **One Example of Coding Work on the Interview Result**

Interview Questions/Response/Memos/Coding
1.   Please describe for me someone you admire, either a historical figure or someone alive today. Response: The person that I admire the most in life is a historical figure by the name of Oprah Winfrey.   Oprah is an American media proprietor, talk show host, actress, producer, philanthropist and inspirational speaker.   She is an African-American female and this nation's on black billionaire.   Oprah is such a great person that words cannot sum up her goodness.   She is a humanitarian and I truly believe that you can be no greater than that. She is always the first person to show love and stand and give others recognition for their great accomplishments in life overlooking her own. Memo: Oprah Winfrey is an African –American female, black billionaire, and one of greatest historical figure alive. She is truly humanitarian philanthropist and inspirational speaker with love and affection as well as open-mindedness to recognize others for their accomplishments.
1.   Explain why you selected this person and why you admired this person. Response: I selected Oprah because she overcame all of the negative obstacles in her way.

Oprah was born to a teenage, single mother who was economically challenged and who did not know how to properly raise a child because she was a child herself. Her father, who her mother claims was a one-night stand, was in and out of her life. During Oprah's first 6 years of life, her mother left her with her grandmother to raise her. Her grandmother taught her how to read by the age of 3, which is remarkable. I learned to read by the age of 4, so I have always been inspired by that in Oprah. Her grandmother also raised her in the church. Oprah moved back and forth between her mother and father for a number of years. Her mother was not as encouraging as her grandmother and worked as a maid for long hours not having much time to spend with her. Oprah was reportedly sexually abused by a cousin, an uncle, and a family friend. She later ran away at the age of 13 and ended up pregnant herself at the age of 14. Her son was born prematurely and passed away. Her father then took her to raise himself, and made education her number one priority. Oprah excelled in school winning numerous oratorical contests, and later became a television reporter. Oprah overcame numerous social problems (sexual abuse, single parent homes and upbringing, financial hardship, and bullying by her classmates because she was not the most attractive young girl and she did not have nice clothing) that plagued many economically challenged African-American families, but she was determined to excel and she did. Oprah proved that you can be what you want to be, and be successful in life if you put your heart and soul into it.

Memo: She had poor life stories at her earlier age, born to a teenage and raised with the father and grandmother. She overcame the negative obstacles from her disparaged family lives, such as sexual abuse by the relatives and family friends and illicit pregnancy as well as death of her prematurely born son. Her grandmother is affectionate and concerned of her, who encouraged and supported her growth with education and religious piety. Oprah overcame such numerous social problems and achieved a brilliant success in the schools and her career engagement. She was determined to excel her black neighbors, who often are frustrated with such challenges of her sort. Oprah is a living legacy for the marginalized persons, such as some nomad professors in the CU. It sounds echoing "you can be what you want be…of you put your heart and soul in it.

1.   From him, what do you perceive or consider most important and consequential for his professional or life success?

Response: I consider Oprah's characteristics that she exhibits to be the most important and consequential for her professional and life success. Characteristics and qualities that describe Oprah are love, trustworthiness, honesty, giving, caring, sharing, communication skills, ability to delegate, ability to listen, sense of humor, confidence, commitment, enthusiasm, positive attitude, creativity, intuition, and the ability to inspire others. It is because of these characteristics instilled in Oprah by her grandmother and father that she has rose to the level of success that she has today and influenced so many others in life positively. She has opened a school in Africa from which the first class has graduated and entered college. Education for Oprah is the key to success and positivity is the key to living a happy life.

Memo: The characteristic and qualities that describe Oprah are diverse and really educative for the discouraged or challenged professionals, for example, love, trustworthiness, sharing, honesty and so on. It is relevant for the nomad professors to learn to improve his spirit and professional activities. For example, the teaching performance of nomad professors can relate

with the communication skills or caring and sharing. As we see the role of grandmother and father, the senior professors and peers can support and instill leading to cultivate him to have good characteristics and qualities as a local professor.

1.   From him, what do you perceive or consider most important and consequential for his good or bad social relationship?

Response: Oprah chose to share her personal and intimate details about her life struggles with her weight, her love life, sexual abuse and tumultuous relationship with her mother as a form of therapy for American thus pushing us to talk about sensitive issues that many of us faced in life.   Oprah taught us that no matter what we go through in life (positive or negative) that we must first love ourselves before we can love others.   She taught us the true act of forgiving those that had wrong us is what will lead us to healthy and positive relationships in society.

Memo : Despite her success, the social or family relationship had not always been idealistic. Her personal and intimate details about her life struggle ironically promoted her public discourse and intellectual sharing of Americans. Her tumultuous relationship may push to talk about the sensitive issues. As the nomad professor learns on life time and one of persons to be affected and inculcated, his or her status as a nomad professor may positively work to appreciate and cultivate as a more sensible professor than the settled groups. It also seems pertinent that love of oneself is the starting point since the success of nomad professors, in my view, depends on how much he or she loves a self in the fluid circumstances.

1.   From him, what do you perceive or consider most important and consequential for his personal happiness or misfortune.

Response: I have admired Oprah for a number of years, but last year on September 6-7, 2014, I have the privilege of attending the "Oprah, It's Your Life" convention in Atlanta, GA, and fell even more in love with her because of her positive outlook on everything in life and ability to inspire others to think and be positive.   Through Oprah I have learned to love myself, that happiness comes from within, stay away from negative people because I refuse to internalize negativity, give freely to others, help when called upon and when I see a need to jump in and help, mentor to other young people, especially ladies, and speak good about others no matter what they may have done in life good or bad.

Memo: Her tips of advice are also insightful in dealing with the issue of nomad professors. I consider it important for them to know that there are many of hard people and neighbors in predicament and challenges or difficulties. That seems an important condition if they wish to feel happy. Otherwise, they may more feebly be affected with the feel of misfortune and could not make themselves solid. The feel of affinity and association, and the action to realize it is consequential for the kind of persons.

1.   Can you elaborate on some comparison of his personal attribute with the general expectation from the university professorship?

Response: Oprah has given many some of the greatest advice on living a positive and happy life based on her life experiences both good and bad.   She is an avid reader and lover of

books and knowledge.   Sometimes I look at Oprah and wonder why she has not attained her Ph.D. because she is by far one of the wisest and most influential people in America, not to mention one of the wealthiest in the world.   It would benefit all, professors and students, to take a page out of Oprah's book on how to be successful in life.   Giving to and sharing with others is what Oprah prides herself on and this is not just material things in life.   Oprah believes that education comes first and sharing one's knowledge with others is what makes the world go around.   We should all share what we have learned with others.   I would compare Oprah to the late, Reverend, Dr. Martin Luther King, Jr.   Both of these individuals overcame adversity in their lives to rise to fame, but chose to use their positions in life to aid and benefit others in need.   They never made issues about themselves, but about helping others to become the best that they could be and fight for the rights and privileges for all people of color.   They are two of the world's most powerful and influential individuals. Dr. King fought for the rights of African-Americans, women, other minorities in a non-violent manner by showing that no matter how one was treated or discriminated against, in his opinion love drives out all darkness, so loving you fellow brother and sister prevailed over all evil.

   Memo : The personal happiness or satisfaction is viewed in theories. One perspective emphasized the importance of innate characteristic or personality acquired from education or experience. Oprah shows it can be improved by one's self-train and reflexive attitudes. Learning and attention to the social issues or agendas seem to effect in her case that she is an avid reader and lover of books and knowledge. She is also innovative and has a creative attitude although she is not interested in PhD. She eventually became one of greatest teacher in the US. The quality of teacher is not merely from the professional qualification, but likely from the kind of relationship between the teachers and students. The origin of word, "doctor" means semantically "license to teach" in terms of Latin or French history, and we once have rated the quality of institutions by the ratio of holders of doctoral degree in the academic staff. Oprah surely makes an exception who can well outflank the normal Phds now in university teaching position. This may be in comparison with one of other great teacher in US, and they have such important traits as a teacher, "overcame adversity," " use their positions in life to aid and benefit others in need,""helping others to become the best." It seems in rapport with the kind of attitude within the CU professors. They have a passion to breed the prospective, but economically not well to do class students. One professor once initiated a subsidies campaign from the salary money of law faculty, which now is in operation to manage the national exam preparation dormitory, named "WKCK."

(b) Reflections on the Coding Method

   Once we complete the interview, our next process turns on the data analysis and representation. The stage comprises major of four stages, say, organizing the data, describing, classifying and interpreting into codes and themes, and finally visualizing and representing the data. The process onto the stages is to move forth and backward centering at the codes and themes. I suggest that the codes and themes are the kind of "landmark to bridge the truths of field into any scholarly construction" to be published to the professional and civilized world. It is thus a nexus and liaison to connect the people or community with some scientific reality via a qualitative process of depersonalization.[5] They are key tools of this process to

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[5] However, the data itself are such important as Michael Agar expounded in the Lively Science, "Data linked to real human social worlds is where human social science, whatever else it does, has to start and has to finish."

convert rare data emerged into the level of final narratives for reporting and publication. There can we identify three analytic strategies as Creswell guides, which were developed by Madison, Huberman & Miles and Wolcott (2009). Three views generally are not discrepant in conducting the best analysis strategies, but can have distinct points in some consideration. For example, the Huberman & Miles advised to count frequencies of codes, and Wolcott suggested highlighting certain information in description when the researcher begins by sketching the ideas (1994). Madison gave a dose that the researcher can best deal by creating a point of view "for the scenes, audience and readers." Generally we can capture the kind of work flows which occurs in the data analysis and representation. That covers (i) sketching ideas (ii) taking notes (iii) summarizing field notes (iv) working with words (v) identifying codes (vi) reducing codes into themes (vii) counting frequency of codes (viii) relating categories (ix) relating categories into the analytic framework in literature (x) creating a point of view (xi) displaying the data. According to the Hubermas & Miles, "Data analysis is not off the shelf; rather, it is custom-built, revised, and choreographed" (1994). Dey also instructed that the data analysis fall back on three I's, to say, insight, intuition and impression (Creswell, 2009). The maxims subtle prove our expectation is true, concerning how we can get through the successful qualitative studies and what quality was entangled with ourselves. The qualitative researchers have to be exposed to the subject fully before he begins with the work. Patton especially shed a focus on the importance of *pattern recognition.*[6] The exposure may, of course, usually would be associated with books and articles. It could also arise from his personal fate or long enduring experiences as a life subject. Once we had a chance to browse the qualitative dissertation of Walden about the illiterate-handicapped persons. Often scholar practitioners chose their topic from within their current occupation associated with the workplace challenges and improvement suggestions. They are the kind of well-versed person which even may compare with the professors in that field. I had studied the Korean issues and received a comment from the global peers that you are truly best qualified given you had been bred, live, learn, and experience daily with the kind of Korean chunk. It is cultural and highly own-flagrant so that we consider you any best to research the Korean society. Such sufficient exposure, whether from the books and articles indirectly or directly as in my case, could only saturate the maxims. Otherwise, the researchers would be strangers, not custom-built, or rather a cursory assembler than a choreographer. He may eventually turn to be an odd painter without duly analyzed data or themes which support his picture. The narrative in his research piece would be unorganized and unsupportive from the concrete evidence. Insight, intuition and impression are also the kind of traits that only could be developed with two types of exposure being propertied with the researchers. When I first open the website offered by one British university, the first video at left hand column displays two female researchers (2005). They are engaged with the beginning work to extract the possible codes on the interview result, which is obviously in a hurried breath and tense strains as well as moved voice. Apparently, insight, intuition, and impression were fully exercised to discuss the words of importance attended with a marking. They seem to be well exposed to their research frame and competently interact with the kind of significant words, such as school bullying. They also consider the frequency of words in the interview result. This experience inculcates with the kind of sense in the early morning fish market, who deals and

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[6] With a reference to Boyatrzis, he introduced "the ability to use thematic analysis appears to involve a number of underlying abilities, or competencies. One competency can be called pattern recognition. It is the ability to see patterns in seemingly random information." This may be the kind of abstract skills differentiated from the knowledge of subject. However, the competencies seemingly cannot be totally independent among another. For example, the Korean researchers would often be superior of pattern recognition about the data of Korean sources, and medical doctors would be so with the data from the patients.

sells it to the consumption at the dining table. The market managers and dealers had good eyes to discern the value of fish from their years of experience. They would rule out un-edible or rotten fish, and in some cases flesh out a tasteful part for any precious dinner (Janesick, 2011). This presupposes their knowledge and experience as same with the work of qualitative researchers on the analysis of data. As Patterson illustrates, we may need to admire *Hermes* so as to be a precocious trickster and work hermeneutically to construct the knowledge (2002). In the data analysis, it needs to be noted that description comes first as followed by interpretation and the researchers get better to feel the *Eureka moments* through the iterative and tiring process of analysis. Initially five to six codes can be set, and may increase as much as 20 to 30 categories, and should finally be reduced again into five to six themes. This tiring work often could deplete the sense of points and be made lost within the sea of data. The *Eureka moments* are the kind of docking among the spaces, which only could be palpable with the well-exposed research professionals about the theme or meaning of field data and analysis. It preferably should be natural. If not, it has to be artificially pursued as a touchstone to testify the good progress on data analysis. As below, let me present the part of Annette's to enrich our class experience

Annette chose to read the text from her 4 interviews, combine it, and create 8 codes based on similar themes and patterns that emerged from them. The codes that emerged were as follows: S (Supporter), E (Encourager), D (Definition of Admiration), L (Loving), S2 (Strength/Strong), P (Protector), P2 (Provider), and A (Appreciation).   This type of coding is based on Bryman's four stages of qualitative analysis (Gibbs & Taylor, 2005).   Regarding coding structure, Bryman suggests that you bracket passages or chunks of text in your transcripts/interviews and attach names or ideas represented by names to them as a way of representing the data (Gibbs & Taylor, 2005).

Creswell (2013, p. 181) lists three general data analysis strategies which summarize the most effective ways to prepare and organize data, reduce data to themes through the process of coding and condensing codes, and finally representing the data in figures, tables, or narrative form.   Annette chose to use Huberman"s & Miles' (1994) approach to coding the data in her interviews which provided a much more detailed process of coding which included writing marginal notes and noting the similarities/relationship in themes, patterns, and ideas that emerged from the various interviews.

The analysis of this experience proved to be more challenging for Annette, but the experience taught her to appreciate the thoughts of others and made her reflect on how when asking different individuals similar questions and then combining and constantly comparing the texts from each, how similar patterns, themes, and ideas emerge from all transcripts. This exercise was not easy and required an extensive amount of time to do thus proving that qualitative research can be quite detailed and difficult based on a massive amount of information/data collected.   However, coding can be quite helpful and useful in deducing data and is an excellent method of organizing and categorizing information as a method of assisting the researcher in summarizing themes/patterns/ideas/meanings that it hopes to convey to its audience.   It would be wise for the researcher to utilize a software program such as NVivo to aid in coding and reduce the stress and tension of hand coding massive amounts of data.

B. **On the Data Collection and Management Techniques**

(a) Qualitative Research and Data Collection

According to Creswell, we can find four methods for collecting qualitative data, which covers the interviews, observations, and review of documents (Thomas, Nelson, Silverman, 2015). The data collection in the qualitative studies has several traits (i) the methodology is planned and pilot-tested before the study (ii) the researcher typically has some type of framework that determines and guides the nature of the data collection (iii) it is time-intensive process that should not be expected to be quick. The interview is undoubtedly the most common source of data in qualitative studies and we had an experience on the interview protocol and interview questions in the Mini-project. There are several types of interview including the person-to person-format as most prevalent, as well as group interviews and focus group. Although the interview is conducted in types including a highly structured style as used in the socio-demographic research and in which the questions is determined before the study, the qualitative researchers usually conduct an unstructured, open-ended interview and take interview notes or audiotape the interview and finally transcribe it. The kind of same activities occur in the focus group interview, and the technology allows the interviewer to conduct different types of interviews, in which e-mail, face-to-face, focus group, online focus group and telephone can be put to use (2015). Being a good interviewer requires skills and experience; (i) Complete rapport should be established that they know each other and trust one another (ii) the interviewer has to create the atmosphere and condition the respondent believes that he or she can talk freely (iii) the interviewer asks the right questions and practices the value of using various approaches, for example, beginning to ask less sensitive questions (iv) skillful interviewing can be grown with training, for example, video-taping your own performance in conducting an interview, observing experienced interviewers, role playing, and critiquing peers; (v) the interviewer makes sure that he appear non-judgmental, be alert to both verbal and non-verbal messages and be flexible to rephrase or pursue to clarify, use the clear and meaningful words, and be a good listener (2015). We also recommend that video-tape recording seems to be best method because it could allow to capture and to preserve both of verbal response and non-verbal behavior of interviewees. Nevertheless, the drawback is not inconsiderable that the machines can malfunction at any time, can create awkward and intrusive impression. This makes its use infrequently than taking notes. It often would be ineffective and least preferred that the interviewer tries to remember the interview responses and writes down afterward what was said in the interview. In my qualitative plan, the 13-17 interviews are planned to be conducted in which most of occasions will be person to person format and e-mail or telephone interviews might be alternative to supplement against the challenges and difficulties during the operation of research schedule. The kind of guidelines explored to make the interviews a best practice will be kept through the completion (Laureate Education Inc., 2010b). The examination of documents will be another important way of data collection since the issues of nomad professor could be unraveled more extensively by examining the school record and newspapers or campus communications. Keeping a journal during the research study will also provide a crucial part of evidence to be incorporated into the analysis of data and visualization or presentation (Emerson, Fretz, Shaw, 1995). For the key participants, it would be trusted to keep a journal or diary during the research study, in which they play the role likely same as collaborator in the field work. Some participants will be asked to contribute the personal letters for the use of data, which also can be precious to understand their true and life moment of experiences or feelings. Official memos of campus leader and dean of departments, minutes from the meeting of faculty board, records of teaching and research performance, and archival material for rewards and disciplines as well

as the accomplishment of NPs within the administrative position over period would be a source of data that constitutes the data collection method in my study.

Observation is another way to collect the data in my qualitative research and field notes are taken throughout the observations with a focus on what is seen. The issue of observation method would challenge since it requires a prolonged amount of time in the setting and could possibly be obtrusive although it would be the secondary nature of data collection to complement with the interview result for the effect of impression and highlight of focused viewpoints (van Manen, 1990). One recommendation is that the researcher has to prepare so as not to be a stranger with a pad and pencil or camera. I would be more active to be a participant and will gather field notes by conducting an observation as participant rather than non-participant. It also is a good idea to schedule for a pilot visit a couple of days before the initial data collection since it could facilitate the process for the participants to become accustomed to having the researcher around. It is expected of several artificial and natural settings for observation to consummate at reports of what goes on when a visitor is present. The observation could render the researcher to cost time and energy, for example, obtaining a permission and schedule to arrange, and emergency to change his plan so that it is not desirable to take it longer so as to make the visitors considered no longer a novelty. Other possible data collection method has been summarized in the box form below, which is flexible about its implementation depending on the iterative process to find its needs. The reactivity to employ those various methods would be developed gradually according to the stage of my qualitative studies.

Figure 1 **Other Data Collection Methods**

The Studies on Nomad Professors and Data Collection	
Sources of data	● Self-reports of knowledge and attitude ● Development of scenarios ● Interpretation of Participants in Observation
Recording Devices	● Notebooks, narrative field logs, diaries, printed materials (course syllabi, team rosters, evaluation reports, participant notes, photographs)

(b) Considerations on the Data Management

A data management plan is an integral part of the research plan and it is underscored that main principles and procedures have to be considered earlier in the research stage, which should not remain unresolved until the data collection begins at the latest. In the qualitative research on NPs, it has been consulted well in advance when the research design completed. It is important to acknowledge that the good scientific practice can be ensured of the compliance with the ethics of research and data management techniques. For example, the data have to be kept safe and secure at all stages of research, and the researchers are required to make it available for the subsequent researchers as a matter of professional standard. The data management plan generally would be common over both methods, but could come in subtlety of differences between the quantitative and qualitative methods.[7] In many cases over

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[7] In the quantitative studies, the scope of points in the data management plan should be checked conventionally

countries, the ethical review process would comprise the stage of research operation with the public code or regulations so that the researchers need to assure of its standard. University websites are a popular source to obtain instructions about the permissible and impermissible research practice as exemplified in the institutional research review board instituted as a matter of federal regulation in the US. A data management plan addresses several important questions during the research, i.e., how research data are collected or created, how data are used and stored, and how made accessible for others after research has been completed.

Figure 2 **Qualitative Research and Data Management Plan**[8]

Data Management Plan	
The Data	● What kinds of data are collected or generated? ● In what way are data collected or generated? [As discussed, the interview results are a primary source of data which unravel, in depth, the personal, social and professional aspect of their lives. It would yield a socio-psychological quality of data which will be analyzed and developed to assert on the implications of my discipline, i.e., public policy and administration. The photos, journal writings or diaries and review summaries of documentation would come as another type of data. The 13-17 interviews will be conducted/ around 100 photos will be stored/over 200 pieces of other data types will be stored]
Rights	● Who owns the copyright, intellectual property rights and management rights to data? ● Who has the right to grant access to data? ● What procedures are used to inform research participants? [The participants and campus administration would be a usual owner of data which the researchers are interested in and intends to collect. In some cases, the data source is protected of copyright or intellectual property

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-- as concerned of mail survey -- including the dataset description. processing, standards and metadata, ethics and privacy, data sharing, and archiving and preservation. For example, data will be processed and analyzed using SPSS, and the direct identifiers of respondents will be stored separately from the data and will be destroyed after the anonymised dataset has been checked and validated.
[8] Adapted to the Finish Social Science Archive (2015).

	rights despite a scarcity because of vastly unofficial nature of data. In that case, a due process of law will be taken to manage the data plan permissibly. The informed consent is vital part to validate the data collection process. The consent form will be provided well before the data collection activities occur. Hence a sufficient time is allowed for informed meditation and voluntary participation. The informed consent form utilized in my qualitative studies will follow]
Confidentiality and Data Security	● How is confidentiality of data ensured? ● What kind of rights different user groups have to access and process data files? ● How is data security ensured? ● How are back-ups of data files handled? [The confidentiality and security of data are important points of consideration since the privacy or business secret and falsification of data have to be forestalled if under the control of researcher (Corti, Day, Backhouse, 2000). The data will have a paper-back version once completed to be gathered, and kept in the locker stand or the study of researcher's home. The e-mail account is another effective way to ensure against the loss of data. The password and secret code for the security of data will be good to protect the data unless the kind of extreme mishap, such as hacking, happens. The key participants will be allowed access as need arises which is inextricable to conduct the research plan. In this case, the change of password may do increase a security in cases]
File Formats and Programs	● What software programs are used to store and process data? ● What file formats and storage media are used? [We had an experience of hand-coding, and there can we identify a variety of computer software programs to facilitate the need and convenience of qualitative research. NVivo is one of popular programs and will benefit the research on the NPs in the Alpha University.

	The NVivo has an extent of abilities to store various file formats in which my use will be on the pdfs, photo files and htlm.]
Documentation and Data Processing Content	● How is the technical quality of data ensured? ● How are data processing methods documented? ● Where are metadata describing data collection methods and data content stored? [NVivo has powerful tools to store and analyze the collected data. The nodes will centralize the theme interviews, for example. It provides the technical quality of data as excellent. For example, the frequency display of codes can be presented in graphics, and the raw data can be automatically restructured to show the importance of themes. The use of NVivo as conditioned by the acceptable field work as well as quality and amount of data can lead to virtually automatic generation of researcher's narratives he wished to deliver.
Life Cycle	● What happens to data after research has been finalized? [The data should be kept as confidential and secure after research has been finalized. This means that the researchers are required to comply with the professional or legal standard of practice. It is a good practice since the subsequent researchers could benefit and also for the public and professional reasons, such as needs to prove authenticity or falsification by the participants, government and professional community. It may not be such longer as ten or fifteen years, but normally one to three years as stipulated according to the jurisdictions and professional associations]

(c) Computer Aided Programs and Use of NVivo

NVivo is a qualitative data analysis computer software program produced by QSR international, and exciting to store and analyze the collected data on the research of NPs in the CU University (Weitzman & Miles, 1995). As we are aware, the tutorials have been progressed over the weeks in this course, and we acquired a basic knowledge and kills how to use it, for example, creating the project of qualitative research, incorporating the data into the program files, and deal with the magic of nodes to analyze the field data, such as interview

results, photos, interne files, and so on. We also will be requested to present some piece of evidence, such as screenshot of NVivo, to demonstrate its use. Since my qualitative plan is based on the extent of field data, the hand-coding method imposes challenges in terms of efficient handling of research project. NVivo has a scope of useful functions that provide an ease and convenience for the qualitative researchers, which is not an exception in my case also. NVivo is used predominantly by academic, government, health and commercial researchers across a diverse range of fields.[9] Generally, the computer assisted qualitative data analysis software is used in a wide purpose and convenience, which provides an automation for transcription analysis, coding, text interpretation, recursive abstraction, content analysis, discourse analysis, and grounded theory methodology, and so on (1995). Two types of software are publicly available. One is free or open source software, which currently numbers roughly around 12 types, such as Aquad and TAMS Analyzer. There is a proprietary software that provides a service on the paid basis, which amounts around14 currently, including NVivo, Annotations, and CAT. We also can encounter several web-based software programs, such as computer aided textual markup & analysis (1995). NVivo is one of most patronized software in this context that NVivo 10 for windows offers a range of new features and enhancements, which facilitates my qualitative research plan. For example, I may order transcripts of my media files from within NVivo, and can collect the data on just about my mobile device, who now uses IPad. I may also be needed to import the data from Twitter, Facebook posts, YouTube Videos and comments, which is enabled by NCapture. My qualitative research plan would be staffed with web pages and online PDFs, which can be processed by NCapture. It is especially attractive to suit to handle my qualitative research plan that it handles virtually any data, including word documents, PDFs, pictures, database tables, spreadsheets, audio files, videos, social media data and web pages. I will firstly choose the working language, and store my project database and research materials as a single file, which will make my project completely portable.   In use of NVivo, it is important to make sure that the researcher makes sense of collected information. I will fully benefit from NVivo's powerful query tools to uncover subtle trends, while the automated analysis features also facilitate a quick test of theory. It is useful to track my ideas and steps with ease, and enables to share my findings with others without retyping or reformatting.

(d) Reflections

As we see, the in-depth interview enables to collect the evidence, which is crucial since it constitutes a database making the research creative and original. As we are gotten, the significance and use depend on the trait of disciplines and the selection to deal with the type of research method—quantitative v. qualitative--- and various approaches of qualitative studies would also be one factor that the researchers have to exercise for the best fit (Creswell, 2013). The sort of data collection also needs to be contemplated once he became determined about the method and approach. For example, the types of collected data can be comprehensive in the case studies while those may be limited if you choose in the narrative research. One of most popular and positive source of information often is drawn from the interview results if in the qualitative studies. We have conducted an interview in the frame of Mini Project, which was processed according to the interview protocol and questions. It would be the kind of difficult process to tease out the new source of useful materials out of

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[9] It had basically been purported to assist with the social scientists so that the researchers within anthropology, psychology, communication and sociology are patrons of the program, and the kind of practical fields of interest are much helped to encompass, among others, forensic, tourism, criminology and marketing.

the crust, which gradually came in rapport with the focus of interviewers and adapted to facilitate. Upon completion, the researcher would claw his way back to face with the collected interview result, and will tuck himself into various aspect of his research plan to evaluate the collected data (Patton, 2002). The kind of inquest will occur, "Are they rich enough to support his theme, or anything left unlearned, and the ways to make it fitted with my frame of research." The kind of weaning process to elevate for the level of scholarly field will gradually start relating with his initial embracement or roadmap anticipated in the stage of research design. With his raw data, the senior or deceased scholars and authority either in philosophy, or in his specific discipline and often with the mixed influence of both, will guide, forge and help to analyze the phenomenon and research questions. This is the trait I suppose to name the degree, "PhD" or "PhD in [specific discipline]" as once pointed elsewhere. In some cases, the research may be done without the raw data, in which the kind of process occurs only with the scholarly interchange. One example might be if the rendering of new case by the Supreme Court in the last moment about gay marriage would spark the taste of legal researchers to write the law review articles and provide an analysis with the precedents, as well as criticism or supportive message. Of course, the issue may require of the need of more empirical evidence   --   I like to say "more empirical" if the new case or other references themselves can be viewed as "empirical" though indirect -- which impulses the researcher to collect the data utilizing the survey or in-depth interviews. Alternatively, he may satisfactorily draw upon to use the existing statistics already collected by the public poll since it can operate as good to support his proposition or argument. The kind of intermingling with the existing authority is an important process to escalate the elegance and persuasion of research activity, and the kind of distinct dimension between the scholarly and common reporting. It requires a conscience and good scholarship to evaluate fairly and persuasively. For example, it should not be the practice as a subterfuge to the interest of political majority or his funding institutions. The researcher should not be merely a pundit missing or eclipsing the implicating or even important evidence. He would preferably be a spug as competent to be saturated among the sea of complexions within the data, literature review, his research frame, and scholarship. Once I stressed the basic exposure of researcher overall within the research process and how it importantly impacts on the data analysis, which would be a stage of highlight so as to place him as professional researcher. And it also may be testifiable to reflect how the researcher could experience the Eureka moments between the authority or influence and his raw experience (2012). It not only could be present, but also should be present to complete the level of scholarly product.

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Chapter IX Data Analysis Techniques

A. General Note on the Data Analysis Techniques

(a) Introduction

The data analysis technique is constantly evolving, not a static repository with typical methods. For example, Eaves YD suggests that the synthesis approach in the ground theory could increase understanding and enhance the quality of GT data analysis techniques (2012). While he noted that there has been a steady rise in the number of published research reports that use the GT method, he viewed that the current method in prevailing use lacks the clarity and inconsistencies. It is needless to mention in the field of natural science that researchers reported a new data analysis technique to rapidly identify the region of stable crack growth in crack tip opening angle (CTOA) testing of a modified double cantilever beam (Hashemi, Dastani, Sadri, 2013). The method could replace for the visual analysis of the individual photographs, which is tedious and rather lengthy. This implies that the data analysis is considered in terms of cost and convenience of researchers in common with both sciences. The data analysis technique also occurs involved with the literature review which represents the most important step of the research process in all three methods of social science. Boote and Beile expounded, "A thorough, sophisticated literature review is the foundation and inspiration for substantial and useful research." Therefore it is the kind of crucial concern of qualitative researchers how to construct a research synthesis aptly. In this context, four types of data in connection with the five qualitative data analysis techniques have been studied by three scholars, who drew on any most optimally rigorous way concerned of literature review (Onwuegbuzie, Leech, Collins, 2012). This study implies the relevance of data analysis technique with the literature review, which are inseparable, but into the research synthesis and on iterative process among the data and literature.

(b) Techniques of Qualitative Data Analysis

According to Merill et al, the techniques of qualitative data analysis are commonly shared among the approaches, which includes (i) documentation of the data and the process of data collection (ii) organization/categorization of the data into concepts (iii) connection of the data to show how one concept may influence another (iv) corroboration/legitimization, by evaluating alternative explanations, disconfirming evidence, and searching for negative cases (v) representing the account (reporting the findings) (2000). It is grossly intertwined with the collection and documentation of data, and it is important to note that the data analysis actually begins at the time of observation, interviewing or both. The researchers always get the data as central for validity and reliability of research that analytic process bases by simply hinging on the notes or transcripts with repeated reading (Kvale, 2006). The concept could be the kind of oasis sublimating the raw data into a cohesive scientific message that he or she creates by organizing and categorizing the data into concepts. Important is the need to develop the relationship or hierarchy of concept that is essential to structure his theme and produce a due density of scholarly presentation as normalized to the intelligence of audience, perhaps, supervisor of dissertation or referees and peers of professional journal. In this process, they may use the concept map. Then the positive steering from the raw data into major profile of assertions would likely be completed that the researchers will make an enhancement of theme with corroboration and legitimization (2000). He or she evaluates alternative explanations or discuss disconfirming evidence and may search for negative cases.

This may simply show the process to deal with the data, but would be most important technique to be minded for my research plan on the NPs of Alpha University. There will be a tack of collected data in the form of observed results or interview transcriptions as well as public or private documents. The photos and video materials were not planned at this stage, but the possibility of inclusion is not unlikely along the development of theme. We have surveyed the benefit of NVivo last week, and the data storage and analysis would obviously be facilitated with such modern technology. At the center of dynamism does lie the codes, themes or concepts that important statement of participants should not be missed or gone as unattended. Weakly team meetings among the key participants and researcher will be arranged that keys on the progress of research including the evaluation and analysis of data. As once stated, documentation from the interviews and observations of sites, photos, and videos are a major form of data source to represent the empiricism that requires a care and focus for management and analysis. Miles and Huberman proposed useful tools named the summary contact form that shows the flow model of qualitative data analysis components, which are applicable to my research plan (Creswell, 2013). For example, on the occasion to observe the residence of nomad professors, I may prepare the contact summary form structured with the flow of relevant questions or points of consideration i.e., (i) what were the main issues or themes that struck you in this contact (ii) summarize the information you got (or failed to get) on each of the target questions you had for this contact (iii) anything else that struck you as salient, interesting, illuminating or important in this contact (iv) what new (or remaining) target questions do you have in considering the next contact with this site (Merill et al, 2000).

In consideration of analysis technique, a considerable amount of data may be produced in Korean, and I may think how the translation into English language is viewed. It would be no seldom for researchers given the scope of deals in the international case studies or ethnography and narrative studies of significant person. The website of Johns Hopkins University provides a tip on this interest (2015). At first, it needs to be determined whether to translate or not, in which the researchers consider various factors, such as logistical,[10] validity,[11] customer, ownership and control, and implicit or unintended message from the original data (2015). The researcher also considers the benefit and drawback of translation. For example, the researcher may plan to conduct the data collection in English which obscures the issue originally, and the multi-sites investigation often allow to have a common language for analysis. Most of all, he has to know that the interpretation is very time consuming. The common view is that the translation leads the raw data or theme to be too literal and insipid, which may, in some case, be inaccurate as differs from the original nuance or authentication of phenomenon. The translation of raw data into language within the process of analysis and publication also entails a delicate problem of privacy or indecency with no use at all. In that case the research may use "Do Not Translate List," which includes, for example, words for friend or friendship, words for HIV, or terms referring to the act of sexual intercourse (2015).

(c) Application to the Research Plan

In using the techniques of data analysis for my research plan, I have considered a scope of methods that are of types to deal with the specific context of research and sorts of

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[10] For example, he inquires of how much time it will take.
[11] For example, he considers how much time it will take, if the translation is accurate, if the original meaning is distorted, or if anything is omitted?

qualitative approaches. Let me present 15 methods as compiled by D. Ratcliff and some possibilities to facilitate my case.[12] Interestingly, the difference of methods is just a matter of extent and would not be so rigid, but versatile that can be applied across the type of five qualitative approaches. To say, my research can be classed as a case study, but many helpful tips arise from the methods regardless of its prominent use within certain other approaches. For example, the photo data of an empty parking lot in the Alpha University may be analyzed in narration with the semiotics that can be parceled into my themes. The discourse and narrative analysis as well as hermeneutics would be used to analyze the interview result collected from the nomad professors, deans of department, housewife of NPs, as well as settled peers (Ratcliff, 2015). Also noteworthy is it that data analysis can benefit much from the computerized software programs, for example, use of nodes in NVivo, coding of various sorts of data, or coding matrix as combined with the quantitative data. The text search query is fairly implicating to construct the theme. Given it being assigned for this weekend, I may brief on two methods of data analysis to illustrate my case of qualitative research. The typology is a method that is principled and often embedded within the attitude of qualitative researchers. It includes the elements often centered on the work frame of researcher, such as a classification system or categories and is taken from pattern and themes or other kinds of groups of data. The interview results and other data collected from the field work in my case can be winnowed into categories or classification (2015). The constant comparison is widely used and developed in late 1960's, and especially applicable to the grounded theory. The method requires a researcher to look at document, such as field notes, which is considered central and as a basin of generating a new theory (Sanjek, 1990). He also looks for indicators of categories in events and behavior, as well as compares codes to find consistencies and differences, in which NVivo has strength with automated process of analysis. Also the kinds of frame between consistencies and differences must be minded as we see the five stages of qualitative analysis method above, and the consistencies are led into categories in terms of methodology. In this work of constant comparison, the researcher will know that the memo on the comparisons and emerging categories is indispensable, and helps to clearly organize the structure and content of data on the theme of nomad professors. Also to be minded is that the category has to be exhaustively striped until no new codes related to it are formed. The researcher, then, would assess if certain categories deserve more central focus that is often drawn upon axial categories or core categories. The applications to my study had come in summary with the following table.

Table **Data Analysis Method and Nomad Professors**

Methods	Applications to the Research Plan
Typology	● Four categories will be developed from the themes and research questions ● The nodes and hierarchy of codes will be utilized. ● Identity of NPs - Frequent Traveler - Professorship

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[12] The fifteen methods in his list encompasses, typology, taxonomy, constant comparison, analytic induction, logical analysis or matrix analysis, quasi-statistics, event analysis or microanalysis, Metaphorical analysis, domain analysis, hermeneutical analysis, discourse analysis, discourse analysis, semiotics, content analysis, phenomenology or heuristic analysis, and narrative analysis.

	- Researcher - Person ● Professional - Competence - Achievement - Reward - Performance - Resilience ● Social - Leadership - Participation - Deviant - Congruence - Difference ● Personal - Happiness - Satisfaction - Familial - Support ● Public Administration - Efficiency - Productivity - Recruitment - System Inclusion - Goals of Administration
Constant Comparison	● Memoing and Creating the Categories ● Importance to Churn on the Field Data ● Consistencies and Differences in the Analysis of Data, i.e., Observations, Documents and Interview Results. - Travel v. Settle - Sublime v Vast/Common - Interested v. Disinterested/ - Job Satisfaction v. Fluid - Competent v. Less Capable - Achievement v. Stalemate - Reward v. Fallback - High Performance v. Low Performance - Resilience/Supportive - Leadership v. Passivism - Participation v. Alone - Deviant v. Adaptive

	- Congruence v. Discrete
	- Difference v. Unity
	- Happiness v. Tediousness
	- Satisfaction v. Grievance
	- Consortium v. Conflict
	- Support v Separation
	- Efficient v. Cost
	- Productive v. Underproductive
	- Favored v. Disfavored
	- Inclusive v. Left
	- Member Oriented v. Productivity or Efficiency Oriented

(d) An Epilogue

Once we had been about the extended use of qualitative method in the studies of US government, and the kind of tendency has increasingly emerged over time in Korea. The newspapers highlight the importance of story-telling or episode relating with the public policy of government. The entitlements of aged people had been implemented last year, a hyperbole to be fought in the national assembly as concerned of the fiscal feasibility and social justice along the increasing restructuring into the aging society. Korean cable TV channels are in wide coverage and one of them, named KTV, deals with the specialty of national policy. In one program aired yesterday, several aged people had featured and gave their narrative or words of graceful experience for the provision of entitlements. The amount is as small as 200 dollars a month, but had impacted likely astronomically for the poor aged persons. The administrators or policy makers would learn during the course of their official duty. It is their trait, and most vigil than any other commoners. The top managers in the nation-owned enterprises may reflect like a person in the temple stay, one learning process on meditation. A tedious head of department may shame with his small of public activities that he likes to read and learn humans or community and wisdom for his responsibility (Patton, 2002). Most aids would be received from his working horses in the active rank and files that he would rather be enthralled as philosophical, humanistic, and communitarian than specifics. The learning occurs and essentially undergirds the contemporary society. The tendency is more impressive that the congressmen or policy makers in the executive are in the vortex of that reality. They would also be creators at least in the Korean context, as we know from Y.S. Kim in the 1990's, announcing that now is the age of life-time learning. It likely shows how we are related among another. Above all, the importance of their learning lies in the fact that it is not merely cultural or the kind of personal enrichment. It also is not such personal if we gird the ignorant or absent minded congressmen. It is crucially trusted with the paradigm of deliberative democracy. They have to shape their competence and be required to come with the exposure to the humans and community. The reelection possibility would be one motivating factor to push them to learn and to have awareness that we see them to be politically responsible. It was cited in the recent Korean source that Obama had the character of policy wonk, who would be an avid of every aspect of policy issues and agendas. This is no surprise at all when we consider his role and responsibility. Needless to illustrate the marginalized and greatest approach or purposeful sampling in the qualitative studies, the contrast often is quite useful to create the views or frames of social issues. The poverty and superrich would be one frame embedded with the intellectuals along the growth rate of

economy. The kind of frame is also an avenue to testify the effect of policy programs or project as we see in the aged persons featuring in the KTV. It also demonstrates a continuing relevance with the lifetime learning that humans and community are inseparable or subjects of which politicians are fated.

The kind of relationship or public tendency likely ascends as we are informed by the post-modernism, technology advancement and trajectory toward the informative society or creative economy. Now we seldom give a focus on the manufacturing, once the point of contest for the world economy. The kind of rhetoric, world factory, is now the second title for the world economy, and the middle class within such income range perhaps would be less stimulating or likely approach dormant for the policy makers. They likely remain with them as main and appear to be illusive of an expectation of same consequence in their thought or public process. That probably would not be wrong at least if we are simple and honest of economic aspect of their lives. The economy is powerful indeed-- and perhaps most urgent for humans -- if it is only field to enlist in the Nobel prize from the social science. The Thomson Reuter reports the SSCI statistics that separately classes from social science to deal with the Economics and Business along the general social science in total. Hence, we may safely defer to their assumption of middle class, perhaps common and generalized, if we are lovers of human.   I do not argue for the use of qualitative research more widely for the public studies or suggest the cut of qualitative studies since the middle class is quite good at all. Humans are complex as we note in the Maslow's and we draw the data from the subjects in the qualitative method. We had got through the data collection and their analysis now is staged, which obviously is very important to elevate the research plan. While humans are complex, only way to collect the data stems from his or her expression, hence, the kinds of occurrences, i.e., observation and interviews, documents (Creswell, 2013). While man may not be exactly the expression of his or her statement, the coding lesson generally highlights such importance of "significant statement" to understand and analyze the data (Kvale, 2006). In the KTV, I had a moment of fantasia that one policy can create such significant words and statements not only from the interviewees and but also from the producers. To say, the title tears with impressive words, "Faith of Sons and Daughters," which seemingly is effective in struggling with the growing criticism as compared with the unemployment rate of young college graduates. The statements from the interviewees are capturing indeed with one aged male, 68 years old, who has no job expressing the savory support of small money in his later life. He seems still robust to work in the construction site, but the age actually impedes to turn away every opportunity for earned work. The statutory retirement age or pension plan of nations can be the work of "quantitative researcher," but must be inadequate for this person in my observation and according to his statement. Next hours shortly, the acting prime minister and head of business association featured in the press meeting that announced the policy programs and basic direction to improve the unemployment problem of young generations. Actually they learn and would be best to craft various policy measures. They would be ombudsman to report and assess as well as rule that are most needed of and exposed to the creative knowledge beyond the textbooks. In other words, the kind of case studies and grounded theory would likely work, and must be necessary for them as well as the government, one of biggest employers within the nation and perhaps major employer of professional researchers. While conducting a qualitative research as one of important instruments to staff the knowledge of government in the US – gradually within the context of Korea and other nations -- we need to have a thought why the research findings are seldom adopted to enforce.   On the progress of course, I also come to wake up if two persons with 100,000 dollars a year as their income are absolutely same deserving a good livelihood award

and what are differences between top GDP country per capita and "perfect" or "graceful" from the words of interviewees collected from the research project dealing with the middle income earners of the top nation (Patton, 2002).

B. The Qualitative Data Analysis and Application

(a) A Thought on Principles and Techniques

The trait of qualitative research requires of an establishing a strong foundation for qualitative analysis that also leads to the coding principles as any more important for productive and valuable project. That is, the good ideas about how to focus the study and analyze the collected data have to come together with our skills and diligence of observation and interviews. Although the purpose drives analysis is one of extreme method in terms of data analysis technique, it shows the importance of data in the qualitative method, and also guides the coding work along the purposive sampling in the same context (Patton, 2002). The design frames analysis comes a little objectively that design decisions anticipate what kind of analysis will be done. The kind of characteristic underlain within the qualitative research relates with the coding analysis that we consider the concept map, hierarchy of codes, and code matrices, and coding structure. Once the deceased president M. H. Noh sighed, "there are no staffs who share a code with me." He might be one of fateful president, who perhaps is a unique president in Korea or possibly in the world for his suicide in 2007. His remark eloquently shows the qualitative character of humans if within the dimension although his statement might be on his policy orientation and personal ambition to lead the nation. Brown, in her article featured in Forbes, wrote about her thought and experience learning how to code (2015). The Forbes also foretold that the *Codeacademy* will be a next frontier in the digital education movement. In her comment, we can see her mental process about the nature of learning or especially that, how to code, that it is more flexible, subjective or contextualized as well as dimensional or evaluative.[13] The illustrations show the quality of code or coding and its universalized application to humans and society which is typically implicative of trending society toward the post-modernism or queer theory and feminism. In these strands, we can possibly draw some of coding principles or strategies. The coders have to contemplate in advance (i) what is going on (ii) what are people doing (iii) what is the person saying (iv) what do these actions and statements take for granted (v) How do structure and context serve to support, maintain, impede or change these actions and statements (Gibbs & Taylor, 2005). It is truly deep with the human elements, and participatory with the researcher or coder. The evidence is collected through various methods as dimensional and with a depth, and the role of coder enables to make it qualitative and eventually thematic. The coder also knows what to

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[13] She begins "the internet is aflutter with the New Year resolution 'learn how to code." He continues, "I applaud anyone that wants to learn something new. The problem with this viral goal is that it's not specific and doesn't include any measurements (nature of learning)…. It makes me think of the time I wanted to learn how to speak Mandarin but had never set foot in China. Needless to say, it probably makes more sense for me to learn Spanish as I live in Los Angeles (subjective or contextualized)… but if you signed up to learn how to code because you think it might solve some problem you are having, you should probably noodle on that a bit more (flexible). I'm taking a few online classes from Stanford including CS 101 as a refresher so I can be a better instructor and mentor (dimensional or evaluative). Those are motivational reasons to learn how to code."

be coded that encompasses a scope of various objects and occurrences incomparable with the quantitative data, to list some, behaviors, specific acts events (short once in a lifetime events or things people have done that are often told as a story), activities (these are of a longer duration, involve other people within a particular setting), strategies (practice or tactics), states (general conditions experienced by people or found in organizations, and meanings (a wide range of phenomena at the core of much qualitative analysis). Meanings and interpretations are important pars of what directs participant's actions. The coding is based on the four elements, i.e., themes and topics, ideas and concepts, terms and phrases, and keywords that are humanistic, qualitative and hierarchical than are manifested in the quantitative studies (2005). It is inductive, however, as to be interrelated with the raw data that coding is the process of combining the data for any meaning structure and content in which a code label or meaningful names to underpin the ideas or concepts are used to facilitate coherent work system or automated flow of qualitative investigation. We can benefit much to make comparisons, to identify the patterns, to grow more topics or themes to become apparent, to identify the issues with the codes list (Creswell, 2013). When the researcher starts coding, two ways stand that a priori and grounded codes are used. A priori codes literally stems from a previous research or theory in vast cases, but the range of sources could include research or evaluation questions the researcher is addressing, questions and topics from the interview schedule, and the gut feeling about the data or the setting. In the codes of grounded theory, the data is a unique source to code since the researcher likes to put aside prejudices, presuppositions and previous knowledge of the subject area and generate new themes or theory by concentrating instead on the data. In terms of types, we can apply two methods what are called descriptive coding and analytical coding (2013). In the first type, the researcher addresses the pattern of what is in the transcript or text, and results in the end to form a summary description. The analytical or theoretical coding occurs when the codes are based on the analytical thinking about the "why question" involved with the events, occurrences and phenomenon enshrined within the data or information. In exercising the coding query, the hierarchical coding or tree coding is usual way to structure the theme or generate the relationships or classification of categories or concepts, terms and so. It involves a branching arrangement of sub-codes and stands on the thought between the parents and the kinds of progenies, "examples of…" "contexts of…" "causes of…" "settings for…" and so on. The idea is such as "friendship types" or "changes in friendship" that we consider the kind of feels and analogy among the data and qualitative information "close or generalized" "making new friends" "new same sex friends" "new different sex friends" "losing touch" "becoming sexual relationship" and so (Gibbs & Taylor).   As we note, the qualitative data analysis is iterative and constantly evolving that we need to create new codes during the process. In occasions, NVivo displays the sign asking if to store as a new node or new codes. This requires that you need to check the units of data you coded pervious to creating the new codes. Upon creation of new code, you can, of course, apply new codes to whole data set. Ryan & Bernard in a recent paper suggest a number of ways to identify the themes and codes, such as word repetitions, key words in context, and on[14]

(b) Application and an Example

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[14] While drawing heavily upon Strauss and Corbin, they suggest many others including compare and contrast, social science queries, searching for missing information, metaphors and analogies, transitions, connectors, unmarked text, pawing, and cutting and sorting.

In working on the codes and analysis, I was recalled on the data analysis spiral that Creswell guided (2013). At an early stage in the analysis process, researchers typically organize their data into computer files, and that certainly is my case that PDFs, interview results and types of data were brought into the "Internal" as NVivo labeled. They initially were compiled in my folders of PC, and termed as "External." That was very easy task and the first step to begin the computerized analysis. From his data process frame, I found the end result to come first that representing and visualizing are the point of fantasy which culminates in the form of matrix or trees and propositions can be clarified. "Describing, Classifying and Interpreting" are toilsome and recurring through the classifications of data and nodes that constitute the main work of data analysis. The contexts, categories and comparisons are formulated and described that gradually emerge into themes or meaningful stories. The process is important to reflect the thought process and values or beliefs of researcher, in which the service and facility of NVivo are clustered and intrigued to provide (Kelle, 1995). As you see later, the screenshots attached display some of result over the flow of weekly lessons during the application of my research project into the NVivo. Under this background information concerned of principles, techniques, and process, let me present a part of application to my research plan on the nomad professors.

Figure **Application of Principles to the Research Plan**

Principles	Some Aspect of Applications
Good Ideas to Focus the Study and Analyze the Data	This principles and considerations are foundational when we think of qualitative research in general. Since the research has to be original and creative, the raw data are a crucial component, but never convey any meaningful stories or contexts for themselves. It is important to create a focus which constitutes an essential feature of data analysis. The research questions and existing literature as well as data itself are a basin to pursue a focus or lens of analysis. I may have developed five points of study focus, which covers identity of NPs, professional, social, personal and public administration. It basically relied on the research questions, and alluded to the needs of discipline. In the process, I have used the Ryan and Bernad's social science queries, for example, that the general goals of discipline, such as efficiency or productivity and new thought on the focus of organizational members are included to make a theme.
Five Vantage Points to Consider	(i) What is going on: I have considered the continued trend of associated campus community and every aspect of campus lives, and businesses are progressing with the factors of importance, i.e., NPs and settled professors, the kind of contrast to be

	divulged. The kinds of code arise, say, travel, settle, interested, disinterested, participation, alone and so. (ii) What are people doing: I assumed that they perform their professional duty, and manage their personal and social lives. They enjoy a tenure or may hurry to arrange the local residences upon the recruitment decision. Some may feel retarded so as to return to basics and fundament. The kinds of coding arise, such as leadership, excel, resilience and so. (iii) What is the person saying: We can collect the data generated from in-depth interviews within the NVivo label of "Sources,", for instance, deans of department, NPs, their wives and local lecturers. The kinds of coding arise, say, despair, sufferance, overcome, success, excel, and on (iv) What do these actions and statements take for granted : considered as same with the above and a scope of codes in hierarchy and friendship had been developed (v) How do structure and context serve to support, maintain, impede or change these actions and statements : considered as same with the above and a scope of codes in hierarchy and friendship had been developed
What to be Coded	Behaviors to be coded in the research plan generally include the professional service and enduring social activities of nomad professors. Specific acts or events would be a surprisingly enormous amount that can be found in the interview transcriptions, school records and photos with descriptions and thoughts. Activities to be coded may cover the kinds of incident as the administrative staff or head of unit and department, which are of a longer duration and involve other people within a particular setting or strategies. Meanings may be found in the journal writings of researcher and key participants as well as articles or book chapters in PDF format. The state may be coded to disclose the nexus between the NPs and their general conditions to affect the aspect of my qualitative inquiry.
Four Elements	Themes and topics, ideas and concepts, terms

	and phrases, and keywords; These four elements can also be seen as hierarchical and play of a coherent understanding of findings. For example, the themes and topics in the research plan would be driven to explore the phenomenology of nomad professors concerned of their identity, professional, social, and personal lives as well as implications of public or campus administration. The ideas and concepts may evolve with the codes, such as competence, leadership, participation, deviant, efficiency, and goals of administration. The terms and phrases will facilitate to link and relate across the data as well that will be drawn from sources. For example, happiness index or job satisfaction or congruence would be used in the business administration that helps to enlighten the theme or stories that the researcher intends to convey.
Constant Comparisons	Constant comparisons will be alerted on. The significant statements can be drawn from the data and around the contrast in patterns, such as sublime v. vast or common, interested v. disinterested, job satisfaction v. fluid, competent v. stalemate or decline, reward v. fallback and so.
A Priori Code v. Grounded Code	The idea on the classification of a priori code and grounded code will be applied to create the codes which must be sedulous and attentive over the whole process of coding. For example, efficiency and leadership will fall in the first while travel, sublime, and reward would be the kind of grounded codes based on the data itself.
Descriptive and Theoretical Coding	The descriptive coding will be conducted with the kinds of code, such as travel, settle, interested or achievement. The analytical or theoretical coding would be based on the kind of codes, such as job satisfaction, professional or professorship, and person or public administration or efficiency.
Hierarchical Coding	The hierarchical coding is indispensable to progress on or perfect the theme and story. That is my case, of course, that happiness, satisfaction, familial, and support would be friends as a sub-code capped under the parent code of "personal." The efficiency,

	productivity, recruitment, system inclusion and goals of administration will be submissive to the parent code of "public administration."

(c) The Experience and Reflections

In using the Nvivo, my experience and apprehension had been fantastic as same with that of SPSS. It is truly with our routine days as impacted by the technology advancement. We just do not say the space explorer for the Mars and outer universe, but can talk about the PC or I-Pod in our close activities. I can present my instant feels and evaluation or criticism as if the kinds of scholar, for example, *Guy Sormon,* have been on their track as a critique of world civilization. Although the old scholars in this taste may travel and personalize their experience into introduction, comparison, and evaluation, critiquing as well as suggestion, I suppose if the civilization on on-line technology and computer software program now is a greater candidate for their job as a critique of world civilization. As we see, the development of qualitative studies related the computer software programs are not recent, which traces back around 1970's and 1980's. One of most updated form in this public service would be the Nvivo (Kelle, 1995). My initial impression is that it had automated attractively the traditional hand-coding concept and reality, which amazes the researchers with many benefits. One considers otherwise in terms of researcher's amenities and habitual ease with the hand-coding as well as psychic or enjoyment on their work pattern with the paperback version of articles or books. This other view can be imaginary of traditional study at homes of scholars with a shelf of books or classic typewriter. Nevertheless, the Nvivo certainly is a great invention to impact on the arena of qualitative research although it might not be comparable with the translation function of Chrome Google. It provides a formalistic perfection of qualitative data, and creates for the qualitative researchers the unity and convenience as well as utility of facilitating a scientific analysis and satisfaction. As one colleague commented, it is one indispensable friend for the case of qualitative frame of investigation. My appreciation over the experience of using Nvivo also comes together in sensibility of analogy (Wolcott, 1994). One famous cinema director, called *Guillermo del Toro Gomez* was occasioned in the corner of newspaper with his book titled "Cabinet of Curiosities; my notebooks, collections and other obsessions. He is a Mexican, and actually is versatile with his career that is notorious not only as a director, but also as screenwriter, producer and novelist. As a director of films, he is said that alternated between the Spanish language dark fantasy, the kind of gothic horror, and mainstream American action movies. He brought reflections with our qualitative method class and use experience of Nvivo. His book title shows the same context of development over the research process of qualitative studies. My notebook certainly is an unmissed attachment with the qualitative researchers in fields and home study for the analytical work. "Collections" would be the kind of journal writings and various kinds of data devoted to the project. "Other obsessions" might speak for the difficulties and challenges against the successful project and we don't even need to talk about the "Curiosities" since it literally says who are researchers (Patton, 2002). One Korean friend once joked who now serves as a rank officer in the government, "You, professor or researcher, likely comes as a cinema director, and the practitioner, like me, may be an actor?" One campus news reported that scientists are researching the habitats of native bumblebees.[15] Their query is which are to encourage them to forage in fields and thrive in the face of challenge that honeybee population declines have

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[15] It was from the website of University of Wisconsin-Madison on July, 29, 2015.

brought, such as the costs of renting nonnative bees for pollination. Nvivo seems the kind of habitats in which the researchers work to pollinate the outer world or phenomenology that are composed of various sectors and groups, perhaps inactive like the plants in this case. The coding matrices or inter-data analysis in links and various categories and classifications as well as themes or completion into written piece may culminate to perfect the bee work on pollination (Wolcott, 1994). Their work on Nvivo, of course including my case, is likely as if the Viet Minh left cadres in the south as a politico-military substructure within the object of its irredentism. The researcher has to re-track and to reclaim their theme and meaning as a complete written piece as Viet Cong did. They may store data temporal or as hopefully used on a continuum for many projects or research products.[16] The kind of guerrilla war and a continuance of regional combat despite the Paris Peace Accord also comes reflexive with the work of qualitative researchers devoted in "left nothing to be learned" standard and collection of rich data, as well as the instances of field work along journal writings or constant comparison as an analytical method, as well as recycling of the Nvivo stored data over his career usable for diverse projects. Nvivo certainly works as a convenient and systemic data-stored facility beyond the conclusion of Vietnam War. That also is keenly associated with the intrinsic of qualitative studies for diverse possibilities of understanding and lessons (Patton, 2002). For example, the researcher can change a code from the previous research project and may apply a different angle or perspective and frame a theme to suit with his new query. The use of this computer software may also be extended to traditional disciplines, such as law, given that their reference in PDFs or other documents can be coded and analyzed, although they seldom perform a fieldwork to collect the raw data. In using Nvivo, I sensed that the quantitative studies are more popular with the professional article, and the qualitative frame can be more suitable for the dissertation or book forms of report. For me, the kinds of trait had been reaffirmed, and realized with the service of NVivo, so that the qualitative research (i) extends as humanitarian and process-oriented other than liberal or results-oriented (ii) uses a compliant framework rather than the formal measures (iii) is subjective in nature (iv)   explore/discover/describe-oriented than hypotheses/fact-checking/ inference-oriented (iv) inductive than deductive (v) phenomenological than logical or positivistic (iv) objectifies the difficulties and challenges of study than relying on the already objectified formula (vi) assumed of dynamics than stable (vii) validity or feasibility with in-depth data output than reliability and so (Wolcott, 1994).

Since my major field is referred to as public administration, Nvivo can, in terms of understanding the contemporary human and public organization, be considered a good research base. I suppose that the creation of cognitive strategy map is the kind of edge in the Nvivo, which began with the task of deriving strategic keywords that exist on the thought process of the organization. Within the company, there is a lot of data related to the strategy of the organization within the NVivo among the characteristics or categories of qualitative data (strategies related to various reports, articles and interviews that appeared in the media, CEO messages, interviews and internal members (Kelle, 1995). It is analyzed to derive strategic keywords. Tools coordinate the collections of data for deriving the strategy keyword data by the quantitative analysis, and it is preferred to use the software programs for qualitative analysis. The use of such an application is to be caused by cognitive limitation's historical analysis, and not only could help to overcome the limitations of qualitative analysis, often based on a document (text) in the form of data, but also became possible to process

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[16] I consider this aspect can be one strength within the qualitative frame of research rather than quantitative studies. This recycling of collected data, documents and various sources of data can be served with the automation of storage, management and analysis function of NVivo.
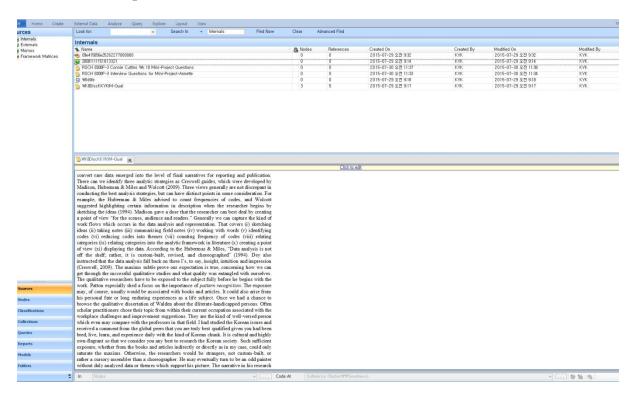
large quantities of data quickly, including data in various formats, such as video and audio files. It turns as a statistical or quantitative proof that produces a great deal of advantages for the result. Typical software used in this kind of study will be the NVivo. As derived from the work, the process starts to clearly set the strategic issues with questions about the first analysis of the strategic keywords through the analysis of qualitative data. Then the variable information associated with the query are present in the collected quality data: the codes to process a job (or node). The completion to transit the collected data to some kind of quantitative understanding, qualitative data by assigning attributes for the clustering of similar meaning or the idea of coded node called grouping. Then the coded data (or nodes) are some of innate attributions performed by NVivo. Quantitative data thus generated is to serve as a useful basis for statistical or quantitative modeling of future quality ever available (Creswell, 2013). Therefore Nvivo can be seen that has the ability to objectify qualitative data in a quantitative or semi-quantitative data. This point can be found through a variety of application functions, for example, plainly with the word frequency function. On the other hand, we can see the NVivo analysis, in a word, as one type of network analysis in terms of its property using a variety of data classifications or categories. With this service, we analyze the qualitative data to create the cognitive strategy map eventually.   This advantage can best show the characteristics of NVivo.

The attachment below shows several screenshots played within NVivo in the title of my research project "Nomad Professors: Case studies of One Local University in South Korea." The project was exercised as complied with the weekly protocol of NVivo video lessons. Actually I realized that a number of universities provide NVivo tutorial with Y-tubes implying the importance of research method for the graduate students. I began to learn how to get started with NVivo, and successfully created my project. It is the basis to continue on the work of data storage, management and analysis (Wolcott, 1994). Through the progress in lessons, I realized that NVivo allows visualizing qualitative research data and the relationships between them using colors, tree diagrams, and tag clouds. For example, the node created in the name "education" was yellow in color that was selected as the program provides. As we see, the data are any more important in the qualitative studies that we have to be skilled to import the data within the project. The data qualified to be stored and managed in the NVivo is diverse in type that the data often available with PCs could be imported. Cliquing "External" led to the data stored in the user PC, and can be imported within the label "Internal." The word documents, PDFs, Photo files and video files could be brought into the project. As I became familiar with the software, I could make notes for myself about how the software may help a qualitative researcher organize data, what is considered data in qualitative research, and how the software could be used to support a research study for each of the five approaches. Then I practiced to create a node which can be hierarchical and can respond with the patterns and themes. I chose two parent nodes "greatness" and "education. I also created two sub-codes for each, which are "sufferance, overcome" for greatness and "support, excel" for the education. The NVivo provides the characteristics of nodes that could network the data in any meaningful structure, themes and patterns or stories. It was excellent that allowed the variety of data to be coded, and the reference could be identified within the program itself. The analyzed result can be exported for the purpose of researcher, e.g. conference or lecture presentation. What is to be coded is the question we explored above, and NVivo allows four types to be automatically processed, say, documents, PDFs, images, and videos. The drag and drop method often is used to link the parcel of data into the node created earlier to contextualize. The videos could be long that the researcher can cut to his pertinent part to drop it within the node. I have imported the photo of empty parking lot, and wild life scenes captured by my camcorder, which addressed my topic of identity of nomad
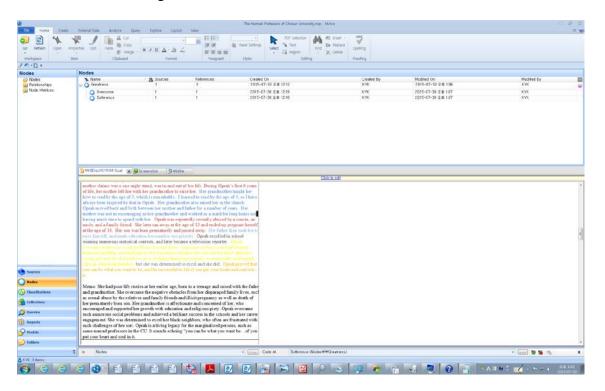
professors. Besides, I already had imported the journal writings, interview transcriptions in MS format, and one article dealing with the spillovers of university-led technology within the locale was imported in PDF. The coding was conducted with the four sub-codes. As I became familiar with the software, I made notes for myself about how to categorize data and visualize the nodes and coding structure. I also learned how to analyze the data on the basis of word frequency and text search. The process was operated with the tab pertinent to the titles, and I could set the queries interesting to investigate. The conditions to search through the data can also be feasible that I can specify a specific data for search or all and any data stored within the program can even be searchable. For example, I typed in 100 words with most frequency to be displayed as maximum. In my case, "research, university, studies, and professors" are top four words used most frequently through all the stored documents (10 items) under the title of the project. The result can be analyzed with the retrieved showings, and is seen as absolutely convenient for the purpose of visualization and presentation. The bigger or rich-colored words in the word clusters or trees and visualized graphics can relate with the frequency of words. The text search queries differs from those of word frequency that the researcher can type a word to be traced with the data, on the scope of which he put the condition. In my case, I typed in "support" and the two interview data respectively yielded 8 words, 2.14 percents in coverage and 23 words with 2.50 percents in coverage. The important condition needed of due attention is that the researcher can manipulate within the spectrum of NVivo, i.e., exact, stemmed words, synonyms, specializations and all. The retrievable words, of course, will increase correspondingly that proper conditions have to be thought of themes, patterns, categories and stories. The learning brings that the researcher can know the benefit of NVivo as to allow sharing findings with stakeholders (Brown, 2015). The lesson on running a coding query and running a matrix coding query shows how the data can be analyzed over the classified nodes and even as linked with the quantitative data already compiled within the project. The process enriched the stories and allowed a cross-data comparisons and analysis, which I consider is the kind of culmination of qualitative data analysis. This stage would be most probable in which the qualitative researchers can be fancied with the kind of *Eureka moments*. It also shows that the codes and nodes can continually be evolving that the researcher can create new nodes and save the result within the process.
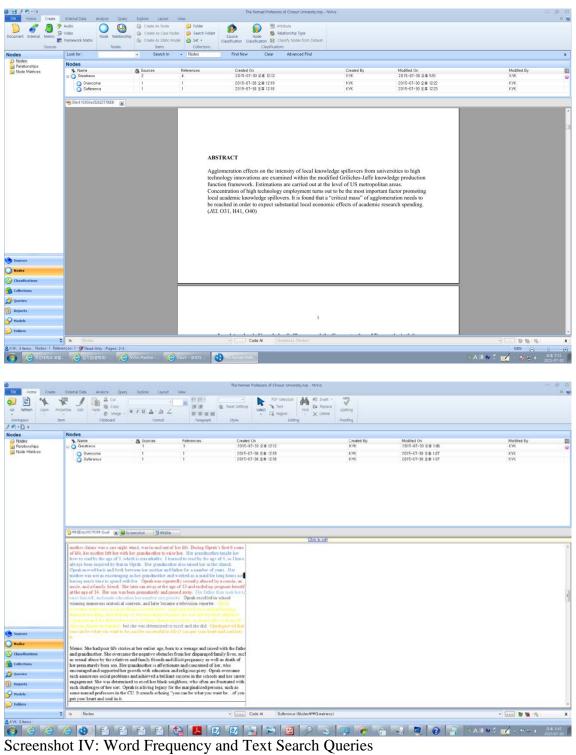
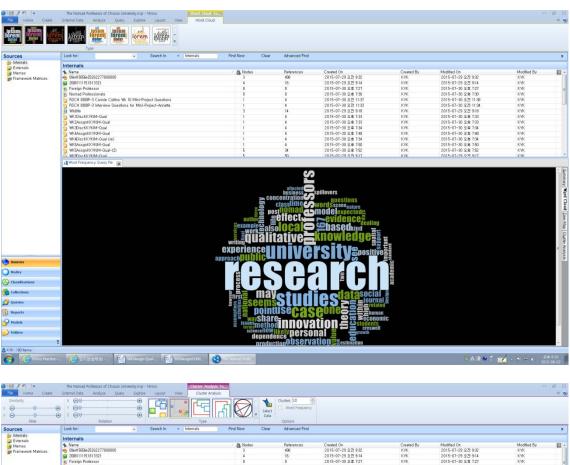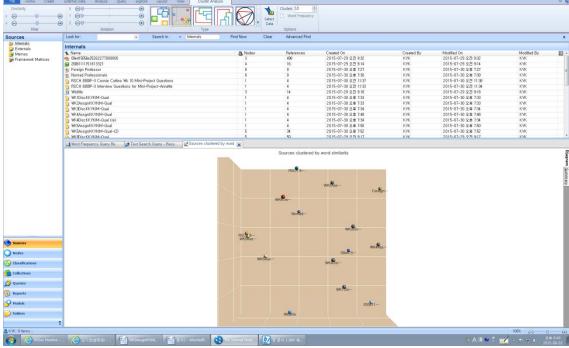# ATTHACHMENT

Screenshot I : Import the Data
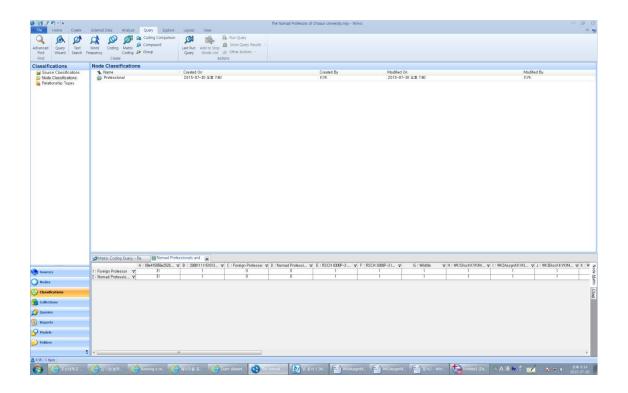

Screenshot II: Creating Nodes

Screenshot III: Coding PDFs

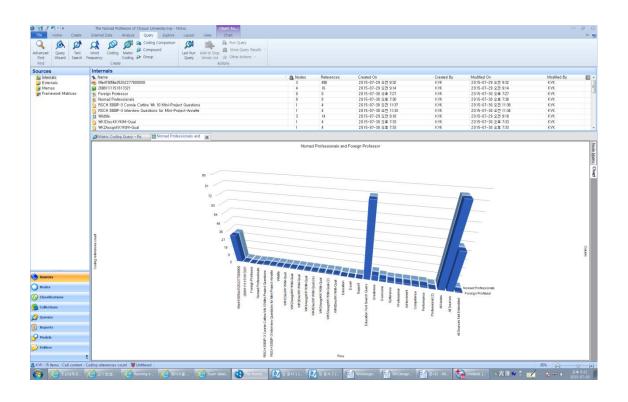Screenshot IV: Word Frequency and Text Search Queries

Screenshot V: Running a Matrix Coding Query

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Chapter X Quality, Themes and Write-Up

A. Evidence of Quality in the Qualitative Research

(a) About the Evaluation of Qualitative Research

The sort of qualitative approaches about the quality check also yields a possible set of necessary criteria for evaluation. For example, according to Loh, we can posit that issues of trustworthiness, narrative truth, verisimilitude and utility have to be attended to in order to ensure acceptability and recognition of narrative studies' rigor (2013).

Lincoln and Guba suggested four criteria to evaluate the qualitative research in replacement of traditional terms of reliability and validity, which represents the elements of post-positivism and includes the credibility or trustworthiness, transferability, dependability and confirmability.

Credibility inquires if the results are believable, and can only be verified by the researchers and participants on their own unlike other criteria (Zamboni, 2015). My work to ensure credibility of my research is to ask for myself whether it tests what it means to test and ask if there are any exterior factors that would cause your data to be inaccurate. Hence, the rigor and "best possible way" standard will be minded to evaluate. For instance, *prolonged engagement* and spending enough time with members of the group would be an effective way to establish rapport and familiarity as well as reduce the possibility of rote answers. By doing so, the account for cultural differences between the nomad and normal professors can be more credible in the responses they receive. We also can learn between the "richness of data" and simply "large amount of data" to increase the credibility, and the credible research often is characterized with a detailed description of the study environment and conditions readable by the audience. In order to ensure the credibility of the research project, the techniques I can apply to gauge the accuracy of findings will include the data triangulation and through the multiple analysts and member checks.

Transferability is defined as the degree to which the data can be applied to contexts other than the context under which the research is performed (Creswell, 2013). In my case, the cases of other local campus or nomad professionals of government can be brought in this capture. The wise researcher to ensure the transferability of his research can center at the kind of mindedness on thick description, possible tradeoffs with the trustworthiness and the intrinsic of transferability with a portion, say, not as fully, that the reader can easily identify. In this process, the reader can note the specific details of nomad professor and situation as well as method involved with the project, and compare to the similar situation they are interested in.

Even as researchers collect qualitative data, the dependability is not always guaranteed since the environmental circumstance is constantly changing (Noble & Smith, 2015). For example, the inhumane circumstance of capitalistic exploitation in the age of Marx has generally disappeared as the modern labor law or universal suffrage began to be enforced. Although his theme or lens of analysis may still be relevant even in these times and can be transferable as a part, the dependability is well to be questioned. The dependability requires the same result will be repeated if we apply the results of study. The contextual detail and external audits would be two most powerful techniques to ensure the dependability (Creswell, 2013). The use of external audits is my crucial strategy that I plan to obtain assistance from the outside experts, who review my data and challenge any of the assumptions. In this way, the research findings can be more rigorous to be consistent and replicable, which I believe to be measured by the standard that was conducted, analyzed and

presented with the project.

The confirmability, termed as objectivity interchangeably, requires that the researcher's biases would not infuse or as minimal as possible and the research findings should be as much as objective in the best possible way of research operation (Zmboni, 2015). An audit can be of great use in this purpose that researchers should create an audit trail with the external auditor. This context had been incorporated within my research plan that several meetings in each stage would be scheduled to ensure the confirmability. NVivo also can be useful that we can yield or refer to the semi-quantitative nature of converted data from those of purely qualitative ones, such as interview transcriptions and PDFs. The remaining question may be if the qualitative researcher ethically is required to keep the data for some period of time to ensure a post-research check of authenticity or to aid the future researchers. NVivo can possibly be useful to facilitate this aspect of responsibility with the provision of storage and management. The reflexive information, such as the background and education of researchers, is one way to increase the confirmability and will provide the reader with a greater understanding of the biases and assumptions that might shape the study's conclusions (Patton, 1999). The importance of confirmability stems from the intrinsic of qualitative studies that allows the research to bring a unique perspective to the studies.

(b) Strategies on the Quality, Credibility and Trustworthiness

For the quantitative researchers, the statistical methods are powerful indeed to establish validity and reliability of research findings that would lead the researchers into the kind of already marshaled formula. Unlike quantitative researchers, qualitative researchers aim to design and incorporate methodological strategies to ensure the quality, credibility and trustworthiness of the findings (Noble & Smith, 2015). This means that the issues of quality and credibility intersect with audience and intended research purposes, and could vary with philosophical and theoretical orientations. Therefore, the ways of enhancing the quality and credibility of qualitative analysis critically be interwoven with the three distinct concerns (i) rigorous techniques and methods for gathering and analyzing qualitative data, including attention to validity, reliability, and triangulation (ii) the credibility, competence, and perceived trustworthiness of the qualitative researcher (iii) and the philosophical beliefs of evaluation users about such paradigm-based preferences as objectivity versus subjectivity, truth versus perspective, and generalizations versus extrapolations (Patton, 1999). In this context, the rigor is often an important standard to evaluate the quality and credibility or trustworthiness, and the "best possible way" standard will be an effective overall yardstick to measure holistically the qualitative research (Campbell & Machado, 2013).

Table **Challenges and Strategies**

Challenges	Strategies
Personal Biases	It is a good strategy to share the challenge with the participants and audience. Therefore, it is effective to account for personal biases which may have influenced the findings. For example, the illiteracy of father led to research the narrative studies of the group that can be shared and discussed, in some part, for its influence and moderation so as not to be made fatal of objectivity. I am

	not only a researcher on the research for the nomad professors, but also would be a participant that discuss implications of my status to influence the research plan
Biases of data collection	Acknowledging biases in sampling is an important attitude of qualitative researcher. The researcher always has to keep in mind that the qualitative research is dynamic and iterative as well as constantly evolving that the ongoing critical reflection of methods is necessary to ensure sufficient depth and relevance of data collection and analysis. It is very cautioned of getting easy even if he has completed the initial plan of data collection. Strategically, I plan to have a consult and meetings to discuss the ongoing progress of data collection.
Possible spoils of data analysis	Data analysis is a critical process to construct and complete the theme and stories. Therefore, the researcher has to ensure interpretations of data are consistent and transparent. The guide on the concept map and triangulation of data has to be respected. Meticulous record keeping and demonstrating a clear decision trail increase the power of persuasion and quality or credibility of qualitative research. NVibo is one of great solution in this concern that the researcher is highly recommended to be well skilled of its function and utility.
Constant comparison	Constant comparison is the way to ensure the quality and credibility of qualitative research. It is part of process to establish his main theme or stories, but also can lead to the alternatives or other context of story with disconfirming evidence and perspectives. This process then eventually perfects the theme and can increase the credibility and trustworthiness of research. In my plan, the nomad and normal professorship is a point of constant comparison, for example. I could establish a comparison case, seek out similarities and differences across accounts to ensure that different perspectives are represented.
Challenge of Description	The interview may be arranged in Korean language so that the translation is considered yielding the maximum of best effect against the biases and ambiguities. It also is

Challenge of the Monotony	important to include rich and thick verbatim descriptions of participants' accounts to support findings.[7] The clarity is elementary to increase the quality and credibility of research. It has to be constantly practiced through the research project, for example, journal writings or memos, and descriptions of event and occurrences including the write up stage. The researcher demonstrates clarity in terms of thought processes during data analysis and subsequent interpretations.
	The chance of fallacy likely is more probable with solo research. It is no surprise that we can see a number of collaborators as an author of article in the natural science. It comes unconventional in the social science, but is not rare with the co-authorship. One way to increase the quality and credibility of qualitative research is to share and reduce the challenge of the monotony. My strategy is to engage with other researchers to reduce research bias, and obtain the respondent validation. The aspect includes inviting participants to comment on the interview transcript and whether the final themes and concepts created adequately reflect the phenomena being investigated.

(c) An Epilogue

An anecdote has become an epithet? As Patton ruminated, the qualitative researcher may be someone to be conflagrant with it (2002). It originates from the French word, denoting a secret or private stories in epistemology, that apparently is gotten remote from the science. The terrorist attack of *Charlie Hebdo* in the early of 2015, reported of the plot of Islam radicals, had reassured the antiterrorist coalition of civilized countries. The caricature of public figures or politicians and the scene of closed courtroom, as we are usual to encounter in the corner of newspapers or magazine, bring a kind of impression that is provocative to query of what is the issue, problem or any solution for the controversy or cases. The curiosity is certainly aroused with the kind of caricatures or public cartoons of said French business. One observer had introduced an important attribute of three ethno-nationals that German would write hundred pages of report, Englishman will have backpack on the shoulder for long journey to experience the camel, and French will inquire of the neighbors and draw a picture when they are asked what the camel is. Although an anecdote itself is never sufficient or merely some kind of socio-political subjects for men, it can be thought relating with the evidence or hypotheses, and must be very consequential to the trained and attuned ear of qualitative researcher. As it is of human, the context is merely an extent of two types of researcher. One may utter the dismissive, "It's just an anecdote", but the researchers would differ to practice analyzing anecdotes (2002). In terms of quality, trustworthiness, and credibility, we also need to be discriminative that we play on the anecdote, but are critical of

anecdata. It provides the subject matter with an anecdote as Islam thought it to be triggered, while we may falsify or miscarry the project if with the *anecdata.* The anecdote could be an origin of human sense and awareness, but left with the scientists such long journey of Englishman searching for the empirical data or to write up for the quality research report as if Germans are presupposed.

With this, we can consider the perspective of poststructuralists in viewing the criteria for the qualitative research. They turn away from such notions, artificial neutrality to the evolving character of lively social science that has been charted as initiated from the Marxist view. The qualitative researchers, therefore, would be a leader of human orientation as we see in the concern of environmental education. The alternative paradigm or strategic transformation of social science and the visibility of researcher's political and social agenda that had been redolent in this discipline appears to process through the three qualities of nationals that the social scientists are exemplified in every aspect so as to be sparked with the emergent paradigm 's world view as the writer of caricatures and pursued by the means and manner of the study's methodology or design strategy as the data collectors on the camel, and the final product of the inquiry to resonate with the reflexivity, literary worth, transformative and responsive potential, and vicarious experience. The credibility or quality in this sense is not only for the data analysis or collection, but also for its authenticity to be palpable with the contemporaries (Zamboni, 2015). Although I am not a pro-Marxist, his method of social science leads me to revert on his ways of research, which is pounding to generate the circles of progeny thought involved with the environmentalism, feminism, queer theories and economic branches of thought, for example, core-periphery structure of world (Flinders & Mills, 1993).

S. H. Kim, one of communism theorist over a period in the Seoul National University, had passed away at the age 74 yesterday with a heart attack in Los Angeles. He studied in London for his graduate degree, and his dissertation, titled "Theories of economic crises: a critical appraisal of Japanese and European reformulation" had been the kind of Korean textbook for the communist theories (Kim, 2015). His sudden death brought me to be reflexive over the change of sea impact in terms of paradigm for understanding the society and this qualitative research class as Kuhn and Patton had guided. The Marxist theory is indeed influential and powerful in terms of academic impact that the paradigm of thought is quite ingenious and dialectic over the elements of various sciences. He is, after all, really a sage observer of tumultuous development age of capitalism that we are a student of his attitude (Van Maanen, 1988). Marx was thorough and exhaustive that comes in comport with the "nothing to be left unlearned" standard said to be underscored for the qualitative researcher. He is a humanist, economist, historian and political scientist to deal with his subject. The current lesson focused of the interdisciplinary social science studies may be sparked for his way to deal with the issues and controversies. Nevertheless, Marxist theme is of very genius that the "constant comparison" can be almost always feasible to be drawn from the capital. He is, however, qualitative to highlight the economic relations, the kind of concept, such as exploitation, which is sensually provocative to merit an attraction. While constant comparison should be important properties for the qualitative researcher, Picketty gave us a discourse of 21th capitals (Noble & Smith, 2015).

S.H. Kim also is a same circle of thinkers to awaken the attraction of Korean students that applies the Marxist theory to the European and Japanese reformulation of market economy. Now we also can see how China had been reformulated recently, and days of news

headlines for their distinct evolution of stock market. The prophecy was not perfectly hit if Russia and China, other than UK or US, had been colored red in the world map. But that is not a cause to deny his methodologically pioneering insight. In increasing the quality and credibility of qualitative research, it is generally critical touchstone if the qualitative researcher had done the research queries in the best possible way. Marx is astounding that he may be a first person to present the modern form of statistical data to support his thesis. That forefront of method may be comparable with the photos or y-tubes featured in the article or presentation in the new millennium. The rigor and triangulation can well be traced within his method if on the standard of his age, the concept of which now are seen as to evaluate the trustworthiness of qualitative research (Patton, 1999). His theme is foundational to identify the human strands toward the prurient interest of profit yielding and accumulation, but also essentialized on the independent rule of capital to reproduce and expand. This aspect is also corroborating with the thought element of qualitative method that draws upon the humanity and community, but that strives to convey some of independent rules from his studies.

Therefore, it can turn to be qualified as a science, and would not matter with specific owners of business or capitalist, but independent to explain the reformulation of Japan and Europe in the age of Professor Kim, and lately that of Chinese market to rank them as world second economy (Kim, 2015). Now Korean public experiences the sad story of succession issue of *Lotte*, a *chaebol* now tumultuous among the disputed family members. Corbyn, one of radical leftist leader in Great Britain, is reported as one of most probable candidate for the leadership of labor party. In US, T. Sanders, an American socialist, profiles strongly to appeal for the possible presidency in the next election. That would partly hint on the tending attribute of citizenry, but still is dubious how the independent rule of capital would come demised. Although we critique for his fallacy from aspects, the prophecy of Marx on the history and only resort to communist revolution had been critiqued most acidly or as unethical. That might seem deserving, but his scholarly engagement thrusts to ponder what the quality, credibility, trustworthiness actually mean for the qualitative researcher. That is because, despite the separate views and evaluation of his work, Marx may be most trustworthy for the environmentalists or feminists and many sister circles, at least in their framework of disciplines or perspectives (Campbell & Machado, 2013). We perhaps would be really thrilled at the stage of alienation from the capital and labor that even CEOs or capitalists themselves are enslaved into the independent rule of capital. For example, we may see the suicide of failed CEOs or owners as exemplary that the alienation occurs fatally between him or her and capital. Then they are viewed as laborers, consumers, females, and concerned citizen about air pollution, for example, that turned as a subject of ramified branch of thought over the current scholarly interest (Fox-Keller, 1985). In other words, the tenet and structure of thoughts or dialectics had much influence over the research on the consumerism, female studies, and so on. Except for the political determinism involved with the revolutionary alteration by the labor class, his elaboration had brought the kind of paradigm change from the existing thought.

One Korean scholar once discussed the Korean fate in the newspaper article about the national aspiration for the Nobel Prize and reality of only incident, D.J. Kim, who is a recipient of Nobel peace prize. His version is interesting to our class that the scholarly research is of two types, which are not quantitative and qualitative, but the kind of paradigm change quality and normal products. We, Korean scholars, perform well and globally compete with the advanced countries, but their research is vastly normal curtailed of potential to bring a paradigm change. One science writer annually reports if any science researchers of

Korean origin fall within the list of possible awardees based on the citation statistics of Thomson Reuter. This context or story may be anecdotal or even some kind of fun that the list is not always successful -- precisely speaking often unsuccessful -- to forecast the recipient of the year. Nevertheless, we can note that the quality and credibility are not only technical of quantitative nature, but also interrelated with the transferability or dependability as gauged of citations or Nobel prizes. Marxist theory seems notable in this aspect that his theme is highly transferable to the brilliant minds and their dependence is needless of further comment. And the kind of paradigm change research can be bred more probably, in my view, from the qualitative or mixed research than purely quantitative.

One reflection is the kind of disparate impression that Marx – not merely Marx of course – created. We often view him as the generator of political fiasco around the cold age, and problematic scholar in the history. I do not say that we have to problematize the issues we are curious about, so as to become a competent qualitative researcher or stress the importance of symbolic interactionism to design our research frame (Creswell, 2013). I like to revisit his greatness in terms of methodology concerning the professionals and researchers that he is thought to survive the angulated age in the vortex of European politics. He was thrust with a vortex of world politics, and I consider he successfully triangulated the contexts or stories into the influential pieces as a comprehensive cornerstone in the social science. As we know, the triangulation is one touchstone that emerges to evaluate and critique the quality, credibility, and trustworthiness. In this viewpoint, I suppose if it is not undue to learn from his lesson and creatively adapt for any new ways of excavation and presentation, at least for the scholarly circle.

Somebody may avert his interest from the theme of Marx on various grounds. The communism is eventually destroyed, or simply turns down by saying, "Look out, obvious with the living quality on materialistic standard between two camps." They begin with the concept of economy and materialism, but we can readily draw what the reality is. We see low GDP per capita, for example. The different views may consider if the communists view the international financial system or capitalism as the kind of enemy institution to eventually disappear since they are on humanism in the context of the labor and exploitation (Flinders & Mills, 1993). In these views, the implication is if the real sector economy is any not so bad? Then they would introduce the aged people in a queue in the hope to receive a meal at the distribution outlet. Can it be a scene in the developed countries or South Korea? This kind of interchange has long been conventional across the global states, especially in the kind of states mapped as sensitive from the ideology. The kind of lens is used to foreclose the thought or learning from the communist theory. It is also corroborating that top economics departments of colleges and universities have a scanty of share in the composition of subjects they teach -- perhaps small part of labor economics -- if not the communist states. Although this implies that Marxist theory is not purely economic, it may be viewed in the reflection as adverted this far.

Most importantly, however, I consider them to misread Marx that he actually is the kind of capitalist theorists vastly and in the lived reality of ours. This is the point we can learn of transferability. In terms of transferability, only the portion of research piece is transferable as a matter of definition since the transferee has to play his part for originality and meaningful contribution to the fields of his study (Patton, 2002). Marx eventually altered his rich data and stories of capital for the inevitability and determinism of working class revolution, but his elaboration to reach the conclusion actually has not been obliterated. Somebody may deprave why Marx had been unwise to suggest that alternative changing the stream of

political history of world. Let me reserve that part for the next, and the point is the transferability of his work. It is now succeeded to the branch thoughts such as the environmentalism, feminism, and consumerism and on. While the capitalism thrives within the sufferance and challenges, the thoughts may be the kind of "lived reality" or "life experience", a usual term that we now capture for this class purpose. Then Marx ironically must be the thinker of capitalists other than communist and it is close to us. In this understanding, we see the wake of contemporary influence even if east Europe or Russia may be seen to turn in other way.

His lifetime is interesting that he spent many years in London although he was born and raised in Germany (Van Maanen, 1988). In his age, the time was on the kind of Victorian glory with an astounding industrialization and rise of global capitalism. Great Britain at these times was said of world factory as we know. On the while, his home country perhaps had to struggle for integration of *Germania* and prosperous German imperialism. In the leadership of *Bismarck*, called the iron and blood prime minister, the European politics turned into tension and conflict. Germany might espionage on the success of Britain and France, and like to learn the capitalism. In the eyes of Marx, the reality might approach as thrilled and inhumane leading to create such complexities within his mindedness and philanthropy. While this context brings me reminiscent of this class on the importance of observation, role of philosophy on the qualitative research, as well as the subjectivity and objectivity discourse, it also trades into the confirmability that we have to ensure of our research plan (Creswell, 2013). We may question if the observation of Marx is accurate with his allegation of 18 hours of boy labor daily in the English factory or he may unduly be subjective to overhaul the imperialistic reality of world politics in the interest of German nation by raising the injustice issue. We also may think of his triangulation of different themes or stories as minimally sensual while harbingering if the humans could be so scientific or complex beings. We may be surprised if we are such a whole to be dissected by Marx? Most importantly, the confirmability arises in the present context of reality if such exploitation would highly be unlikely at the global corner of community (Zamboni, 2015). In any case, Marx is one of greatest qualitative teacher that we can worship despite the criticism, sad political history and later personal career with the real politics. Of course, for the later path of his, a separate view can be if he may be viewed as brave and participatory for international coalition or if he denigrated his academic sanctity for unrealistic ambition.

Along the pass away of S.H. Kim and rise of Jeremy Corbyn as tougher labor activist, I may be driven with reflections on pages that apologize for my harangue. I also retrospect between the real politics and qualitative ideas or theme as funny that Koreans once upon a time had a phobia about the word, "labor." However, K.H. Park, Lady President now in power had a plan of focus on the national labor issues in the second term of year. We are glad to see its progress. Even the name of political party must be avoided with the terms, labor, that the labor party in Korea could not survive as a matter of nomenclature. That is because it entangles with the sensibility of communism, which shows how much the qualitative aspect of humans are consequential that we, the student of qualitative method, needs to take an account and be considerate about.

B. The Data Analysis and Write-Up
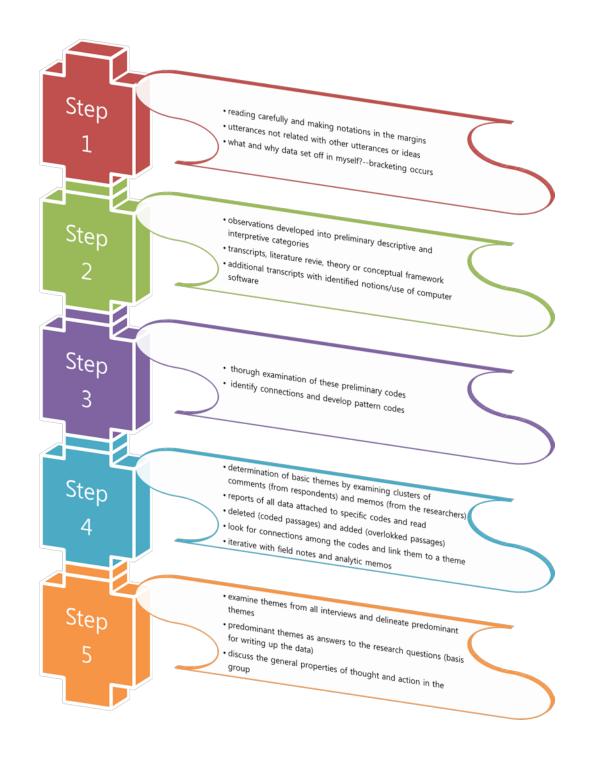
(a) A General of Data Analysis

It is often challenging for the qualitative researcher that collects the interview data, analyzes it and finally writes up for reporting. In case that the researcher develops the topic of Pennsylvania Amish, Mormon, or Appalachian Woman, she felt that her learning curve would be steepest with the Amish woman and also access to the Amish communities could only be improved after she read several books by scholars (Piercy, 2004). The issue of access may be physical over cases, such as permission and socialization issues, but could be implied of preliminary information and preparation into the subject since the qualitative research stands on the in-depth inquiry of human essence. Although the researcher had some familiarity with Latter-Day Saint, she had to take care with preparation when she turned on the Mormon quilters. The context of this research shows the importance of sensitivity and discreteness of business when we choose the qualitative method. This is despite that her co-investigator had a Mormon faith and quilted in her spare time. The Piercy's case has implications that the themes, stories and analysis of interview data through the write-up for reporting are the kind of conglomerate as requires the qualitative mindedness and orientation. For example, she had to read the transcription over and over again, and needed to keep memoing while constant comparison was exercised within the assumptions or theories from the literature review and interview data. Hence, through the analysis of field data and write-up for presentation, it would be a founding thought that the loophole of qualitative researchers lies how to make the process, eventually his theme or research findings. "qualitative" indeed. In the grand picture of process, the researchers are asked to interpret findings, determine substantive significance, and elucidate phenomenological essences as finally destined for cases to hermeneutic interpretation. A thick description from the collected data often enables to create the bedrock for the preparation of write-up, which can turn on or develop as the thick interpretation for a complete phase of research project (Creswell, 2013).

Two steering guides could instill for the prepared minds over the work of analysis and writing a quality report that the purpose of researcher actually often is crucial to orient the writing and reporting. It is encouraged in the qualitative research since the subjectivity on the lens of analysis or perspectives are vital to make the research qualitative. I may illustrate that it can be compared with the combined form of public exam, say, multiple choice questions and essay questions, which could pertain to the mixed method in our case. The essay portion would be seen as qualitative that it tests the humans as a whole who write the question on purposes and themes. It is in contrast with making a simple choice on the already formatted style, which may be more akin to the quantitative studies. Causal explanation occurs frequently through the qualitative analysis that elevates the events, statements, occurrences, activities, the kinds of data to be coded, into a scientific algorism and for the purpose of generating a meaning, story and contexts (2013). Along the guides, the researcher will be best of practice that directs his progress on analysis of data and quality writing so as to be staffed with reflexivity and voice. Balancing the description and interpretation also is one aspect of consideration. Good work on this aspect could enhance the quality of writing as to be finely tuned for the themes or stories as well as propositions intended by the researcher. Communication with metaphors and analogies is related with the scholarly dimension that increases the quality of writing with a due sophistication, power of persuasion, repercussion and so (van Manen, 2006). It rests with a distinct trait of qualitative research. The reporter of research findings finally seriously considers if he or she creates or interprets visuals since the visual presentation has dual consequences with the strengths and weaknesses.

In the analysis of interview data, McCracken proposed the five step analysis in which each step represents a higher level of generality (1988). Therefore, the proposition needs to be detailed to suit the specific context of qualitative research. The first step for the analyzer of interview data in any qualitative research is to read the transcripts carefully. Of course,

making a notation in the margins would be highly practical and effective. The five steps were briefed in the table below, and provide the ground for this assignment. Other example used for the module of Bilingual Education Teacher Interview provides a great insight in conducting the similar context of research, which also pertains to the research on the nomad professors (Qualitative Data Analysis, 2015). The first step is to transcribe the interview, which is followed by the preliminary exploratory analysis. The next work is to make connections to the research questions. In this step, the researcher creates a coding scheme and conducts to code the data. As we practice in the Mini Project, the inter-rater reliability comes to enhance the confirmability and trustworthiness of research. Finally, the researcher interprets his research findings and write up for reporting. The guide is simplistic, but has a potential of plenary application commonly across the specifics of many research projects.

Table 1 **Five Steps of Qualitative Data Analysis**

Step 1

- reading carefully and making notations in the margins
- utterances not related with other utterances or ideas
- what and why data set off in myself?--bracketing occurs

Step 2

- observations developed into preliminary descriptive and interpretive categories
- transcripts, literature revie, theory or conceptual framework
- additional transcripts with identified notions/use of computer software

Step 3

- thorugh examination of these preliminary codes
- identify connections and develop pattern codes

Step 4

- determination of basic themes by examining clusters of comments (from respondents) and memos (from the researchers)
- reports of all data attached to specific codes and read
- deleted (coded passages) and added (overlokked passages)
- look for connections among the codes and link them to a theme
- iterative with field notes and analytic memos

Step 5

- examine themes from all interviews and delineate predominant themes
- predominant themes as answers to the research questions (basis for writing up the data)
- discuss the general properties of thought and action in the group

● As we see, the themes are crucial to key on the research that has to be defined properly. According to Ely and associates, a theme is a statement of meaning that runs through all or most of the pertinent data or one in the minority that carries heavy emotional or factual impact.

(b) **The Research Plan and Data Analysis**

In the Mini-project, three interview data were generated, and assigned for each pseudonym, i.e., Abraham, Isabel, and Penguin that I initially intended to research the nomad professors in the X University. I have read carefully twice to conduct the analysis of the transcriptions and final write up. Through the reading, I made notations in the margins, which may be more systemically available with the MS tabs. Since the job was not extensive, I handled marking the notations on the paperback transcription. The result of NVivo performance also was utilized, however, that was connected with my further work on this assignment. The interviews were planned to draw the themes for my research questions, to say, the identity of NPs, as well as personal, social and professional aspect of their lives in the X University. The interviews were anticipated to provide the notion and mindset of stakeholders about their admiration and wishes, the kind of role model in considering their life value and moral or ethical touchstones. The literature review was conducted that there were sources of literature to deal with the social identity and lives of minority group within the community (Phenice, Griffore, 2000). For example, Van Dijk focused on discourse analysis and understanding ethnic and racial inequality in society. Kingsbury and Scanzoni describes that much of our knowledge for minority group – as focused on the ethnic minority families – is grounded in theories of structure and function. Raigin and Hein questioned that the studies in this sort is quick to investigate and make an adaptation with the prevalent cultural stereotypes, which is received as a point of consideration for the quality and credibility of my research. It required that the data collected from the nomad professors, deans of department and housewives or other stakeholders should not be truncated or biased with only little methodological substance. Marger also delineated the flaws of using a comparative or cross-societal framework of ethnic minority families, and Billingsley criticized the mainstream of narratives that the poor and powerless were often compared with others more fortunate (2000). In pursuit of research theme on nomad professors, the ecological approach is considered as most useful and effective tools to describe and interpret our theme. It is based on the concept of familial relationship to analyze the social phenomenon and with the skepticism or distrust of traditional social identity theory. The rationale for my choice is quite obvious in terms of aspects and intrinsic. First, the colleges and universities traditionally had been viewed as quasi-family nature of community in which they share and exchange with the compassion and common purpose or direction as well as for the socialization and happiness. Second, the teaching and research are presumed as if the parental and brotherly relationships essentialize on their performance. They collaborate for more competitive research and they indoctrinate their disciples with love and affection. Third, they generally are not dominated by the pecuniary interest unlike the context of secular world, but the giving or charity as well as school psychic of gratuity and generosity would be more powerful or practiced. The essentials of this system underlies (i) the relationships between family members, (ii) patterns of reciprocal influences embedded in networks of environments (iii) family behavior in terms of resources and energy exchanges[17] (iv) decisions of the family and process of transforming, utilizing, and managing these resources (v) adaptation activities to reach certain outcomes, such as to improve their quality of life (2000). This approach, therefore, underscores a focus on the dynamics of process relationships than risks or assets. The three key elements on this framework are composed of inputs, throughputs and outputs. For example, throughput refers to behaviors, techniques, strategies, or, more generally, approaches used to transform or utilize the resources that flow through the family, which requires more careful definition and considerable elaboration than other two. It is

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[17] The cycle turns beginning with take-in of resources through the production of human energy, outputs in this frame. Inputs flow from the resources, say, energy and information.

especially relevant with the research of nomad professors, meriting a critical attention that Inputs, throughput, outputs, and structures are defined within environments. Where the environments in this context include three dimensions, i.e., the human-built environment, the social-cultural environment, and the natural-physical environment, I may apply this frame to the research plan (Wallace, 1970). The families in my case simply are the stakeholders and subjects of research, which include the nomad professors, other professors, campus administrators, families of NPs, students, and local people among others. That would be delivered in the next turn, and I have prepared the brief of interview analysis according to the five steps and within the box form.

Table 2 **Research Plan and Interview Data**

Themes	Categories	Codes
• Leadership • Participation • Difference	• Input/Throughput/ Output • Professional/Social/Personal	• Greatness • Sufferance • Education • Support • Success • Overcome • Excel • Teacher

The interview transcriptions at total ranged around six pages long, in which one respondent seems to return a rote answer with few elaborations for the specifics. In others, some replies contain long soliloquies with phrases and descriptions. It plainly has wide margins for my marking of notation. Since individual paragraphs and reflection of ideas in connection are one vantage point to analyze and write up, and I frequently break into long answers and bracketing occurred with the notion and expectations created from the literature review and examination of research questions. As said, the stage of data analysis is not a work of deadlock process only relying on the collected data, but should be a process to be iterative, productive, and emerging as affected by the previous work and as changed from the initial plan toward the evolutionary dynamism. Therefore, utterances had been useful to connect ideas and transform the coding analysis into the categories and themes (Patton, 2002). I practiced memoing during the analytical work. For example, to mark on the code of "greatness," later connected with the theme of "difference," I bracketed as a memo, "she is truly humanitarian and philanthropist as well as inspirational speaker with love and affection… she is open-minded to recognize others for their accomplishments." The practice of memoing positively effects on the human quality, which sets off read materials by himself. That is because the read materials tend to disappear from the registry within the inner mind of researchers when understanding occurs. That is problematic to mainly pass off the phrases and sentences of data. The researchers are, of course, more prone to fail of this aspect of problem than the examinees. They generally experience handling a mass of data unlike the examinees, so that they prefer to seek or refer than memorize. They would be easy since the data are readily referable once saved in the Nvivo or his PC. This tendency even had been scientifically explored with the lay persons other than researcher if the information comes very intimate with the technology advancement. Often the contemporary persons do not memorize, but surf onto the internet every time when they are needed of information. The theory of family ecological system advised me to trace the input, throughput and output

over the codes I have developed in eight words. The research questions also were aligned relating to formulate the categories to bridge the codes into themes. A complicated nature of matrix was developed to produce the three themes in my case, which are leadership, participation and difference. That was never an easy process, but the observations made of the whole of data analysis, such as memoing, journal writing, coded results, gradually could develop into preliminary descriptive and interpretive categories (Wolcott, 1990b). The work on the analysis of interview had culminated that identified connections and develop the pattern codes, determined the basic themes by examining clusters of comments (from respondents) and memos (from the researchers), and finally delineated predominant themes. Across the amount of data and classification in the NVivo, the themes must have been productive to encompass a scope of meanings or stories, for example, competence, professorship, satisfaction and system inclusion among others (Creswell, 2013). It had been finally filtered out as three themes upon the completion of examination of themes from all interviewees. Please bear in mind that it had been an iterative process that deleted coded passages and added overlooked passages. For example, I overlooked the response at first reading, "Her father, who her mother claims was a one-night stand, was in and out of her life." The kind of familial situation, however, actually means a great deal of importance in shaping the personality and character. It is also noteworthy that the work bears on the creativity of researcher to look for connections among the codes and link them to a theme. The use of NVivo facilitated this process. For example, the "support" and "education" had showed a significant connection among the codes, and the analytical elaboration finally produced the "difference" as a theme. The pertinent part of this code may be illustrated, "Her grandmother taught her how to read by the age of 3, which is remarkable. I learned to read by the age of 4, so I have always been inspired by that in Oprah. Her grandmother also raised her in the church (education)…... It is because of these characteristics instilled in Oprah by her grandmother and father that she has risen to the level of success that she has today and influenced so many others in life positively (support)." These predominant themes would be a basis for writing up the data, and discuss the general properties of thought and action in the group (van Manen, 2006).

(c) A **Write-Up of the Interview Data**

Abraham, Isabel, and Penguin, three interviewees, were asked to describe someone that they admire, and to present reasons why they select the admired. The purpose of interview is to open up and share information on the views or concept of admiration and obtain a clear understanding of what they aspire as great professionals or lives, the kind of personal measure on the greatness, based on which we deal with our topic of the nomad professors. They all gladly agreed to participate and the interview was conducted thirty minutes for each respondent, and the informed consent was obtained. The due context of interview protocol was observed, for example, a concession on the use of audiotape during the interview and explanation of study purpose. Abraham selected Oprah as his most admired public figure, and Isabel did Anne Frank. They relatively provided details of information about the awareness and sensibility. Penguin selected her deceased mother, but the information is far shorter and limited. The research findings inferred empirically from three sources of data show that the admired persons are distinct from three important attributes, what are the leadership, participation and difference. These qualities evidenced that the social prominence and active attitude are generally common within the socially successful and admired person. Other attribute is also consequential that they differ in terms of input, output and throughput. The response from the interviewees is partial and complementary, which,

however, can tell what elements the stakeholders consider as most important for the success of nomad professors. The three interviewees had a general understanding of admiration. Penguin perceived it as simple, and took as the kind of standard or example of how he would like to live my life or conduct myself so that others might see in me and then choose to operate in the same manner. His definition fairly was interactive that the emphasis was put on the modality of personal living style. Abraham offered a little sophisticated definition, "The admiration is something that occurs in our mentality about the person, and the kind of awareness and sensibility created from the experience, such as daily experience or some of intellectual experience." Over all three sources, we can affirm that the admiration stems in a distinct cycle thorough the sufferance, education and talent as well as excelling or overcoming his or her deprived situation. For example, Abraham told, "Anne Frank is just 13 years old when her homeland, Netherlands was devastated with the invasion of German army. She hid two years with her family during the Nazi occupation….her composure and management in the constant fear of death is really admirable." Isabel described the tumultuous youth age of Oprah, and hardship to overcome with the education and support. Her statement is typical of the cycle that (i) she had poor life stories at her earlier age, born to a teenage and raised with father and grandmother (ii) her grandmother was affectionate and concerned of her, who encouraged and supported her growth with education and support (iii) she was determined to excel her black neighbors, who often are frustrated with such challenges of her sort. Penguin also stated this kind of stories, "When food was limited, she did not eat but fed us instead…she was our cheerleader…no matter what we wanted to try…being the kind of person she was took me by the hand and looked me in the eyes…" Through these kinds of input and throughput, the output turns to his greatness with achievements and success. Abraham told, "She is a humanitarian and I truly believe that you can no greater than that…Characteristics and qualities that describe Oprah are love, trustworthiness, honesty, giving, caring, sharing, communication skills, ability to delegate, ability to listen, sense of humor…Oprah has given many some of greatest advice on living a positive and happy life based on her life experiences both good and bad." The success, however, remains volatile given a holistic evaluation of professional, social and personal lives. Often they are brilliant with the three dimensions. However, it is not necessarily the case always true with most of great figures. They may be socially viewed as a negative personality sometimes. In a considerable number of cases, the personal and family lives were distorted and aggrieved. For example, Isabel perceived, "The diary was retrieved by her father, and published in more than 60 different languages since it was first published under the title…its publicity has been worldwide through movie films, which accustomed the public to share and become aware of her spirit and courage...Anne look like Jesus nailed in the Cross in terms of symbolic impression about her…she will be painted in reality that be shown to look like the girl of her age, but perhaps extremely altered or captivated with the panic." In this context, the "difference" of admired person from common neighbors has two aspects of implication that they are raised and perform differently in pattern. Other aspect is that they could be viewed with a different yardstick in terms of three dimensions with a concern of nomad professors. Based on the empirical data of three interviewees, the admiration or person to be admired underlies three distinct attributes that they are a leader, active participant and someone who can well come as different from other livelihoods. Anne would be a true leader although she has to hide herself two years. Her spirit and performance were same with the war reporters of adult age that came at forefront of war field and heralded the war stories and tragedies. Anne's mentality remains within the kind of dimension that the quality of leadership operates. It is needless to advert that she was participatory to relate with civilian peace cause. The case of Oprah also comes as same with Anne that she was a true

leader to teach and inspires the American public. She now is considered as one of most influential opinion leader in the US and world.

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In case study:

Chapter XI On Learning the Qualitative Reasoning & Analysis

A. Reflection on the Progress

One study pointed out that with the rise in virtual work teams, flexible work arrangements, and personal electronic devices in the workplace, the opportunities for cyberloafing — using the Internet for non-work activities — are plentiful and creating serious problems for many businesses. Before I had this class, I must certainly have been the kind of person that deviated from the research theme, contexts, and stories. I might be a trouble maker for the supervisors or anemone as passive in the sea of data that could not adequately handle on the qualitative research project. I realized that the stage of qualitative inquiries is a tightened work frame from the data collection, analysis, write up and the interview protocols or coding process as well as write up plan should never be the kind of idle time on the internet as cyberloafing (Cherryholmes, 1992). The qualitative method has a strand that bought the flexibility, subjectivity, and diversity as demonstrated with the underlying assumption of the open-ended questions or semi-structured interviews. We often dose an exam to test the preparation and learning of students, in which the teacher or professor uses two forms of question, i.e., multiple choice or objective questions and essay questions. This is to test if they are prepared for their job responsibility after the schooling or apply their learning to their private or public lives for more decent living. That would be an important mission of college or professional schools. A considerable number of researchers would stay easy on this extent of progress just because they already are well trained with massive classes of learning in the college days. Although the US and other advanced curriculum for the junior researcher or continuing training program offers the research method class, I am not sure if that would be the case for the Asian or other countries. As the exam is essential for the scope of students or learners, I believe that the knowledge of research method is something like the general genre of disciplines, such as the introduction to sociology, economics or politics, American legal system and so. Although we stress the importance of explorative mind for the children or high school and college students, the professional researcher often is bred in the graduate programs. Therefore, the mode of interaction a little differs that the seminar type is prevalent for instruction or exchange of ideas and opinions, for example. The term paper is more preferred than dosing a test for the graduate students. This aspect is essentially related with the creativity and originality of research expected of them in their career progress ahead. In this context, the classes on the research method are capturing the audience of various disciplines commonly as if the introduction of economics were to be for the students of the department (Crotty, 1998). We stress in greater emphasis and on practical consequence that the researchers of social science are interdisciplinary, and we also compare their reality as if the sailors on the sea, the kind of symbolic impression to emanate the feel of research community and academia. On this sense, the researchers may like the *Bada*, meaning sea in Korean and name of female vocals, and make a time to enjoy the trumpet, *Le concerto de la mer,* played by Jean-Claude Borelly. On this vast horizon and diversity, the research methods are thought any unique common resort for the social scientists of different disciplines as if the superannuated scholars trace the introduction of economics in reminiscence. This feel of sharing must come first to improve my perception and adaptation. The second, perhaps most important progress, is that I realized the skills and knowledge of methodology should be consequential as if we must know the liberty virtue as inculcated in the college days. The knowledge of methodology was structured and disseminated in concrete forms as if we experienced the general content subjects in the respective discipline (1998). This uniformity of understanding and built-in system of methodology discourse for the trainees apparently

bring as indispensable and must-done. This aspect comes especially impressive for my case. That is because I initially considered this class might pass as smattering while I was awed of the quantitative class last year for reasons. Such gut gradually turned false that I was excited to be illuminated into the lessons and tips of research over the progress.   Most of all, I had long been queried how brilliantly the Korean or Asian social scientists and authors perform. It remains a kind of mystery without a formal learning of NVivo or methodology class since they are generally qualitative adherents on their research (Mauss, 2010). The sequence of instructions likely resolved the long time "hang around" about them. I have realized the gradual emergence of themes or into stories from the data collection and analysis. Although they may not receive the instruction of qualitative method, the sequence, I suppose, certainly reflects on the scholarly process for meditation, articulation and into the final write-up. The weekly lessons simply dissect the streams of human mind devoted to the research and written articulation. In sum, the qualitative method is more likely universal over two planes of intelligence, to see, the west and orient, rather than quantitative one (2010). This context also comes with the medical intelligence of both pans that the anatomy should be basic and the starting point for the modern medical science, which had not been the case – at least later -- in the oriental practice of medicine. On this sense, I could become readier and more positive through the learning points of weekly class, and proud of much progress as presented in the table below. Along the class, I also was affected how the westerners like to describe and keep recording or journaling. I wonder if this attitude would bring the current prosperity of methodology discourse although the innermost of trait between two planes of scholars eventually converge.   This seems the point of lesson for the oriental peers, who could convert himself to be explorative and prefer to be empirical as written. The passivity of them in this sense may be reconsidered. It is good at lesson to practice a diary or make himself accustomed to journaling.

A Brief Progress Report

A Progress Check-up on the Qualitative Reasoning and Analysis	
Can the learners clearly distinguish between the quantitative and qualitative methods?	As we note in the first tip of advice from NVivo officials, most regrettable is that the researchers had no definite ideas or clear grip of distinction between the quantitative and qualitative methods. This point of learning provides the researchers with the adequate knowledge and exposure about what method is more suitable to his research problems and research design. Over the discussion with peers and feedback, I can compare qualitative and quantitative approaches, and analyze a qualitative research article, as well as the strengths and weaknesses of both methods. I also can consider the benefit of mixed approach into my research plan.
Can the learners develop properly the research problem, purpose and questions?	Since the researchers are working on the kind of steps through the research problem, purpose and questions, it is required that the learners have a good awareness and skillful developers of holistic picture of research, what we often call a research design.

	Although the initial plan can be revised oftentimes – especially not infrequent in the qualitative studies, this kind of framework has a deep implications of orientation of research. The ideas may stem from the ethnic or social status of researchers as a minority or personal experience as well as the needs of workplace, which often are qualitative in nature. For example, the advocacy and voice for the minority or phenomenology for the cultural groups are any popular context that the qualitative research problem arises. In considerations, the work on this early stage of research is more significant within the qualitative studies than quantitative ones. Over the course, I became able to formulate the research problem, purpose, and questions for a qualitative research plan, defend and critique the research problem, purpose, and questions for a qualitative research plan, and analyze a reflective journal writing experience.
Can the learners state the intrinsic and types of qualitative approaches?	There are disagreements how we sort out the qualitative approaches. However, the general view acknowledges five types of qualitative approach. They are narrative inquires, phenomenological investigation, grounded theory method, ethnography and case studies. The methods are qualitative in basics, but can differ in terms of data types collected, analysis technique, suitability to specific context of research, ways of presentation and write-up, and so on. Therefore, the basic exposure to five major qualitative approaches is very important through the chapters of qualitative learning. Over the class interaction, I became able to analyze qualitative approaches to research, select a qualitative approach that best fits a research problem, purpose, and questions, and defend the selection. My research topic is concerned of nomad professors in the X university that turned out as proper to deal with the case approaches. With a further reading of case studies, I have made myself well equipped with the traits, such as multiple site case studies and single site ones.
Do the learners know the role of theory?	The role of theory is crucial to conduct the qualitative research. It often employs an

inductive reasoning that the researcher has a focus on the field data and churns to draw meanings or stories, and themes. It is comparative with the deductive approach of quantitative studies beginning with the literature review as foremost and infers the hypotheses, which eventually will be tested with the empirical data. The role of theory in the qualitative research is distinct among the five approaches. Most notably, the grounded theory method starts without the theory and the ultimate purpose is to develop the research findings into his own theory. Hence the extensive use of concept map and collection of large amount of data are duly expected in this approach. The theory or philosophy may be inspirational as the post-structuralism and post-constructivism had inculcated. Husseri, Faucalt and many enlightening thinkers on humanity and social science provides the lens of analysis and perspectives that the qualitative researchers usefully draw upon. Corbin & Strauss, Creswell, Patton, Yin and Madison also contributed to enrich the methodological frames as a theorist. The feminism, queer theory, action research and post-modernism also provides the framework and tools to develop the qualitative themes. The theory of specific discipline can also provide the basis of research framework and factors to shape the research design concerned of logic, metaphor, data collection, and analysis. Over the course, I was able to analyze the conceptual or theoretical framework in a qualitative study, and compare the role of theory in five qualitative approaches.

| **Are the learners aware of the role of context, bias and researcher in observation?** | Observation is a primate method of data collection in the qualitative research. It has strengths, for example, that is direct, immediate, and power of reinforcement for the propositions or criticisms. The weaknesses are identified that it eventually has to turn as written description or interpretation. In other words, observation itself could not qualify for the data, and it could occur with the photo or video data. NVivo provides a useful ambit to store and manage these various kinds of data. Most of |

	all, observation has to be considered in terms of context, bias, and person of researcher. Observation of the same objects does not necessarily result in same descriptions, but varies depending on the context, bias, and person of observer. Over the course, I was able to analyze the strengths and weaknesses of observation as a data collection method, and correlate results of an observation to the roles of bias, context, and the researcher in qualitative research.
Do the learners understand the observation and sampling?	Through two occasions of picture and video observations, I had experienced diverse possibilities of observation result for respective observer. This provides a lesson for best practice of observing and importance of observation through the quality and credibility of research. The data collection is orthodox that the purposeful sampling often is conducted to sharpen the quality of data. It evinces that the qualitative research is thematic, contextual, story and narrative-based, which makes a whole of humanity and community, but in subjectivity for intact cultural group, for example. It comes in contrast with the quantitative studies which describes the properties for the general population. The sampling size varies with the five types of qualitative approach, but is not large usually, for example, 5-10 participants and 20-30 at grand scale of research. Over the coursework, I was able to compare observation experiences and techniques, recommend and justify a sample size for a qualitative research plan.
How much are the learners skilled with the interviewing?	In-depth interview is most popular and powerful method of data collection in the qualitative research. It is framed with open-ended questions and semi-structured form. The interview protocol was developed with the exercise of Mini-Project, and interviews were conducted with the lesson of two set of models available in this class. The advice and tips of care in conducting the interviews were duly instructed with the practice. For example, the explanation of study purpose must clearly be communicated to the interviewees at the beginning of interview.

	The consent form had to be obtained to make sure that the interviewee is voluntary. The probing questions had to be preferred that should be tactical to draw as much as information possible. A double-check of interview data with the participants after the interview is highly advisable for the authenticity of data and effective analysis. Over the coursework, I was able to evaluate interviews for best practice in the interviewing techniques, develop interview questions and an interview protocol.
How much are the learners skilled with the coding analysis?	The coding is a scientific way to analyze the data collected in the fieldwork. It creates the basis to delineate the contexts, stories, and themes that are brought together into the write up of data. The coding principles were well knowledgeable, for example, descriptive and analytical coding,"nothing to be left unlearned" standard, or constant comparison among others. The hand-coding exercise helped to understand how the coding is conducted and what the coding provides for the analytical work. It is an evolutionary process and perspectives of researcher orient the analysis that surely is a center stage for the qualitative method. Over the coursework, I was able to apply principles of coding to hand-coding data, compare coding structures and strategies, and recommend data collection and data management techniques appropriate for qualitative research.
Are the learners competent to use computer software program of qualitative data analysis?	Generally, the computer assisted qualitative data analysis software (CAQDAS) is used in a wide purpose and convenience. It provides automation for the transcription analysis, coding, text interpretation, recursive abstraction, content analysis, discourse analysis, and grounded theory methodology, and so on. NVivo is a qualitative data analysis computer software program produced by QSR international, and was exciting to store and analyze the collected data. Over the weekly tutorials, I have acquired a basic knowledge and kills how to use it, for example, creating the project of qualitative research, incorporating the data into the program files, and deal with the magic of nodes to analyze the field data, such

	as interview results, photos, internet files, and so on. Over this progress, I was able to recommend data analysis techniques appropriate for a qualitative research plan, apply principles of coding to using software to code data, and analyze advantages and disadvantages of using software to code data for qualitative research.
Are the learners duly exposed to the write-up of analysis and evidence of quality?	Unlike quantitative researchers, qualitative researchers aim to design and incorporate methodological strategies to ensure the quality, credibility and trustworthiness of the findings. This means that the issues of quality and credibility intersect with audience and intended research purposes, and could vary with the philosophical and theoretical orientations. The analysis of data for themes and write-up is a critical part of qualitative research that the five steps were proposed as paradigmatic by McCracken. Over the learning, I was able to evaluate data analysis for evidence of quality, and analyze data for themes.

B. Blending or Adapting and Qualitative Approaches

As we learn through the course progress, it seems to me that the challenges and subtleties arise from two properties of qualitative studies. That is, the qualitative researcher has to play as an unobtrusive observer in the data collection stage, and should be a good surveyor who competently and persuasively triangulates the findings. The issue of triangulation occurs in dimensions and relating with the enhancement of credibility as we are aware. In other words, it may be exercised involved with the stages of qualitative research, i.e., among the data collection, analysis and write-up as well as different methods, such between quantitative and qualitative methods. To say, the qualitative findings can improve the trustworthiness and credibility by triangulating their findings with the empirical evidence gained from the quantitative studies. Triangulation is the kind of properties intrinsic with the humans and universe provided if they are evolutionary or fluid on one hand and stagnant on the other.[18] Hence, we can be assumed to have a better understanding by blending or adapting the stories generated from both sources. Patton guides four kinds of analytical triangulation which covers triangulation of qualitative sources, mixed qualitative-quantitative methods triangulation, analyst triangulation and theory/perspectives triangulation (2002). Creswell also depicts a simple, but capturing three elements in the diagram showing three elements are intersected to produce the qualitative knowledge (2013). In this showing, the world views, assumptions, theories are one sector while the qualitative researchers also are responsible for the other two, say, research design and approaches to inquiry. All the elements would be evolutionary or fluid and stagnated commonly, but varying with the

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[18] This kind of strand may be ideated, for example, the most recent NRC studies on the assessment of doctoral programs that the frame was developed within two dimensions, regression quality and survey quality.

different degree. For example, the assumptions, research design and approaches to inquiry would be more evolutionary or fluid than others seen more stagnated. The blending or adaptation is the kind of art in which the qualitative researchers are to be measured and creativity or value competes for the quality piece of articles or books. Given the researcher himself would be a learner through his project, it might be one of zone of proximal development (ZPD) as if one junior researcher defined, "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under ..… guidance or in collaboration with more (Heinze, 2008, p.3)." Along the journey of qualitative method, it likely would be felt to us that we experience many blind alleys, dead ends and treacherous terrains (Gay, 2000). The blending and adaptation would incur on these challenges and possible incongruity so as to be destined within the treacherous terrains. We have seen the importance of heuristic process within learning and research, and the blending or adaptation would be some kind of culminating stage that turns the story into conclusion. While the blending or adaptation is presumed of empirical data collected, this never denies the importance of qualitative strands. As we learn, purpose guides the analysis of data, and well prepared mind is necessary to orient and define the quality and more refined dealings of qualitative research. The focus and lens of analysis within the subjective minds would not be an evil, and the action research or voice for the minority group to increases the awareness of audience are popular in this method. As Pascal preached, the zeal and knowledge would be the quality with which the archaic of new knowledge emerges and the blending or adapting is practiced by the researcher (Patton, 2002).[19]

In consideration of blending or adaptation as the kind of creative final touch for the work, the qualitative studies, as we are inculcated, has a distinct aura or trait that had been argued over hundreds of pages in the textbook. It is truly discriminative to make the studies qualitative indeed. As we see the post-modern reality of contemporaries, whether marginalized or super-marked, it turns to be both qualitative (Holmes, 1962). The exchange of public discourse now transcends the general and often overwhelming proposition based on the quantified data, but the contexts, stories or themes can express more in-depth and be suited with the reality. For instance, the Smith College recognized that the faculty takes on new teaching challenges and viewed that they learn best from one another. With the difficulties of physical gathering of faculty and challenge of limited resources, they developed online series of case study modules with the participation of "blended faculty."[20] This corroborates with the suggestion of triangulation of "multiple analysts" by Patton, and

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[19] Pascal, in the *Pensees*, illustrated four kinds of persons in the universe, who would have zeal without knowledge, knowledge without zeal, neither knowledge nor zeal, both zeal and knowledge.

[20] This might be seen superficial or just on the reality of ours without the quantitative verification. I consider if the qualitative research has a strength of depth or rich data from the field, I consider, on the other side, it may have the kind of superficiality, say, less on the description of general populace, but on the ethnos, cultural groups or minorities, which, however, would be realistic and cultural. The context likely revives the embedded dichotomy from the age of Platonic discourse, what social psychologists call "the principle of superficiality versus depth." For example, Lyotard challenged the Platonic view of a true meaning hidden behind surface. He instead insisted that sense manifestations had their own reality which necessarily impacted upon the general world view. I feel that his attribution to a "theatrical world view" and the "purely verbal order of intelligibility" can be seen the quality of knowledge generated from the quantitative studies. In other words, it would be hyped to rule and be ordained with some textual order of verbs, and he sends the message that the post-modernist may work on the apparent reality or distinct cultural group. The blending or qualitative adaptation may be qualitative or even purposive in some aspect that, nevertheless, would be zone of art and skills, values and valorization of critical thought on the part of researchers. This view can also be shared with the deconstructionists, who have increasingly sought to undo the depth/surface hierarchy, proposing in ironic style that superficiality is as deep as depth.

shows the contentious process to the collective intelligence which might be dialectic or teleological (2002). As we note, the collective intelligence is shared or group intelligence is formed that emerges from the collaboration, collective efforts, and competition of many individuals and appears in consensus decision making. Creswell discussed the concluding stage of qualitative research, and illustrated the importance of blending or adaptation between the contents and methodology (2013). Therefore, it often occurs in two contexts in which the research can be more credible or confirmable with analytical triangulation and where the concluding stage led to conclusion requires for the sublimation from the contents and methods. My research was viewed as the case studies that I may take a moment to qualify the blended whole to be processed in that approach as seen in the figure below.

Figure **Blending in the Qualitative Methods Adapted from Creswell**

Recently, the physicists have unveiled a raft of new findings about neutrinos bombarding the earth from above, below - and within. The qualitative researchers in the final stage or write up may be situated in this kind of attack that they are laden with a tack of virtual information to be developed completely through blending or adaption. Then we may

finally be content with the piece, as if we yell "Bearly there" at the donation of a 12-foot-tall stuffed polar bear being prepared for display atop the foyer entrance of Doctoral museum's permanent collection. Bear may linguistically is nuanced of the kind of tolerance and symbol of endurance, and the orientals also share this sense that we traditionally worship this animal as voluminous and enduring. Through the blending and adaptation, the data as well as their analysis and interpretation stored and managed in the NVivo would turn transcendental into some piece of publishable product, the kind of stuffed bear to wait for sharing.

C. An Epilogue

I have read one interesting article reported by the Association Press and JoongAng, in which major cities of Korea were disputed and on the vogue to wait for the official determination (Choi,2015). As I have been much interested in the city politics, I like to make a time to review. Especially, the citizens of both cities are alleged to be alert of further development of lobbying, and the policy impact from the turbulence of citizenry would be concerned with the officers of central government that the feasible public programs are currently researched or evaluated to reduce a negative impact.

Incheon Metropolitan City is pushing a plan to modify the written order as one of the "search for identity" lobbying. The city expressed its lobbying objective to replace the current city order in the official documents with the new ones, "Seoul, Busan Incheon, Daegu and on." According to the past order, Incheon had been indicated behind Daegu among the municipalities and Incheon Metropolitan City, pursuant to the Local Autonomy Law, will petition for the change of order to enhance the esteem of city and reflect the reality of new emerging factors. However, there are no rules on how such an order must specify among the cities in Korea. The City ministry of government administration and home affairs is considering those important factors, e.g., the launch timing of cities and metropolitan urban population, economic size in assigning the rank order for major cities. On this criteria, the order should be from the Seoul Metropolitan City, Busan, Incheon, Daegu, Gwangju, and Ulsan. Now Incheon outpaced Daegu from all economic indicators, and because now the situation is reversed, the official argued that the order should be changed. For example, he told, "Incheon area was with the population of 1.14 million people in 1981, but in March, it grew at 2.96 million people. Comparatively, Daegu is 2.51 million in 2013. The regional gross domestic product (GRDP) also showed that Incheon overwhemed Daegu between 4.6 trillion and 44.8 trillion won (Korean dollars).....Incheon suggested to send a memorandum to the ministry of central government asking Incheon to be placed ahead Daegu in the official documents and in terms of written notation on various statistical data   The modifications by the government is necessary and something urgent to practice a guided official policy with the change of rank and notation based out of reality.

The context of petition can well be understood that the officials assigned with the responsibility, who has both zeal and knowledge that he knows much about the changed reality in number and statistics and that he also is enthusiastic with his local city. The issue, however, was reported that the petition will be unlikely to be accepted. The implication is that the administrators of central government are highly blended or adapted with the passion and quality of issue, as well as the probable arousal of *Daegu* citizens (Dewey, 1938). This kind of issue simply has a rich flavor of qualitative approach that the history and context would be more powerful. For example, London often is illustrated ahead of Paris in describing the stories upon the beginning of world hegemony of Britain. For more outdated

stories related with the medieval times or so, Paris may come ahead and the kind of stories related with the theme of Paris, such as culinary or arts may also come ahead London (Gergen, 1994). The stories may arise from the context or event that would be host by some country, then, the rank order to come may be purposeful as if the sampling is conducted in the qualitative method, e.g., the last in the Olympics and the first in the newspaper articles. The host country would enter as last with a picket into the stadium, and we note the *Key Resolve* with the Korea-US practice of military training, not that of US-Korea in order. I suppose that the officials in this case is naïve and too simplistic that his intended goals are improbable to success because there underlie an aspect of qualitative variants. Given it being a public agenda or issues of government, the odd of success may increase since the quantitative data may say more than does it in the context of newspaper reporting or research worked unofficially. Even the Korean government, however, seems not to alter at one time decision that the order will be rearranged notwithstanding the acid local response from *Daegu*. If the stakeholders continue to disagree on blending or adaptation of various factors for the conclusion, the issue might be rendered by the kind of public voting. As we progress toward the mixed approach, the news story illustrated between the two factors (populace or economic size and history or passion of local people) and the importance of qualitative dimension blended for Koreans. At this point, I would imagine how the qualitative researchers are to be blended with the data or themes if he is requested to evaluate the most publicly appealing new order. As we see, it is unquestionable that the qualitative research cannot be characterized as of one type, attested to by the multi-vocal discourse surrounding qualitative research today (Sarroub, 2005). However, they would stand on the common footing, (i) perspectives about philosophical, theoretical, and ideological stances (ii) three interconnected circles -- the approach of inquiry, research design procedures, and philosophical and theoretical frameworks and assumptions (Creswell, 2013). The interplay of these three factors contributes to a complex, rigorous study. Blending or adaptation also is a friendly concept with evaluation that we can consider three approaches of evaluation to be applied to the order dispute or post-decision cure for the cities and local people. The government may decide a certain order as official, and may seek the programs to be implanted to address the aftermath. Then the research could apply one of three evaluation methods. The formative evaluation is developmental that the researcher may have a focus how to improve and shape most effective program, project or policy. Process evaluation may be employed to look aspects such as completeness, fidelity and reach. Impact evaluation can relate to anticipated changes in participants, organizations and policies. A blended, yet systemic, approach to evaluation allows data to be gathered that would otherwise be lacking if only one approach was adopted. This blended approach can be adapted to become a layered framework, integrating post decision promotion with key stakeholders of participants, organizations and the community.

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Chapter XIII the Sample Qualitative Research Plan

A. Opening Statement

Years ago, the office of the prime minister broke the first tape of official duties in the new government complexities located *Sejong* city. The rezoning in the distant city from Seoul was planned that will relieve of the overcrowded metropolitan and regionally balanced development. In the article titled "*Workers Lament Leaving Seoul,*" the Wall Street Journal, one of major newspapers in the US, reported that raising the plan for the city, 100 miles off Seoul, led to the kind of upheaval in society, and affected tens of thousands of officers. Many civil servants, in fact, do not want to leave his former Seoul, as enjoyed by a spouse or children, which had been well served of the concern and need for those living in Seoul. Mr. *Yoo*, who worked in the ministry of agriculture, forestry and fisheries, one of the six central government agencies, had moved to *Sejong* city, and his work was transferred last October. A number of officers changed their job due to the reason that separated their living of families. The newspaper introduced the context of plan, from the election pledge of former President *Roh Moo-hyun* and the unconstitutionality decision of Korean Constitutional Court about the change of national capital city (Cha, 2104). However, previous administrations had neglected that no impacts are discussed in the consultation process for the front-line officers, who should move to the distant city, and most of apartments built by private construction companies for such massive moving now are empty for the officers seeking other employment. The news from the US source is merely a part of story in terms of biological human resources in South Korea. A considerable number of desk or rank officers actually have managed their professional lives in the nomad pattern of responsibility, for example, the congressmen for the national assembly, ranked officers in the major public enterprises or organizations, and faculty members of local universities. Nevertheless, their context or stories are seldom concerned formally, although the implicit or informal lives are well to be contacted within the community and workplace. It is also related with the improvement of system and institution in terms of public administration. Mr. *Jeong*, the speaker of national assembly recently attended the video conferencing demonstration held at 11th Congress. *Jeju* governor and Mr. *Jeong*, through the tripartite videoconference demonstrations with *Gangwon* governor, expressed their interest "Congress videoconferencing demonstration may be applied to the *Sejong* city departments that can support earlier efforts to reduce administrative costs due to efficiency," The deputy prime minister, *Choi*, after taking his duty of official service, also pledged to keep the promise of government that it will streamline the debate of the changes and solutions suggested by the employees (2014). The government, he furthered, will try to make the moved officers to settle and procure the stable working environment. The principal wishes and expectations of officer target circuit staffing and personnel exchanges. If they do not have these particular changes, they just will continue working in a new job for their future. The officials from one ministry said, "The personnel exchanges will actively solve the difficulties that could stop outflow of officers to other jobs or alleviate their personnel grievances."

B. Background of the Study

The research in this area seems quite understudied for possibly many reasons. For example, the college professors are generally considered to be autonomous with authority and leadership than merely a part of component or passive research subject. They are expected to be fullest with their responsibility and perfection, who are professionally standardized from

his intrinsic of role activity. They are, for example, a living international trade law, which could be said of professors on the international trade law. They are economist or chemist and math expert who share a common quality to the national and international standard. Their personal chores or individual trait is not a concern of common people or student, and even the university or governmental administration of education. They are same with the high school teachers in terms of their role to breed the school students, but can be distinguished for their ultimatum of his field of expertise, which may cause them to be excluded as a passive research subject.

Second, they would like to avoid telling their personal story and feel of identity during his professional lives because of their general pride and adherence with a social esteem. We may have a distinct group of politically oriented professors, what is called *polifessor* in Korea, who may be sanguine if we would investigate them. This context would not be plausible to relate with the professors of local university for my story.

Third, the investigation would not bring a pleasure, but could mainly disclose the negative side of his living mode that may be questioned of his loyalty or faith with the professional ethics. This aspect of research coverage could be similar with the new officers of Korean government who should commute weekly to report for their office, in which this point can also be seen a factor of understudies on that group.

Fourth, they may not be interested in this kind of research to spoil a vast time as a participant and eventually could hinder on their time and energy devotion to research and preparation of lecture.

Nevertheless, I have developed an interest and the meaning or narrative of their stories who would be a *nomad professor* possibly for more success and professional accomplishment as we sense—might be scientifically evidenced –with the *Jewish* people. In terms of research method, the terms or words are placed on central focus in terms of qualitative methodology, which could be flexible onto the progress of research operation. The word, *nomad*, may have an earlier origin within the European ancestors (Phillips, 1965). Now it may be used to describe the massive users of webpage for interactivity within the campus or captures a tenured faculty who devote their labor as an adjunct professor (Hess, 2002; Norton, 2001). The exact meaning of word depends on the use of authors, who would intend to semantically denote its concept. For example, the author may define "I will take it as a prototype of men or women of ideas." A scholarly dealings on the word also sparsely be present to discuss the network analysis and ethnographic problems of regional clan and could be used to describe the nomad citizenship in terms of free market and labor issue (Douglas, Johansen, 2006; Holland, 2011). This simply shows that the term is not much used, while it very precisely can define the scope of local professors in my case. The dealings besides the definitional issue of *nomad*, apparently are also limited concerning the inquiries of faculty and professionals, notwithstanding it being national or international at scale.

C. **The Problem Statement**

The space of college and university is a distinct arena of public interaction where the students and instructors have a discourse and exchange of their views and ideas, who grow and learn. The students would acquire the knowledge of his disciplines and prepare to form a basis for the employment as well as humanity or social views on life-time impact. The professors would earn an income to subsidize their living as well as perform his professional ambition on instruction and research (Patton, 2002). The professors generally are churned on their specific locality, who has a personal basis on that specific locality, such as residence or educational background. Often the professors are expected of their unitary coherence by the

campus community over every aspect of his personhood and loyalty. Nevertheless, it is actually undeniable that some of professors are discrete and should be active between his professional duty and personal mode of being (Laureate Education, 2010e). They have to commute two or three hours weekly exploiting a short stay in time for the consortium and pleasure with their family members. X University is located in Kwangu-ju, a southern part of South Korea, which comes to reach by three hours driving from Seoul, a capital city of Korea. There are many other local universities at the similar distance from Seoul, and the college professors of these local universities would be considerable at number, who have to commute weekly from his Seoul homes. In this guess, they are not only discrete, but also would be a fair component of college education in Korea. As the college education is an important process of national administration or public education, their identity and mode of lives would not only interest us, but also should be a useful touchstone to form any public policy of college education (Tierney, 1988; Tierney, 1994). The research comes into interest that was provoked with a general apprehension and expectation of people about an abstract imagery of research and class performance (Hess, 2002). The college professors are generalized with the specific expertise and professional background, and their social lives as well as elements of personal living had not been closely investigated (Tierney, 1988; Tierney, 1994). More interestingly, their specific backdrop or living mode would not be merely a social matter, but could be related with the educational effect and his or her professional growth in his field of expertise.

D. **The Purpose of the Study**

The investigation on their identity and living mode would increase the awareness of public, professors, and administrators on the nomad professors, and may expand into other nomad professionals nationally or internationally. For example, the officers of Korean government at the movement of new government complex located in the remote local city may be qualitatively investigated to assist with shaping the strategy of personnel resources. In this case, the theme might be a *nomad officer* perhaps largely captured under the umbrella term of *nomad professional*. The investigation may expand into international dimension, i.e., how the demography or geographical specificities of nation would make them differ in size and distribution. We may also expect the future research concerning the motivating factors for increase or decrease of nomad professor or comparative studies between the national nomads and shape of international mobility. Most importantly, their identity and living mode would have an extent of educational effect and professional performance, which is a secondary concern of this research plan (Corcoran & Clark, 1984). The vignette on the formula of purpose statement below seems an exemplar as illustrative to clearly convey the intention of qualitative researcher (2013).

The purpose of case study in terms of nomad professors of local university in Korea is to understand and describe their identity and living   mode in terms of impact on their personhood, social existence and professional accomplishment for the nomad professors at the X University. At this stage of the research, nomad professors will be generally defined as the long distance commuters weekly or in period, who are distinguishable with the professors of general expectation.

E. **Research Questions**

According to Creswell on the qualitative research plan, the research questions normally are prepared with one or two central questions and five or six sub-questions (Creswell, 2009).

The central question to deal with my purpose of research is "Who are the nomad professors?" and "How do they deal with their responsibilities and manage a personhood or social existence?" Both questions had been designed to illuminate their identity and living mode encompassing their personal, social and professional context of behaviors or performance of responsibilities. These two central questions would be divided into several sub-questions dealing with the components of central question. The structure of questions can be presented as follows;

(A)   Who are the nomad professors?
1.   What characterizes the nomad professors?
2.   How do we properly make them distinct from their peers with one settled residence?
3.   How do we differentiate other professionals of similar identity or living mode?

(B)   How do they deal with their responsibilities and manage a personhood or social existence?
1.   How do they manage their personhood or social existence?
2.   How do they perceive or consider them with their counterparts or other professionals in the context of teaching performance?
3.   How do they perceive or consider them with their counterparts or other professionals in the context of research performance?
4.   How do they perceive or consider them with the counterparts or other professionals in the context of university administration?
5.   How do they perceive or consider them with the counterparts or other professionals in the context of his overall professional lives?

F. Theoretical or Conceptual Framework

The role of theory in researching the nomad professors for the local university of Korea seems to be conceived from the general purview and those concerned between the case studies and theoretical framework (Flinders, Mills, 1993; Laureate Education, Inc., 2010f). From the above explanation, therefore, I can present a concept map to elucidate the role of theory ---including four philosophical assumptions, various interpretive frameworks, concerning the qualitative research or case studies of nomad professors. I also illustrate some of details for them as follows.

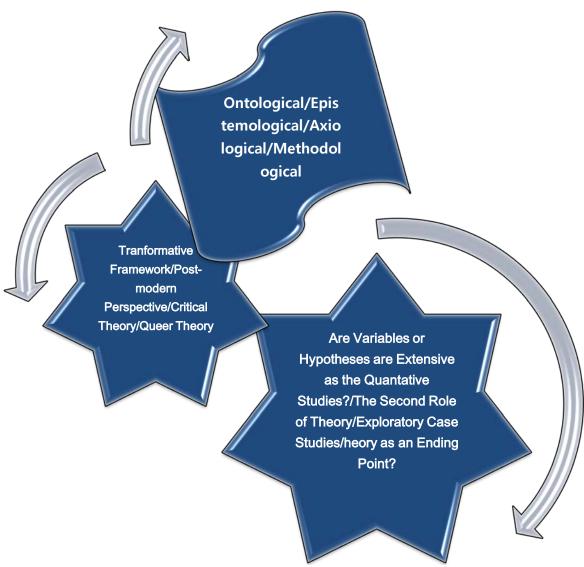*Figure 1* **Concept Map of Theoretical Inquiries**

Figure 2 **Illustrations and Research on the Nomad Professors**

Illustrations

Philosophical Assumptions	Axiological	• What is the role of values? • (i) efficacy and productivity of university • (ii) Participatory paradigm and democracy of campus • (iii) informal society and social harmony theory • (iv) personal, social and professional identity theory
Interpretive Framework	Transformative Frameworks	• A knowledge on the university faculty is not neutral and the issue of nomad professors reflects the power and social relationships within society • The purpose of study is knowledge construction of nomad professors and to aid people to improve the society

Use of Theory	The Second Role of Theory	• Many theories guide the importance of nomad professors and their issues • the researcher himself is a crucial agent to deal with the issue, not a dispassionate and objective observer. • The theory tends to govern the written accounts of research findings on the nomad professors • The research on nomad professors will take the tone of advocacy and aura of distinct cultural group

The literature review was conducted that there were sources of literature to deal with the social identity and lives of minority group within the community (Phenice, Griffore, 2000). For example, Van Dijk focused on discourse analysis and understanding ethnic and racial inequality in society. Kingsbury and Scanzoni describes that much of our knowledge for minority group – as focused on the ethnic minority families – is grounded in theories of structure and function. Raigin and Hein questioned that the studies in this sort is quick to investigate and make an adaptation with the prevalent cultural stereotypes, which is received as a point of consideration for the quality and credibility of my research. It required that the data collected from the nomad professors, deans of department and housewives or other stakeholders should not be truncated or biased with only little methodological substance. Marger also delineated the flaws of using a comparative or cross-societal framework of ethnic minority families, and Billingsley criticized the mainstream of narratives that the poor and powerless were often compared with others more fortunate (2000). In pursuit of research theme on nomad professors, the ecological approach is considered as most useful and effective tools to describe and interpret our theme. It is based on the concept of familial relationship to analyze the social phenomenon and with the skepticism or distrust of traditional social identity theory. The rationale for my choice is quite obvious in terms of aspects and intrinsic. First, the colleges and universities traditionally had been viewed as quasi-family nature of community in which they share and exchange with the compassion and common purpose or direction as well as for the socialization and happiness (Bowen, 2015). Second, the teaching and research are presumed as if the parental and brotherly relationships essentialize on their performance. They collaborate for more competitive research and they indoctrinate their disciples with love and affection. Third, they generally are not dominated by the pecuniary interest unlike the context of secular world, but the giving or charity as well as school psychic of gratuity and generosity would be more powerful or practiced. The essentials of this system underlies (i) the relationships between family members, (ii) patterns of reciprocal influences embedded in networks of environments (iii) family behavior in terms of resources and energy exchanges[21] (iv) decisions of the family and process of transforming, utilizing, and managing these resources (v) adaptation activities to reach certain outcomes, such as to improve their quality of life (Phenice, Griffore, 2000). This approach, therefore, underscores a focus on the dynamics of process relationships than risks or assets. The three key elements on this framework are composed of inputs, throughputs and outputs. For example, throughput refers to behaviors, techniques, strategies, or, more generally, approaches used to transform or utilize the resources that flow through the

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[21] The cycle turns beginning with take-in of resources through the production of human energy, outputs in this frame. Inputs flow from the resources, say, energy and information.

family, which requires more careful definition and considerable elaboration than other two. It is especially relevant with the research of nomad professors, meriting a critical attention that Inputs, throughput, outputs, and structures are defined within environments. Where the environments in this context include three dimensions, i.e., the human-built environment, the social-cultural environment, and the natural-physical environment, I may apply this frame to the research plan (Wallace, 1970). The families in my case simply are the stakeholders and subjects of research, which include the nomad professors, other professors, campus administrators, families of NPs, students, and local people among others. The theory of family ecological system advised me to trace the input, throughput and output over the codes I have developed in eight words. It also relates the issue of data analysis and write up. For example, a complicated nature of matrix was developed to produce the three themes in my case, which are leadership, participation and difference. That was never an easy process, but the observations made of the whole of data analysis, such as memoing, journal writing, coded results, gradually could develop into preliminary descriptive and interpretive categories (Wolcott, 1990b). The work on the analysis of interview had culminated that identified connections and develop the pattern codes, determined the basic themes by examining clusters of comments (from respondents) and memos (from the researchers), and finally delineated predominant themes. These predominant themes would be a basis for writing up the data, and discuss the general properties of thought and action in the group (van Manen, 2006).

G. **Nature of the Study**

(a) Design

Paradigm. Creswell suggested self-reflexive questions to evaluate the beginning part of qualitative research (2013). For example, we can ask "how can the problem statement be best written to reflect one of the approaches to qualitative question?" The researchers should not merely plan on tentative research problem, but need to consider a practical aspect of research operation. In that concern, the facile frame simply enmeshed into traditional five approaches would guarantee its feasibility and practicability since those five approaches generally are convinced of success with the long period of professional experiences and convention. The problem statement in my case simply shows that the focus group or ground theory of approach could well base the following research operation with the in-depth interviews or close observations over time period. And the journal writing through the research could be practiced to enrich the stories, which demystifies the focus group and decenters the traditional scope of group awareness (Denzin, Lincoln, 2012). The authentic profile of qualitative research may relate self with the concerned target group of research, so that we may receive "tell me your story" as if the qualitative researcher would be a theme itself. This may be most convivially present in the ground theory, and it would be the case of this research plan. Creswell likes to think about the research problem as coming from "real life" issues or from a gap in the literature, or both. Personal experience with an issue or a job-related problem would be a popular source for qualitative plan along with the scholarly literature and an advisor's agenda (2013). I had an experience to deal with the theme of Korean Constitutional Court as my advisor had that area of expertise. In this case, personal experience and job-related problem sprang to compose my research plan. The deficiencies of literature could be a useful defense that I have exerted on the present status of research theme above. Barritt also gave an insight that the rationale for the research of social science is not the discovery of new elements, but heightening of awareness for experiences which has been forgotten and overlooked (2013). This aspect is a crucial motivator to structure the research plan. I also

hopefully expect that the research is to create dialogue leading to better understanding of the way things appear to someone else and improvements in practice.

Design. As seen, the research questions would comprise two central questions and eight sub-questions and can be most salient of the characteristic of case studies.

Figure 3 **Characteristics and Research on the Nomad Professors**

Characteristics	Narrative Research	Phenomenology	Grounded Theory	Ethnography	Case Study
Focus		O		O	O
Type of Problem Best Suited for Design				O	O
Discipline Background				O	O
Unit of Analysis		O	O	O	O
Data Collection Form		O			O
Data Analysis Strategies				O	O
Written Report				O	O

Rationale for the design. It is generally known that some area of social processes can only be revealed with the qualitative inquiry, which also pertains to my ambit of study on the nomad professors (Creswell, 2009). Consider if we develop such research design on the basis of quantitative studies, the inquiry may turn too mechanic or superficial that many nomad professors or stakeholders might be tedious or could not share. In this plan, we may infer several hypotheses from the literature review, prepare the scaled questionnaires, select the sample population and conduct public survey, as well as analyze and discuss the survey results. It is quite streamlined process to be expedited with the statistic aids of SPSS and on the description of general populace, what are nomad professors in this case. The elements of research in this case come as distinct that they are qualified group and their action or behavior has a powerful influence. We commonly like to know how they are processed over the personal, social and professional lives and what implications the findings would suggest on aspects, of course, including the campus or public administration (Crotty, 1998). They are researchers and key players with the socialization of campus and even community at large. It is not incorrect that they engineer the society or nation to promote communication and intellectual sharing. They are hardly the persons that can be curtailed with five scale questions as if their book or articles are implied. The curiosity in the case involves not with static understanding of general populace, but with the kind of process in current, dynamic, characteristic and even prospective.

(b) Methodology

Site. The public setting for this observation arises from the X University located at Gwang-ju South Korea, and the key places which bear a significance to reproduce the enegery and vigor of nomad professors including Express Bus Terminal, KTX, private residences, campus tennis court. The particpants in my case study are drawn from the key stakeholders of research, who could provide an vaulable information leading to the contexts and stories, which include the nomad professors, settled professors, university adminditarors of personnel management officer and dean of colleges as well as other stakeholders, such as housewives of NP. I may present one example for the picture of sites, and will delineate the sampling size and strategy (Conwell, 1917).

Participants and sampling. As seen above, the research plan on the nomad professors of CU has three major research questions and eight sub-questions. It has most traits of case studies among the five major qualitative approaches within the Creswell's. In corresponding with the general tips dealing with my context of case studies, the sampling strategy, sample size and length of interview time were determined. Most important in the qualitative studies is the trait that the iterative journey, including such as daily feedback and re-tracking of data, recordation of information, through the analysis of data and even new framing of structure of thesis until the research purpose and goals are satisfied (Laws & McLeod, 2015). This aspect of qualitative research is due to its intrinsic dealing with the qualitative information, to say, open nature of inquiry, dynamic aspect of information, trait of data collection, as well as its deep basis on inductive reasoning. Hence, for example, the chain or snowball sampling begins offhand with a random sample in the growing quest to locate the information-rich people or cases that will be researched. It is growing and dynamic while initial sample design may go as less significant. Secondly, the saturation or redundancy in consideration of sample size is critical standard that the qualitative researchers almost always are destined that must be resolved. It often is disclosed at the point when the researcher realizes the size of sample should be large enough to leave you with "nothing left to learn (Miles, Huberman, 1994)." In other words, they come to hit at this point that no new concepts will be emerging even if more interviews are to be conducted. This implies, on one hand, that the validity and credibility can be ensured in this way other than that of quantitative studies. On the other, the initial thought on sample size is not automatically controlling through the end of research in the case of qualitative studies. Hence, it is dynamic and flexible, and iterative with reflection within the whole structure of research. Along with the tentative proposal, the initial sampling strategy was summarized in the box form beneath.

Figure 4 **Sample Size and Sampling Strategy**

Focus Groups and Sample Size	Sampling Strategy
Nomad Professors 8-10	The purposeful Sampling/Intensity Sampling/Typical Case Sampling/Criterion Sampling ● Most Successful and Failed (Often Transferred) NP ● Female and Male NP ● Senior and Junior NP ● Rich and Poor NP
Settled Professors 2-3	Critical Cases Sampling/Politically Important Cases ● Recruiting Professor

	● A Closest Peer
Administrators and Other Informative Samples 3-4	Purposeful Random Sampling/Operational Construct Sampling ● Dean of Department ● Vice Dean of Faculty Board ● Spouses of NP ● Other Participant

Figure 5 **Number of Interviewees and Length of Interview**

Number of Interviews	Length of Each Interview
13-17	40 minutes-1 hours

      Data collection methods. According to Creswell, we can find four methods for collecting qualitative data, which covers the interviews, observations, and review of documents (Thomas, Nelson, Silverman, 2015). The data collection in the qualitative studies has several traits (i) the methodology is planned and pilot-tested before the study (ii) the researcher typically has some type of framework that determines and guides the nature of the data collection (iii) it is time-intensive process that should not be expected to be quick. The interview is undoubtedly the most common source of data in qualitative studies and we had an experience on the interview protocol and interview questions in the Mini-project. There are several types of interview including the person-to person-format as most prevalent, as well as group interviews and focus group. Although the interview is conducted in types including a highly structured style as used in the socio-demographic research and in which the questions is determined before the study, the qualitative researchers usually conduct an unstructured, open-ended interview and take interview notes or audiotape the interview and finally transcribe it. Nevertheless, the drawback is not inconsiderable that the machines can malfunction at any time, can create awkward and intrusive impression. This makes its use infrequently than taking notes. It often would be ineffective and least preferred that the interviewer tries to remember the interview responses and writes down afterward what was said in the interview. In my qualitative plan, the 13-17 interviews are planned to be conducted in which most of occasions will be person to person format and e-mail or telephone interviews might be alternative to supplement against the challenges and difficulties during the operation of research schedule. The kind of guidelines explored to make the interviews a best practice will be kept through the completion (Laureate Education Inc., 2010b; Laureate Education, Inc. 2010c). The examination of documents will be another important way of data collection since the issues of nomad professor could be unraveled more extensively by examining the school record and newspapers or campus communications. Keeping a journal during the research study will also provide a crucial part of evidence to be incorporated into the analysis of data and visualization or presentation (Emerson, Fretz, Shaw, 1995). For the key participants, it would be trusted to keep a journal or diary during the research study, in which they play the role likely same as collaborator in the field work. Some participants will be asked to contribute the personal letters for the use of data, which also can be precious to understand their true and life moment of experiences or feelings. Official memos of campus leader and dean of departments, minutes from the meeting of faculty board, records of teaching and research performance, and archival material for rewards and disciplines as well as the accomplishment of NPs within the administrative position over period would be a source of data that constitutes the data collection method in my study. Observation is another way to collect the data in my qualitative research and field notes are

taken throughout the observations with a focus on what is seen. The issue of observation method would challenge since it requires a prolonged amount of time in the setting and could possibly be obtrusive although it would be the secondary nature of data collection to complement with the interview result for the effect of impression and highlight of focused viewpoints (van Manen, 1990). One recommendation is that the researcher has to prepare so as not to be a stranger with a pad and pencil or camera. I would be more active to be a participant and will gather field notes by conducting an observation as participant rather than non-participant (Ginsberg, 2009).

It also is a good idea to schedule for a pilot visit a couple of days before the initial data collection since it could facilitate the process for the participants to become accustomed to having the researcher around. It is expected of several artificial and natural settings for observation to consummate at reports of what goes on when a visitor is present. The observation could render the researcher to cost time and energy, for example, obtaining a permission and schedule to arrange, and emergency to change his plan so that it is not desirable to take it longer so as to make the visitors considered no longer a novelty. Other possible data collection method has been summarized in the box form below, which is flexible about its implementation depending on the iterative process to find its needs. The reactivity to employ those various methods would be developed gradually according to the stage of my qualitative studies.

Data analysis and interpretation. In using the techniques of data analysis for my research plan, I have considered a scope of methods that are of types to deal with the specific context of research and sorts of qualitative approaches (Bernad, Ryan, 2009).. Interestingly, the difference of methods is just a matter of extent and would not be so rigid, but versatile that can be applied across the type of five qualitative approaches. To say, my research can be classed as a case study, but many helpful tips arise from the methods regardless of its prominent use within certain other approaches. For example, the photo data of an empty parking lot in the X University may be analyzed in narration with the semiotics that can be parceled into my themes. The discourse and narrative analysis as well as hermeneutics would be used to analyze the interview result collected from the nomad professors, deans of department, housewife of NPs, as well as settled peers (Ratcliff, 2015). Also noteworthy is it that data analysis can benefit much from the computerized software programs, for example, use of nodes in NVivo, coding of various sorts of data, or coding matrix as combined with the quantitative data. The text search query is fairly implicating to construct the theme (Kelle,1995). Given it being assigned for this weekend, I may brief on two methods of data analysis to illustrate my case of qualitative research. The typology is a method that is principled and often embedded within the attitude of qualitative researchers. It includes the elements often centered on the work frame of researcher, such as a classification system or categories and is taken from pattern and themes or other kinds of groups of data. The interview results and other data collected from the field work in my case can be winnowed into categories or classification (Ratcliff, 2015). The constant comparison is widely used and developed in late 1960's, and especially applicable to the grounded theory. The method requires a researcher to look at document, such as field notes, which is considered central and as a basin of generating a new theory (Sanjek, 1990). He also looks for indicators of categories in events and behavior, as well as compares codes to find consistencies and differences, in which NVivo has strength with automated process of analysis. The applications to my study had come in part with the following table.

Figure 6 **Exemplary Application of Principles to the Research Plan**

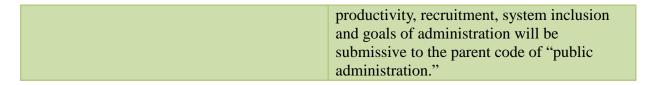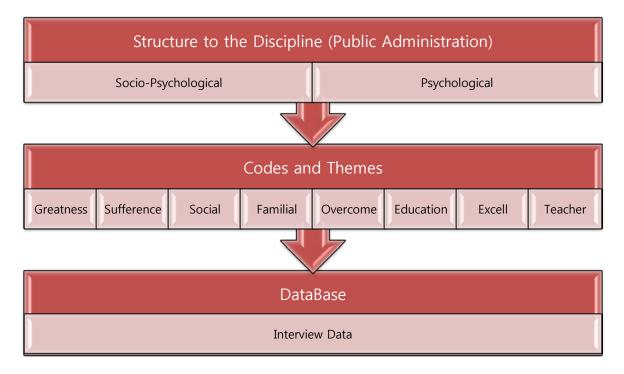| Principles	Some Aspect of Applications
Good Ideas to Focus the Study and Analyze the Data	This principles and considerations are foundational when we think of qualitative research in general. Since the research has to be original and creative, the raw data are a crucial component, but never convey any meaningful stories or contexts for themselves. It is important to create a focus which constitutes an essential feature of data analysis. The research questions and existing literature as well as data itself are a basin to pursue a focus or lens of analysis. I may have developed five points of study focus, which covers identity of NPs, professional, social, personal and public administration. It basically relied on the research questions, and alluded to the needs of discipline. In the process, I have used the Ryan and Bernad's social science queries, for example, that the general goals of discipline, such as efficiency or productivity and new thought on the focus of organizational members are included to make a theme.
What to be Coded	Behaviors to be coded in the research plan generally include the professional service and enduring social activities of nomad professors. Specific acts or events would be a surprisingly enormous amount that can be found in the interview transcriptions, school records and photos with descriptions and thoughts. Activities to be coded may cover the kinds of incident as the administrative staff or head of unit and department, which are of a longer duration and involve other people within a particular setting or strategies. Meanings may be found in the journal writings of researcher and key participants as well as articles or book chapters in PDF format. The state may be coded to disclose the nexus between the NPs and their general conditions to affect the aspect of my qualitative inquiry.
Hierarchical Coding	The hierarchical coding is indispensable to progress on or perfect the theme and story. That is my case, of course, that happiness, satisfaction, familial, and support would be friends as a sub-code capped under the parent code of "personal." The efficiency,

	productivity, recruitment, system inclusion and goals of administration will be submissive to the parent code of "public administration."

Figure 7 **Layers of Analysis**


```
Structure to the Discipline (Public Administration)
    Socio-Psychological          Psychological
                    ↓
Codes and Themes
  Greatness  Sufference  Social  Familial  Overcome  Education  Excell  Teacher
                    ↓
DataBase
              Interview Data
```

H. **Limitations**

Although the elements are suited with the qualitative method, we see that the limitations exist. Since it requires the extensive work within the particular contexts in considerable depth, the collection and especially the analysis of materials, compiled with various forms of data, can be time-consuming and therefore expensive (Creswell, 2009). As we see, the training and experience are more than critical factor in this case, but the training courses in Korea or experienced researchers or participants are hard to find. This aspect generally will impede the progress of my research that should be carefully responded within the plan. Another limitation can arise from the credibility or trustworthiness since the qualitative method is conducted on the basis of small number of participants. On this attribute, other academic researchers, practitioners and policy makers can less likely take the findings seriously. One illustration depicts a frustration of British researcher, who had been engaged with the study of racial discrimination in a local British job market for young adults (Griffin, 1994). It was a six-moth qualitative interview with groups of young Asians in Leicester, but the County Council, in response to the findings documented on the widespread experiences of racism, did not commit the study, but instead, funded primarily quantitative survey of young adult's educational attainments and employment histories on comparison. As we expect, there are reasons for this consequence. For example, the policy makers, even sympathetic counselors or council officers in this case, like to turn their focus on the characteristics of target group rather than the discrimination embedded on the structure or process that they

hardly can handle (1994). They also prefer to quote statistics or quantitative evidence that can be more facile shared with his or her constituents. The qualitative findings would be well-nigh and echoing, but may be imperfect without the kind of political catchphrase on the quantified evidence. It is thematic and divulges the contexts, stories, and social processes that the quantitative inquiry comes hard to deliver (Crotty, 1998). Nevertheless, they would be rather instant at the reelection possibility or would easily be enthralled into the simplistic sharing with the constituents. It may be in contrast with the routine preaching of high school teachers or intellectuals, "Read the books for time, or "You even do not read one book a year" or "The mouth is waned of mildew if we are not on pages even a day." In any case, the possibility of discount by the policy makers, in fact, is not negligible, but the kind of bad reality or challenge for the researchers on the qualitative method provided that their research work often is intended to change the community or prevailing perception (Noble, Smith, 2015). We also consider the limitations intrinsic with the objectivity and subjectivity discourse. It would be a myth that the qualitative researcher is always apolitical and objective, which is another basis to discount the qualitative research.

Of course, the debate itself can also be the kind of queries concerned of politics quality and preference of quantitative method in which the mixed researchers could be interested. While we often say, "men are a political animal" citing the Aristotle's, it will be exciting to empirically test it within the methodological concern. So I may hypothesize to show between the two methods: (i) the dynamic society that is situated with the future and prospect, in terms of world politics and hegemony, may buy the qualitative piece more readily as I illustrated earlier involved with US government (ii) The static or countries of decline, in terms of world politics and hegemony, may be seen in this concern that the political or objective view may be preferred since their politics or society reached the kind of limitation as is[22]; (iii) the preference of qualitative studies in the research of US government is due to the diversity of society than the status of world politics. Then we may research the number of articles on each method and as complemented with the kind of qualitative interview deriving some implications involved with the preference of policy makers and the context of difference among the group of countries.

Although we do not have empirical research, such as described by me, the subjectivity and objectivity view may sensibly approach within this assumption, to say, related with the political and human-oriented attribute. Of course, there are many possible illustrations or deep explications on this point, but the important thing is that the challenges are the kind of very probable reality for the qualitative researchers. Hence this aspect of shortcomings could only be improved with the elaboration of researchers to improve the quality, credibility and trustworthiness. The rigor and best possible way standard has always

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[22] In this assumption, we may suppose of the past hegemonies of world politics in contrast with the US (despite bi- or multi-polarity version of international politics), such as Britain, France, Germany or Japan. Japan might not be the case given *Abe*, the current prime minister intends to rise, and the international criticism surges proselytizing him to transform (they may not prefer to be static or viewed as country of decline). On another dimension, we may draw on other hypothesis that the US is the society of diversity in races or ethnicities that lead to three hypotheses. We can yield the number of two-method articles among the interested countries about the preference of method and factors to affect the outcome. In other analogy, we may think of *stare decisis* rule espoused by the judiciary of nations and leadership role of presidency. Let us assume if the president comes in hegemony, if separation of powers principle, than judiciary because of appointment power and general tendency of followership for the parties of appointing president. Which branch or responsible officers of outsourcing the research project would prefer the qualitative studies? Of course, the judiciary is not a research-based organ in general -- they explore the cases and conduct case analysis on the rule, hence vastly qualitative in nature of their main business -- but they also may like to prefer the quantitative findings when they occasionally board on the administrative issues of court reform or others like the city counselors in Britain.

to be minded of qualitative inquires. Hence the turn should be on the issue of improving the qualitative product.

Lincoln and Guba suggested four criteria to evaluate the qualitative research in replacement of traditional terms of reliability and validity, which represents the elements of post-positivism and includes the credibility or trustworthiness, transferability, dependability and confirmability. For example, *Credibility* inquires if the results are believable, and can only be verified by the researchers and participants on their own unlike other criteria (Zamboni, 2015). In order to ensure the credibility of the research project, the techniques I can apply to gauge the accuracy of findings will include the data triangulation and through the multiple analysts and member checks. Even as researchers collect qualitative data, the dependability is not always guaranteed since the environmental circumstance is constantly changing (Noble & Smith, 2015). The use of external audits is my crucial strategy that I plan to obtain assistance from the outside experts, who review my data and challenge any of the assumptions. In this way, the research findings can be more rigorous to be consistent and replicable, which I believe to be measured by the standard that was conducted, analyzed and presented with the project. Overall, the rigor is often an important standard to evaluate the quality and credibility or trustworthiness, and the "best possible way" standard will be an effective overall yardstick to measure holistically the qualitative research (Campbell & Machado, 2013). Threats to quality are a major concern that I have deliberated to be addressed adequately with the strategies. I may illustrate some of them as below.

Figure 7 **Challenges and Strategies**

Challenges	Strategies
Constant comparison	Constant comparison is the way to ensure the quality and credibility of qualitative research. It is part of process to establish his main theme or stories, but also can lead to the alternatives or other context of story with disconfirming evidence and perspectives. This process then eventually perfects the theme and can increase the credibility and trustworthiness of research. In my plan, the nomad and normal professorship is a point of constant comparison, for example. I could establish a comparison case, seek out similarities and differences across accounts to ensure that different perspectives are represented.
Challenge of Description	The interview may be arranged in Korean language so that the translation is considered yielding the maximum of best effect against the biases and ambiguities. It also is important to include rich and thick verbatim descriptions of participants' accounts to support findings.[7]The clarity is elementary to increase the quality and credibility of research. It has to be constantly practiced through the research project, for example,

journal writings or memos, and descriptions of event and occurrences including the write up stage. The researcher demonstrates clarity in terms of thought processes during data analysis and subsequent interpretations.

I. Ethical Concerns

The ethical discourse has a root over history, for example, absolutists such as Kant and Rawls, utilitarian views as Mills, and virtue ethics derived from Aristotle. The absolutists proposed that ethical values exist in themselves and rules can be derived that apply to all. The utilitarian view stands on a more relativist stance and focuses on the importance of actor's consequences for the general good. The virtue ethics stresses the character of individual that we may see the internalized moral values of researcher as more critical in terms of ethics (Fox-Keller, 1985). Cronin also suggests the value-based model, in which relationships with the society as well as the care and responsibility of researcher are viewed as primary and most in emphasis. These thoughts will be applied to determine the course of research action and performance within the NPs project, and especially the Cronin's viewpoints would be very useful to maintain the ethical good for my research plan. First, my ethical concern has been given to the responsibilities to society so that I was brought to consider if my research aims both benefit and minimize the social harm. It is historically regrettable, as we see, that some research project was even powerful, but generated a negative consequence to harm the humanity and society at large. I had a good assessment about the crucial checkpoints before my research project will begin to operate; (i) balance of professional integrity with respect for national and international law (ii) respect of gender differences (iii) respect for all groups in society, regardless of race, ethnicity, religion and culture (iv) respect for under-represented social groups and care against marginalization or exclusion (v) concerns and care of relevant stakeholders and user groups. Beyond the responsibilities to the society, the researcher has to respect and maintain the professional expertise and standards. Those are the basic expectations to keep the quality and integrity of research professions, which covers, for example, the appropriate selection of research method with informed professional expertise, qualified team with expertise and support, avoidance of unwarranted material gain or loss, and falsification, fabrication, suppression or misrepresentation of data for factual accuracy (Denzin, Lincoln, 2012). Furthermore, the participants are crucial players in the qualitative research that had to be duly protected against the potential disadvantages of any individual or category of person. It also falls within my care list that the reporting and dissemination are carried out in a responsible manner. In order to ensure the points of ethical concern, I would plan, for example, that methodology and findings are open for discussion and peer review, and the regular meetings of key stakeholders and outside experts will be arranged through the stage of data collection and analysis. I consider it foremost that the participant should be voluntary and decisions are made from an informed position (Corti, Day, Backhouse, 2000). The confidentiality and anonymity of data also are viewed important and secured as appropriate on the treatment. In order to ensure the voluntary participation, the legal restriction will be surveyed. It is important to note that encouragement and persuasion can be received as pressure. The role of gatekeepers and management of proxy participants will be previewed in the context of my research plan ensuring the moral magic of consent. The consent form to suit my research on the nomad professors was attached as Exhibit. Overall, the researcher has to be aware of the ethical issues laden with the qualitative studies uniquely. Ethical considerations of qualitative research are empirical and theoretical and permeate the

qualitative research process. Because of its depth and focused process, they touch on the complexities of researching private lives and placing accounts in the public arena, which requires of more endeavor and care beyond the abstract rules and principles. It also is noteworthy that inherent tensions are distinct in this method because of fluidity and inductive uncertainty as well as the increased command of good research ethics.

J. Significance of the Study

In terms of quality writing on the significance of the study, the researchers generally do good in practice by illuminating the importance of his work and the implications of research findings. Therefore, it constitutes the part of whole research piece, in which the researcher deals with his contribution to fill the knowledge gap, development of better theoretical models or better world views and often suggestion or guide for the future research. The impact of research also comes as a crucial component, which concerns of the academic or scientific community and the general public. In dealing with this part, the researchers often present the unique perspective drawn from his research work as coupled with the practical benefits of his findings, such as policy suggestion to inform decision makers or improvement of some aspect of people's lives or process to help environment. From the result of my study, I am able to make the several recommendations for the administrators and stakeholders (Denzin, Lincoln, 2012). Recognizing that the universities face a variety of issues, including multiple expectations in the areas of academic accomplishment, socialization, accountability, and personal satisfaction, the administrators additionally face the challenge of leading their campus through a variety of improvement initiatives that address all of the variables that impact to fill the gap between the NPs and regularly situated faculty (Lombardi, 2013). Inconsistency among staff members' knowledge and ability to deal with behavior challenges, coupled with the wide variety of needs and communications in the area of social, emotional, and behavioral pattern renders school administrators unprepared to meet the increasing challenges facing the competent and congruous faculty. Administrators commonly report that the use of non-interventions is effective, but that they can lose the opportunity of feasible improvement with the efficient methods and resources or support. The findings of this study point to five recommendations for addressing and improving the types of behavioral support that is critical for success of X University, and other similar or even large organizations of professionals, such as the government of Korea (Gergen, 1994). The administrators are recommended to hold the five alternatives through their planning: (1) collect and use data, (2) teach or share expectations explicitly, (3) develop consistent acknowledgment and consequence systems, (4) increase staff capacity, and (5) develop and make available a continuum of social and emotional services or sharing for the nomad professors or officers. I may advert on two of those. As we see over the behavioral studies, collecting consistent data and having a concurrent systemic procedure to analyze that data are paramount for increasing the effectiveness of any behavior support program. Almost of all of participants in this study who were interviewed stated that there is no formal system in this responsibility, but informally dealt within the friendly peers and concerned administrators. Through the quantitative data or qualitative data from the regular counseling at the expert contact center, it seems operative that the consistent, formalized processes of data collection could be compiled. It can enable administrators to understand better the complexities of data, and the types of concerns for which data can and cannot account. It can be referred to the department leadership in principal charge of NPs, and could be more refined in dealings through the development of a department-level matrix or profile. From this system of data sharing and review, the leadership teams, guidance department teams, and administrators could fully

organize and understand the context of NPs on the various organizational goals. Further, it is viewed as important that the departments develop consistent acknowledgment and consequence Systems. The culture and socialization would more effectively be built-in by implementing a system that guarantees consistent acknowledgement of positive organizational behavior, as well as consistent consequences (Merton, Storer, 1979). That would make the department and campus predicable and focused on the success of stakeholders, as opposed to being merely disciplinary or discriminatory in nature.

[Exhibit]

CONSENT FORM

You are invited to take part in a research study of nomad professors in the X University. The researcher is inviting the nomad and settled professors, campus administrators including a dean of college and housewives of nomad professors to be in the study. This form is part of process called "informed consent" to allow you to understand this study before deciding whether to take part. This study is being conducted by a researcher named Kiyoung Kim, who is a doctoral student at Walden University. If recruiting participants within the researcher's own workplace, an additional statement is required: you may already know the researcher as a faculty member of X University, but this study is separate from that role.

Printed Name of Participant _____
Date of Consent _____
Participant's Signature _____
Researcher's Singnature _____

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Further Readings (Respectively for the Five Approaches)

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THE REPOSITORY OF SOCRATIC CONVERSATION

[Week 1]

Mark Chakwin

Hello Kiyong,

Thank you for your post. It was a lengthy clarion call for the place of qualitative research in scientific methods. ;-) While I must confess to finding some points a bit dense, your post was actually refreshing to read!   Even though you cited Patton for a large part of your foundation, your style and content really echoed themes suggested in our reading by Creswell (2012). The world of qualitative research that you describe seems less sterile and less mechanical that the quantitative domain. Perhaps that is because of the injection of the researcher into the problem and the subjective nature of many facets of the qualitative paradigm. . . That's a point to amplify perhaps at some later point. Your paragraph titled "An Excuse for Qualitative Studies" first made me reflect on comments qualitative researchers have made about acceptance of their field. For example, Janesick (2011) notes how over time she first found reluctance, but then more understanding and (relatively) greater acceptance in the scholarly community for the tenants and promotion of the qualitative approach and courses. However, it was your linkage to literature and cinema that I thought were most apropos and fascinating. Of course, I immediately thought of Kurosawa's *Rashomon*, the classic film that *did* stretch cinematic themes into a subsequent reality –with psychologists and sociologists studying the *Rashomon Effect* as a routine part of their programs. So, too, exceptional literature has developing concepts like stream of consciousness as offered by Joyce in *Ulysses* (and again in the more dense *Finnegan's Wake*!). These also have been morphed into valid scholarly research themes by authors like Thurston (2010).
So, thank you again for your post –and I look forward to studying with you and I know that your posts and discussions will stretch our thinking and certainly will aid and enhance my learning for our program!
Thank you again!

Mark

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Hi. Dr. Lee,

Thank you for reading my post. Now in Korea, May, 2015, the MERS-CoV, a fatal disease from contagion, has been a news headline over the week that the Korean public have a worry for the possible detrimental impact and loss of lives. The rate of mortality is reported around 30 percent, which seems variable from any accompanied condition and circumstance. The patient age and health condition would affect how much it is fatal and harmful. Perhaps the competence and capabilities of medical service of nation would also factor the anti-spread effort and death rate of citizen. Even one medical professional in the TV forum told that the healthy and young persons will have a same experience with a cold although he is assumed of that disease. The context brings a good point of contrast between the quantitative and qualitative studies. 30 percent death rate from the disease may come within the quantitative findings over the vast of world region as collected from samples and empirical findings. The particularities of Korea and personal trait of possible victims within the zone of danger would be another strand that only could be explained with an in-depth concern than general statistics. Then we could utter it a qualitative nature of problem. The whole picture of research problem and social interest of risks on this case could be most comprehensible with the mixed type of understanding. Without the 30 percent knowledge or belief on its fatality, we could not apprehend the seriousness of problem. Without a consideration of the particularities and direct human subject, a possible victim of this case, we could not explain the tending outcome of low death rate in Korea. It seems to me that a direct human subject is any most discriminatory factor in understanding the essence of this disease. This does not say that the qualitative inquiry is superior to its counterpart, but implies that the human element is less generalizable. The medical research seems an effective discipline that was cross-sectioned both by natural and social science. Then we may ask if the healthy subjects could be generalized, but the answer would be, "depending on the extent of commonality." "Aboriginal," as I said, could be salient to divide the research coverage between two methods. Many issues of social science, thankfully, could have a tendency to be made common because the law and economic conditions would converge across the world, which supports the ground of quantitative studies. I am not determined to choose my method for the study, but the likelihood is that the mixed method is probable since the method is powerful to uncover the whole of research problem and solution. Respectfully.

Your posting is very detailed and informative !Your closing paragraph is very insightful and sheds light on the fact that although there are clear differences between qualitative and quantitative approaches, some researchers choice between using qualitative or quantitative approaches actually has less to do with methodologies than it does with positioning oneself within a particular discipline or research tradition. Which research approach do you intend to employ for your study and why?

Hi. Ashely,

I have enjoyed your reading. The viewpoint that the qualitative reasoning use an inductive method to prove the thesis seems to generate a practical and realistic solution for unknown world. In the common law, the electronic sew had stricken the mind of judges which ultimately led to the product liability theory in law. The traditional tort liability was reframed to balance the bargaining power between the producers and consumers and intended on plausible justice for the two groups. The consumers were treated more favorably on various grounds, for example, the disparity of information and evidence once they enter a dispute in the context of modern mass production and mass consumption. The consumers would be a vulnerable group that the burden of proof may shift as a plaintiff in hard cases. The electronic

sew merely would be one device of potential danger and threat on the body of users, which idea would later encompassed a principled scope of dangerous products or ultrahazardous activities as a matter of tort theory. Many objects and activities have fallen within the legal scope of product liability on the work of subsequent courts, which is inductive in method. The way of approach would generally be a common law method, while the principle would be tested in specific case in the civil law tradition. The two legal traditions, in analogy, seem to bear a same attribute with two methods when they engage writing a court reasoning. While the inductive reasoning contributes to theory building, the deductive reasoning would test the theory, analogically announced in the statutory provisions. We consider both ways to effectively complement within the cycle—qualitative studies, theory, empirical test, theory and so. What do you think if several hypotheses would be posited to prove the thesis by quantitative researchers? Is it a better way than beginning without hypotheses? Respectfully.

Author: Ashley Reed **Date:** Thursday, June 4, 2015 9:13:15 PM EDT **Subject:** Main Discussion Post - Week 1
***Sorry for the tardiness of this post. I was just granted full acess to the class.

Comparison of Qualitative and Quantitative Research Approaches

Similarity

The Qualitative and Quantitative Research Methods share theoretical differences but are similar in many ways. Qualitative and Quantitative Research Approaches are very popular research methods. Moreover, they are the primary contributory research vehicles among various disciplines in gathering information on particular studies. Although both methods can stand on their own, it has been proven that the two methods are also successful when there are combined (Mixed-Method Research Approach). Both methods base their studies on generating data to prove a theory or explain phenomena. Both have strategies of inquiry that is important in terms of what research method would be most appropriate in answering a particular research question. "So what you get from the continuum of inquiry would help you develop a research question. When you look at that research question, you think about what approaches do I need to answer this appropriately and validly (Laureate Education, 2010e)."

Difference

In the quantitative method, observations are interpreted numerically. It collects data on predetermined instruments (Creswell, 2009). Meanwhile, the qualitative method looks at the observational significance, eliminates subjectivity, and conducts careful social interpretation among human subjects. Also, the theories differ in their methods of reasoning in which there is generalization about the connection in a Quantitative Research Method Approach. Unlike the quantitative deductive logic, the qualitative method utilizes an inductive reasoning. Thus, it focuses on factors moving from specific to general. Although both rely on questions to address their studies under investigation, those questions are structured differently. The Qualitative Method utilizes questions that are open-ended and semi-structured. Meanwhile, Quantitative uses close-ended structured questions. Even their sampling methods differ. The ultimate comparison would be justified solely by noting their differences is based on how data is composed and interpreted (numerical or non-numerical).

Overall, it is evident that these research methods are theoretically different but share many similarities.

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Hi. Philip,

Thank you for the informative post. The qualitative research likely costs much time and expense in gathering the data and analyzing them. In contrast, the quantitative method seemingly requires as short a month of survey conduct and analysis of data. The discussion will follow to draw any meaningful findings to prove or disprove the theory. Nevertheless, the employment of quantitative studies depends on the disciplines and departments if it fits within their tradition of study and professional communication. What method do you think more appropriate if you like to know the attitude of congressmen on the East Asian diplomacy? Respectfully.

Author: Philip Elekwachi **Date:** Wednesday, June 3, 2015 6:35:02 PM EDT **Subject:** RE: Discussion - Week 1

The difference in the use of research design of qualitative and quantitative design approaches depends could be based on the research claims of knowledge, strategy of inquiry and the methods applied in the process of research. Creswell, (2009) posits that the comparison between qualitative and quantitative research analysis employs different philosophical assumptions, strategies of inquiry and methods of data collection, including method of analysis and interpretation (p. 173). Both Research methods depends on and require the research question that require reasoning on the kinds of case study, self-assessment (qualitative approach) or either consisting of more experimentation-self-efficacy (quantitative approach) in any research study or project (Laureate education, 2010e).
Researchers in the qualitative approach refers to the meanings, concepts, characteristics , symbols metaphors and description   of things (Berg, 2007) Qualitative research is often conducted in the field, allowing direct interaction with the people being studied in the study context. Researchers collect data in qualitative research collect data through examining documents, observing behavior or involving in the interviewing of participants.
Data from both research methods are viewed differently. While quantitative data emerges from statistical, experimental and quasi-experimental analysis, qualitative data is mostly influenced by a researcher's theoretical orientation. Most qualitative data- collection techniques include interviews, focus groups, ethnography case studies and historiography. Taking account of the reliability and validity of outcome in quantitative research projects appears different from qualitative projects. Qualitative validity is based on the determining if findings are accurate from the standpoint of the researcher, the participant and the readers (Creswell, 2009, p.190). Quantitative outcome reliability and validity depends on degree and

statistical components of evidence supports the data in the analysis which is believed to correspond to series of experiments.

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Author: Mark Chakwin **Date:** Friday, June 5, 2015 10:15:56 PM EDT **Subject:** RE: Discussion - Week 1

Hello Kiyong,

Thank you for your post. It was a lengthy clarion call for the place of qualitative research in scientific methods. ;-) While I must confess to finding some points a bit dense, your post was actually refreshing to read!   Even though you cited Patton for a large part of your foundation, your style and content really echoed themes suggested in our reading by Creswell (2012). The world of qualitative research that you describe seems less sterile and less mechanical that the quantitative domain. Perhaps that is because of the injection of the researcher into the problem and the subjective nature of many facets of the qualitative paradigm. . . That's a point to amplify perhaps at some later point.Your paragraph titled "An Excuse for Qualitative Studies" first made me reflect on comments qualitative researchers have made about acceptance of their field. For example, Janesick (2011) notes how over time she first found reluctance, but then more understanding and (relatively) greater acceptance in the scholarly community for the tenants and promotion of the qualitative approach and courses.
However, it was your linkage to literature and cinema that I thought were most apropos and fascinating. Of course, I immediately thought of Kurosawa's *Rashomon*, the classic film that *did* stretch cinematic themes into a subsequent reality –with psychologists and sociologists studying the *Rashomon Effect* as a routine part of their programs. So, too, exceptional literature has developing concepts like stream of consciousness as offered by Joyce in *Ulysses* (and again in the more dense *Finnegan's Wake*!). These also have been morphed into valid scholarly research themes by authors like Thurston (2010).
So, thank you again for your post –and I look forward to studying with you and I know that your posts and discussions will stretch our thinking and certainly will aid and enhance my learning for our program!
Thank you again!
Mark

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Thurston, L. (2010). *James Joyce and the Problem of Psychoanalysis.* Cambridge University Press.

[Week 2]

Hi. Rudolphe,

Thank you for reading my post. Your point is precise that the short and clear purpose statement would help to orient the audience facile and penetrating. The formula developed by Creswell also could have a greater use for the researcher to ask himself what the research is honed of. That seems an indispensable process in the initial stage whether or not the formula sentences would be expressed or implied. In any way, I am afraid if my beginning section is lengthier that needs to be trimmed? Respectfully.

Author: Rodolphe Missinhoun **Date:** Wednesday, June 10, 2015 4:12:52 PM EDT **Subject:** RE: Discussion - Week 2

Hello Kiyoung,

Thanks for your detailed post. Do you consider that the purpose statement should integrate all these elements or some might be included in the research probleme statement as suggested by Creswell (2013). It seems that this is somehow confusing when one compares Creswell (2009) with Creswell (2013) with regard to the elements of the purpose statement. The one you provided seems for me to be in line what we were thought in RSCH 8100. But Creswell (2013) simplified the purpose statement to two sentences.

Rodolphe

Hi. Jennifer Williams,

Thank you for the helpful post. The research seems very useful for the policy makers in this area of concern. A less productivity or resilience within the collaborations of two entities seems highly probable to be connected with the trait or culture of actors involved. An extent of support or aids and systemic scheme of collaborations will not be guaranteed of success as we may illustrate in the grants or aids of OECD for African nations. The corruption of leadership and lawless dictatorship culture may be most prone as a culprit. H. W. Kim was detailed in today's newspaper article in Korea, who was one of Korean Hoover and militaristic potent around 1960's. His betrayal against the J.H. Park's rule is notorious and was profiled in the memoir of J.P. Kim. All three are core leaders of 1961 coup, who actually reigned Korea in 1960 and 1970's. The first Kim had exiled and took a witness stand of the Fraser committee in early of 1970's. He testified that he fled to US with small money, but the convincing evidence gathered by one US source suggested a tremendous amount of foreign bank account, perhaps unlawfully exploited after his rise as a coup leader. This illustration seems to have a pertinence that the cultural aspect of leadership involved with the foreign aids and corruption are often relevant with the underdeveloped economies. Other implication may be that this kind of inquiry would be more properly excavated with the kind of in-depth interviews or field note and journal writing or diary of authors or participants as in the case of second Kim. The third implication is a caution for the researchers that participants may not be honest as we see the false testimony of first Kim, even in the public session of US Congress. In any case, this kind of research dealings on the inside of deep political circles could be seen very typical of the qualitative research. How do you see your research finding possibly

expands into other state? Do you see the various US states normally not so dissimilar in terms of cultural sharing between the NPOs and governments? Respectfully.

Author: Jennifer Williams **Date:** Wednesday, June 10, 2015 2:05:07 PM EDT **Subject:** RE: Discussion - Week 2

Main Post

Purpose and Problem

With an ever increasing demand for services and an ever decreasing budget, government agencies are challenged to find new and innovative ways to improve the effective delivery of services despite financial limitations.   Collaborating with non-profit organizations (NPOs) has proven to be an effective way to overcome this challenge; however, such collaboration brings a new set of challenges to consider.   Studies show that factors such as constraints posed by financial dependence; comprehensive and often overwhelming reporting requirements; loss of organizational autonomy; and differences in administrative cultures, are typical challenges to collaborations between government agencies and NPOs (Boris, 2010; Gazley, 2010; MacIndoe, 2013).   The purpose of this proposed study is to explore the problem of how to integrate the differences in the organizational cultures of government agencies and NPOs in order to sustain effective collaborations.

Central Research Question

R1:   What is the culture sharing pattern between a local social service NPO and a state government agency?
Sub-question 1:   What are the NPOs perceptions of the DHS?
Sub-question 2:   What are the DHS perceptions of the NPO?
Sub-question 3:   What examples can be shared to support those perceptions?
Sub-question 4:   How does each entity value the culture of the other?
Sub-question 5:   What examples can be shared of culture valuing?
Sub-question 6:   How can each agency build upon culture sharing?

Rationale

        The study will primarily focus on the attitudes and experience of the leaders of NPOs in southwest Georgia and whether or not those characteristics influence the effectiveness of their collaborations with the Department of Human Services (DHS) located in metropolitan Atlanta, Georgia.   As such, the questions have been developed to identify perceptions, attitudes and cultural values of leadership in NPOs and DHS.   It is anticipated that the results of this study will serve as the foundation for implementation of best practice strategies that lead to better collaboration between the two entities. Creswell (2009) described qualitative research as that which is applied to understand the reasons for the problem or issue.   Qualitative research is conducted in the natural setting and requires that the researcher become the actual research instrument by relying upon personal observation and interviewing skills.   Unlike quantitative research, qualitative research is inductive and emergent.   Qualitative research begins with a central question and moves towards a general conclusion based on observed patterns (Creswell, 2009). The qualitative research design is most appropriate for this study as we are seeking to understand the phenomenon of cultural

sharing between a small, rural, non-profit organization and a large, metropolitan government agency.

Use of the ethnography research design will allow the researcher to study both the NPO and the DHS in a natural setting where the researcher can rely on personal observation, interviews, and focus groups to gather information (Creswell, 2009). This research design is most effective when employed over a length of time so as to allow for the establishment of a positive rapport between the researcher and participants. Such a relationship is beneficial as it allows the researcher access to authentic feedback from participants. Furthermore, this type of design most often results in conclusions that are rich, comprehensive, and written in the voice of the participants.

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MacIndoe, H., (2013). Reinforcing the safety net: Explaining the propensity for and intensity of non-profit-local government collaboration. *State and Local Government Review* doi: 10.1177/0160323X13515004

Hi. Annette,

I have enjoyed reading your post. The research problem seems very urgent and demanded to prevent repeat crimes and to improve constructive familial relationship. As the plan employs the elements of race, class and gender, the qualitative research seems adequate than other methods. As said earlier, the scaled purview of investigation would be meaningless or less penetrates the essence of internal and external factors. In your mention, the purpose has been triggered at the intact cultural group suggesting that an extent of harsh or systemic response needs to be placed to strengthen or improve the strategy of interventions and support system. In a nuance, they might be more properly said discrete or even desperate rather than intact. This is because the researcher himself would be placed central about his predisposition and possible bias. How do you find your process of research operation to be evolutionary and iterative if you might gradually form your knowledge as to see them inherently dangerous or inextricable? This is because the qualitative researchers in this case may harbinger around the use of terms involved with discrete, intact, desperate, disprivileged, dangerous, inextricable or improvable and so on. Given the research topic deals with the classification of group, how would you expect if your research activities will be tougher in actual process of interviewing or intimate exchange over time span? That is because if the unkindness, tediousness or even fierceness may be experienced. Thank you for sharing.

Research Problem, Purpose and Questions for a Qualitative Research Plan

Research Problem

The impact of incarceration of family members and children of ex-offenders who tend to recidivate has far reaching consequences on not only family members and their children, but on the ex-offender as well. There is no doubt that strong family ties, commitment, and stability are integral parts of an ex-offender's rehabilitation process once released from jail, but without the proper support systems, the ex-offender is bound to recidivate and return to prison. However, there is serious concern about whether ex-offenders can develop and maintain stable lives once exiting prison and form meaningful relationships with family members. Little research has been conducted in this area; however, this research plan will serve to offer some interventions that will improve and strengthen relationships between ex-offenders and family members that could aid in lowering the rate of recidivism and produce more productive citizens in the community.

"Unintended consequences that have led to ex-offenders recidivating so far include: the social disorganization of communities (Clear *et al.*, 2001); reduced job opportunities for ex-prisoners (Holzer *et al* 2004); diversion of funds away from schools and universities (Hagan and Dinovitzer 1999); and psychological and financial burdens on families" (Murray, 2005, p. 442). However, before effective interventions can be designed, we must first understand what factors are causing ex-offenders to re-commit crime forcing them to return to prison once released. Until we know and understand these issues, the impact of incarceration on family members and ex-offenders will continue to devastate families and destroy the moral fiber of our country. Having this knowledge will allow researchers and practitioners to offer interventions that will provide the necessary support needed to slowly began to eradicate society of this danger.

Purpose Statement

The purpose of this research is determine what internal and external factors contribute to the recidivism of ex-offenders and to determine which methods of interventions would be most effective in minimizing those factors in an effort to lower the rate of recidivism.

Research Questions

Central Question:

What are the internal and external factors that contribute to recidivism?

Subquestions:

1.   What interventions do you believe are most effective in minimizing the impact of internal and external factors?
2.   How were your family members, especially your children, impacted by your incarceration?

3.   What was the impact of incarceration and separation from family members and children on you personally as an ex-offender?

4.   Did the prison system teach you job skills or offer opportunities for you to gain knowledge of jobs while incarcerated?

5.   Did you have access to educational training/opportunities inside and outside of prison?

6.   Would you be able to maintain a healthy living environment if you had access to job opportunities?

Defenses

According to Creswell (2013), the rationale for beginning a study (the research problem) is an important part of a study and should be clear and understandable, thus making it simple for the target audience/reader to follow the study. Begin with an opening phrase that grabs the reader's attention, followed by why the researcher feels a need for the study, a summary of current literature on the topic, deficiencies in the literature, and what the audiences and stakeholders stand to gain from the research. Deficiencies in this research topic involve inadequate research.

Creswell (2013), states "the purpose statement provides the major objective or intent, or 'road map,' to the study" (p. 134). In other words, the purpose statement provides the rationale for why a study is needed. The theoretical framework that will be utilized for this research is "ethnography which is a "method of inquiry in which the researcher studies an intact cultural group (ex-offenders and recidivists) in a natural setting (environmental settings and prison) over a prolonged period of time (two years) while collecting data through interviews, questionnaires and observation" in an effort to understand why ex-offenders recidivate and to learn this information from the ex-offenders' perspective (Creswell, 2009, p. 13). The theoretical lens that will be used in this research study is a critical theory perspective which is "concerned with empowering human beings to transcend the constraints (external and internal factors) placed on them by race, class (ex-offenders), and gender" (Creswell, 2009, p. 62).

Further, Creswell (2013), states "research questions are open-ended, evolving and nondirectional" (p. 138). The central question listed above is encoded to accomplish a narrative/descriptive point of view (ethnographic) in which the study will discuss the ex-offenders' stories and experiences gathered during interviews. Also, the subquestions will be utilized on questionnaires as a second method of data collection.

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Mark Murray
RE: Discussion - Week 3

RSCH-8300P Discussion Post Week 3: Application of Qualitative Research Approaches
Mark Murray

Walden University

Qualitative Research Approach:

My qualitative research subject area deals with national sovereignty. For almost 20 years now, globalization has been blamed for reducing the concept of sovereignty due to the growing interdependence between nations (Agnew 2012). However, I believe that poor policy making—not globalization—is responsible for the decline in sovereignty among nations. For example, Ukrainian defense policy reduced spending and generated revenues by reducing Ukraine's military and leasing military facilities in Crimea to Russia (BBC 2014). Decades later when Russia did not like a western-shift in the Ukraine government policies, they used their influence in Crimea and their military power to annex the entire peninsula. Ukraine yielded influence to Russia and the result of this policy was a loss of sovereignty (BBC 2014). In a similar way all nations yield influence everyday—whether it be treaties, trade agreements or transferring government functions to NGOs. When the number of groups holding influence over a nation rises, the ability of that nation to defend its sovereignty is reduced (Murray 2014).

To explore this subject I will use a constructivist grounded theory research study to develop my theory of limited sovereignty which asserts that as the number of influence groups able to affect sovereignty increases, the sovereignty of that nation is reduced or limited (Creswell 2013). This study will attempt to identify principle negative influence groups and determine their role in limiting a state's right of self-determination (Ip 2010). Discovering negative influence groups and determining their ability to affect national self-determination can help create a predictive model for nations to assess the vulnerability of their national sovereignty (Murray 2014).

Research Questions:

- What definition of national sovereignty will be used and how is sovereignty limited by influence groups?
- What are the characteristics of a negative influence group?
- What typology will be used to identify negative influence groups and their ability to impact sovereignty?
- What is the definition of a nation's right to self-determination?
- What are the implications for limiting a nation's ability to exercise national self-determination?

Defense of Approach Choice:

The use of a constructivist grounded theory approach is most appropriate as a theory is currently not available to explain how poor national policy, rather than globalization, is responsible for the loss of national sovereignty (Nachmias & Nachmias 2008).   In this example, my theory of limited sovereignty is needed to "Explain how people are experiencing a phenomenon" (Creswell 2013, pp. 88). This approach also stablishes the steps in the process, how that process unfolded and what influences caused the phenomenon (Creswell 2009).   A second approach that could also be used would be a case study where I used one or several different cases to develop my theory of limited sovereignty (Creswell 2013).

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[Week 3]

Hi. Mark

      I have enjoyed reading your post. Your assumption seems insightful if the globalization is mere a trend and that the poor national policy is intent-grounded as of actors. That likely comes with our focus between the quantitative and qualitative methods. If the globalization thesis concerns of general description of whole populace, your national policy thesis is the kind of story and context as Patten illustrates. The limited sovereignty would be useful to understand the interest of many disciplines, for example, international law in terms of new perspective through the modern history. The sovereignty concept has long been a pillar of concept to lay the foundations of that law, which gradually turns to be reshaped with a more emphasis on the limited sovereignty, for example, Roussea or Schwarzenberger. Notoriously, the scholars began recognizing the obligations *erga omnes* in the teaching of Bluntschli. Your studies can influence much in the context of interdisciplinary studies. Practically, however, the people may possibly be reluctant to express honestly the status of their national sovereignty. For example, I may like to believe if Korean government is a whole of sovereign state. If you employ a quantitative method, this bias would less likely be removed. How do you plan to achieve a more reliable response? Respectfully.

      Kiyoung;

Great question and a very well written response. Fortunately my research can be conducted independent of the input of policy makers. I recognize that bias will be prevalent in the inputs by policy makers and other government officials. However, the creation of policy and the presence of some negaitve influence groups is available from a variety of sources.
-Marl

Philip E.

Research Questions: Main Research question

What strategies can reduce street homelessness and temporary homelessness in New York City?

Sub-questions:

      What improvising methods and use of resources can lead to a strategic change in the process of provision of services to the NYC homeless population? And how can this affect the lives of the mentally ill and chemical addicted homeless individuals in NYC?
New York City has marked as the greatest city in the US with the largest number of homelessness in its streets and the shelters within its 5 boroughs. The Department of the Homeless Services operates with the mission of "preventing homelessness when possible and to provide short-term, emergency shelter for individuals and families" (DHS, 2015, para. 1). The homeless single adult mentally ill and chemical addicted in NYC homeless shelters and streets are faced with inappropriate and poor quality of services that goes contrary to the mission statement of the Department. Homeless single adults are faced with insufficient housing in the NYC communities and less supportive housing, poor treatment services and few supportive services that can enable them sustain in this economic hardship. Back to work assistance that would re-invigorate and re-establish hope in the minds of these single adults

has vanished without strategic solution. New York City and State governments has little progressive policies that institute hope for brighter future for the stigmatized homeless people. The researcher has developed research questions that can best address the problems and study the problem through involving homeless individuals as participants of the research through a grounded theory design of qualitative approach.

The qualitative research design suitable for this study will be the grounded theory research that will require the researcher to explore common experiences of participating individuals to develop a theory towards the research study. "Grounded research theory design is systemic, with qualitative procedures that researchers employ to generate an overall explanation through the views of the participants in the research approach" (Creswell, 2012, p. 21). Grounded theory design studies a number of individuals who have experienced the action, interaction or process of the theory of homelessness and will enable researcher gather data and be able to interpreted data, one-on-one interview without bias. The study of homeless phenomena is systemic and researcher involving participants that have lived the experience will also ensure an explanation that is grounded in data, and enables researcher to construct predictive conclusions and explanations about experiences of the research participants.

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Hi. Philip,

I have enjoyed reading your post. I personally respect the hard work on the grounded theory researcher because it is not only creative, but also powerful to provide the general explanations. It is also because our usual practice of law department is merely a half of the process. The law professors and court judges would be a theory generator on his own right, but their research process is to heavily -- most always entirely--draw upon the examination of prior research or case laws. In this case, the authors of prior research or judges of precedents might likely be the participants within the grounded theory researcher. Nevertheless, the field work or engagement on the kind of observations and in-depth interviews normally are not present—at least, in terms of tangible interaction. How do you duly circumscribe your scope of investigation not only for cost-effective research, but also for the validity and reliability of your research? Respectfully.

Philip Elekwachi

Kim,

Thank you for your interest and zeal to reading my work. In qualitative research, qualitative inquirer to reach or make validated and reliable report of their outcome must employ validation procedures such as member checking, triangulation, and the data sources must provide evidence of the accuracy of the information in the qualitative report. According to Creswell (2012) qualitative researchers must "use at least two validation strategies when conducting qualitative research which involves member checking and triangulation" (p. 262).   During the research, it will be important to apply constant comparative coding, triangulate data between information and ensuing categories in the research process. Develop

theory from data through posing questions that the categories, look for evidence, incidents, and events that relate to the grounded study theory of research. In grounded theory research, validation is an important part of the research process (Creswell, 2007).The researcher must in an effort to ensure validating and reliability utilize variety of tools, such as questionnaires or interviews by, observing participants behavior, monitoring data similarity and providing informed consent from participants and ensuring ethical standard.

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Eric Wright

Research Question: Is there a correlation between first-line supervisor characteristics and follower engagement within the government sector?

Researchers have the obligation to convey their participant's story through personal interactions, observations, reports, and reflective journals. However significant the study, the research is only as good as the ability of the investigator to describe the phenomenon to the audience. Therefore, a researcher should have a systematic and logical approach to a qualitative study. Research methods for qualitative inquires may be broken into five different categories: narrative research, phenomenology, grounded theory, ethnography, and case study (Creswell, 2013). The strategy or structure will affect the validity and reliability of the study; therefore, the researcher must expound on not only the findings but also be descriptive and articulate throughout the research. Because my interests are in employee engagement within the government sector, my two choices for qualitative research are case study and ethnography. The central question would be to determine if there are characteristics of first-line supervisors that directly affect employee engagement.

Case studies focus on a specific problem and provide great detail into organizations, people, and events. Furthermore, the researcher assigns specific objectives or goals for the case study to determine (Stacks, 2005). Government agencies are historically bureaucratic with rigid quasi-military ranking structure. In this organizational style, change happens from top-down and rarely from bottom-up. This becomes a challenge, in that, bottom-line employees do not feel they are contributing to change because of their perceived place at the bottom and lack of upper influence. This becomes the importance of the first-line supervisor as the bridge that connects upper executives to the needs of their followers. Therefore, the focus will not be just focused on the government sectors, but also on the relationships between first-line supervisors, their subordinates, and their immediate supervisors. As Putney (2010) believes, case studies allow researchers to choose a precise group and establishes specific conditions for the study. Understanding the didactic relationships between first-line supervisors and keeping employees engaged is key for organizational success. Ethnography has the purpose to explore cultures and provide an expressive interpretation of beliefs (Caines, 2010). One of the strengths of ethnography is allowing the researcher the ability to study the participants in their natural environment and to listen directly to the emotions and beliefs of each participant (Murray, 2008). For my study, ethnography will

focus on behavioral patterns within the organizational structure. Specifically, the behaviors of first-line supervisors will be evaluated through common leadership principles such as setting the right example, sharing vision or inspiring, admitting mistakes, creating a positive environment and other positive leadership behaviors. Observing the interactions first-hand between supervisors and their followers should provide insight and reasons for successful and ineffective styles of management.

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Hi. Eric,

Thank you for the good post. The article discussed last time seems similar in terms of subject matter within yours. It was intended to build up a theory which we classed as the grounded theory research. Given your approach were to be case studies or ethnography, what do you expect their essences or shared pattern of behaviors or what are you fundamentally concerned to raise a voice of specific group? This question is because the relationship is direct and instant so that can be very provocative and sensitive. I also like to know what you see any difference between the private firms, public organization, and governmental entities in your concern. Will your research plan include any insight on this question? Respectfully.

Kiyoung,

Thanks for your input. My research will focus on the government sector; however, I think its important to understand the differences between private, public and government entities. In particular public and government agencies differ from private as their purpose is to provide public services to its stakeholders. While, private may have the goals of profit and expansion. The specific group I will focus on is the middle management, such as first-line supervisors that fall beneath executive management. I choose this group because of the influence they have on the organization. The executive leadership may create the mission, but it will only be accomplished with the support of middle management and their ability to influence bottom-line employees to attain objectives. In regards to their patterns, I would expect that certain characteristics will be consistent with supervisors that are able to connect with their followers and achieve employee engagement. I would like to identify or explore the causes of these characteristics such as higher education, years of experience, training

developmental classes, or factors that may be controlled by the participants. Thanks again for your questions and thoughts.
V/r,
Eric

[Week 4]

Hi. Genea

Thank you for the excellent post. Your points are well articulated (i) the qualitative research has a strength in use of theories other than quantitative one (ii) a reflexively dialogic approach in researching new theories and scientific knowledge could be developed (iii) the utility of both frameworks, say, theoretical and conceptual. Given the diverse lens of qualitative research circles – if normally on objective stance in quantitative studies, Gergen's argument seems safe the quantitative studies are prone to be theory-blind and neutral of theories. As the quantitative studies purports for description of general population, the aspect seems more reinforced. For the article's subject matters, the qualitative needs are more appropriate that the clients of psychotherapeutic treatment are the kind of indigenous group or even patient less friendly with normal humanity. How do you consider if the conceptual framework other than theoretical one is satisfactorily exercised in this article? Do you see if the author has dealt successfully with a dialogic approach in researching new theories and scientific knowledge? Respectfully.

Author: Genea Shoulders **Date:** Tuesday, June 23, 2015 5:02:23 PM EDT **Subject:** Discussion Main Post

What is a theoretical framework? Statistic Solution (2015) identified a theoretical framework as a conceptual idea in which a sense of structure that guides the research is established (para.1). This form of framework provides developers with background information for the purpose and justification for why the study needs to be conducted. On the other hand, conceptual framework explains through graphical or narrative writings the primary points that will be studied as well as key concepts and variables. The primary concern for a conceptual framework is to examine a situation that already exist in society and why more research needs to done.

Patton (2015) then suggested that the combination of theory-based research and qualitative method of analysis will yield greater results than using the quantitative approach (p.97). In order to determine whether a study is based on theoretical or conceptual framework all depends on the research question. For example, the article in question is based on the psychological discipline in which they are seeking to determine "why individuals think and feel a certain way." Clarkson (1996) central question focused on determining and experimenting how the qualitative approach alters the understanding and effectiveness of clinical practice (para.9).

Patton (2015) then argued that the distinction between what paradigmatic, strategic, and theoretical framework within any research is both arguable and unplanned (p.97). With this in mind the article for this discussion is based on a conceptual framework. Gergen and Gergen (1991) argued the idea that through a reflexively dialogic approach in research new theories and scientific knowledge could be developed (p.86).

In addition to Gergen and Gergen, Norcross and Goldfried (1992) that quantitative research has been unable to prove that one theoretical framework works better than the other. With this in mind, the article in questions seeks to develop a theory based on a conceptual framework in which developers seeks through a narrative analysis. Narrative analysis included writings within the psychological relationship, therapeutic relationship as well as relationships with others.

The authors seek to take an open stance towards the research with the hopes elaborating on the nature of the problem as the study progresses. This type of framework is approach because it will allow research to work from the bottom up rather than starting at the top and working down. Also, the conceptual framework will allow developers to work with a general view of theories rather than sticking with one specific theory associated with the nature of the study.

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Hi. Jennifer

I have enjoyed reading your post. Your mention of the continuum of inquiry and explanation between theoretical and conceptual are very enlightening if we explore the structure of thesis or article. The continuum of inquiry is often strongly demanded of research piece, and considered very important quality so as to happily interact with the referees of article and knowledge audience. As we come with both frameworks, the theoretical may exercise likely a commander of chief in battle field and conceptual may play like a chief of platoon. The consistence and integrity would not be so easy when the researchers have to tumble with the massive data and difficult challenges through his research process. Since the topic of article is sophisticated and perplexing in some aspects, we can suggest the clear position on the use of theoretical framework rather than a wider citation of theories could allow much more persuasion. Why do you think the researcher employed a conceptual framework than theoretical one although he is supposed to be well exposed to general phenomenon with long years of clinical practice -- as Knight hinted on the trait of theoretical framework? Respectfully. Kiyoung.

Author: Jennifer Williams **Date:** Thursday, June 25, 2015 11:17:11 PM EDT **Subject:** RE: Discussion - Week 4

Main Post

The purpose of this week's assignment was to analyze the article by Clarkson (1996) and to determine the theoretical or conceptual framework of the research followed by a discussion on the appropriateness of the identified framework. Knight (Laureate, 2010) made mention of the "continuum of inquiry". She explained that the framework of a study is theoretical if much is known about the phenomenon as opposed to being conceptual where little is known. This explanation stuck with me as I began to read the assigned article. As Clarkson (1996) stated in his introduction, there is a large body of theory regarding "the essentials of psychological functioning" (p. 143). This language led me to believe that the research would be conducted in a theoretical framework until I realized that although the author is claiming that much has been theorized about the general phenomenon, he is not actually referencing any theory in particular. In fact, because he does not clearly state any one theoretical base from which to build his research, it becomes clear that this study has been conducted from a conceptual framework.

The author's use of a conceptual framework became crystal clear as I continued to read. As noted by Knight (Laureate, 2010) and Creswell (2009), the use of theory in qualitative research may not lay the foundation for the research but theory does in fact guide the research. In the case of Clarkson (1996), the use of theory was an inductive process where the theory became the end point and was grounded in "five major categories of discourse about the therapeutic relationship" (p. 162) that emerged from several methods of data collection including: researcher observation and experience; review of records; and, the experience of others.

Regarding the appropriateness of the selected framework for this particular study, I believe that *either* theoretical *or* conceptual framework would have been appropriate. I make this determination based on the fact that the author was clear that much theory exists about the general phenomenon of psychological functioning. With that in mind, the author could have conducted the study with a theoretical framework by identifying one of the several theories on the subject and then building upon that theory to explore the gap in research regarding specifically, the role of therapeutic relationships in psychological functioning. Instead, the author chose to utilize a conceptual framework that involved researching broad themes about the impact of therapeutic relationships in psychological functioning and identifying patterns, themes or categories that emerge from the data. In my opinion, either way would have been appropriate.

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Hi. Eric,

I have enjoyed reading your post. As the scope of investigation is wide and interdisciplinary, the theoretical framework may less readily come to be spawned in the mind

of researcher in this case. The qualitative nature of knowledge generation may, instead, complement with this grey and less picturesque deals with his research problem or goals. His belief on strengths of the qualitative inquiry over his long career experience seems very firm and supportive through the discussion, conclusion, and recommendation. The concept seemingly created from such belief later establishes like a lynchpin through his five main theoretical frameworks. How do you find if the data source were to be rather simplified to focus on texts and documentation excluding the observations and experience? Respectfully.

Author: Eric Light **Date:** Wednesday, June 24, 2015 10:16:11 PM EDT **Subject:** RE: Discussion - Week 4

Framework provides guidelines and structure for the researcher in their attempt to explain or explore phenomenon. In qualitative research, the researcher must choose an approach from a theoretical framework or a conceptual framework to determine a course of action (Laureate Education, 2010). Many times, the research problem will drive the researcher to the most appropriate outline for their study. On the one hand, if the researcher is unfamiliar with a phenomenon or no current theory exists, they may choose a conceptual approach. In this case, the researcher might begin with thoughts or concepts that describe their views of the problem. On the other hand, if theory exists and in-depth investigations and literature review have been complied on the subject matter, then the researcher should use theoretical framework. Many times new phenomenon start as a conceptual framework and with abundant exploration becomes a theoretical approach. At the beginning of a research paper, the researcher may use a conceptual framework to describe their methodology of the study.

Clarkson (1996) begins the paper with a conceptual framework that points out that past research has shown that no one theory is appropriate for psychological functioning. Clarkson (1996) specifically mentions the benefit of conceptual framework is taking research from differing fields such as psychoanalysis/psychotherapy, psychology, and counseling. Clarkson (1996) clearly expresses the personal involvement and lack of objectivity as stated, "instead of an objective experimenter on an object, I would engage from the subjective realities of my ongoing existential situation" (para. 19). Irby, Brown & Yang (2006) believe conceptual framework the individual has personal interaction with the environment and makes personal developments from the experience. As Clarkson discusses sampling, theoretical framework is identified as a means for discovering therapeutic relationships of differing disciplines. Finally, Clarkson clearly states that 58 specifically referenced sources with over 1,000 texts were used to for the pilot study. In-depth investigations of past literature show that more rigorous methods of scientific analysis may produce better theoretical concepts (Young & López, 2005). This in-depth investigation of past literature shows the need for a theoretical framework. In the beginning, Clarkson opened with a conceptual framework to explain the research paradigm and show the need for more consideration into psychotherapy. However, Clarkson later makes connections between research and the literature which is established in a theoretical framework. Clarkson used both frameworks to first convey his thoughts on past literature and then transitioned into making connections within the phenomenon.

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Hi. Constantine,

I have enjoyed reading your post. In comparison of other data source, I agree that observation can be more accurate or complete since the humans often are tamed to answer in ways what is socially desirable. They are learned and inculcated which would structure their personality for socially desirable or statistically probable. The kind of liking on his personality, say, the good livelihood and conscience-looking or reasonable and intelligence-flavor person seem mostly of cases in our neighborhood. One teacher of statistics, in my example, with the tip of Murphy's rule may point to both of the limitations of statistics, but goodness of the probability-based scientific lives. Nevertheless, the kinds of Murphy seem not absent in our society, e.g., seriously depraved students from school bullying and innate fear of MERS-Cov, or family members of gun-shooting victims. The probability or scientific lives might be less effective on their sense, knowledge and recognition that the quantitative concept only may heal. Hence we may advise the patient-students in the clinic to expand your horizon of sight for the big world and neighbors. Their sight may be divisible in three types of humans or universe among "great, marginal and ordinary person" as Creswell guides, ironically a qualitative teacher in this class. Nevertheless, three types also could be matched up with the bell type assumption used at the beginning point of statistics, say, two marginalities and vast mid population, which implies the convergence of two methods. In other words, the qualitative and quantitative concepts may share a trait. Then the issue seems to lie in the honesty of participants as you see as limitation of observation. In the aspect of qualitative knowledge, your point seems most challenging that they are structured to answer what is socially desirable than candid or honest response. How do you respond with this tendency of person if you are a qualitative inquirer in the process of in-depth interview? Respectfully.

[Week 5]

Author: Constance Cuttino **Date:** Wednesday, July 1, 2015 3:00:18 PM EDT **Subject:** RE: Discussion - Week 5Main Post CCuttino

Advantage and Disadvantages of Observations in Research
The strength of observations include directness, flexibility, and permanent record and compliments other research methods. Observations allow opportunities for the researcher to have direct access to the study population (University of Strathclyde, 2015). Through this process the researcher can observe and record behavior and reactions of the study population without having to rely on other sources that do not offer first-hand reporting such as surveys, written interviews or questionnaires that are not recorded in person (University of Strathclyde, 2015). While, interviews and questionnaires are good, they may not be accurate or complete and the person might answer in ways that correspond to what is socially desirable. Observations can be used with most research methods as the approach is flexible, diverse (structured/unstructured), and can be applied to each research method (University of Strathclyde, 2015). Observations provide permanent records of events and/or behavior and enhances the quality of evidence made available to other researchers. Disadvantages of observations include the practicability, observer bias and observer effect. Observations may be time consuming and costly depending upon the resources needed. Observer bias occurs when the researcher does not record what has been observed but records what they wanted to see or what they thought they observed (Laureate Education, 2015). Effect as related to observation occurs when the presence of the observer (researcher) becomes intrusive and influences the behavior of those being observed.

Observation exercise

The setting-Meeting room: There are at least two tables, one where people are seated and another holding at least one chart (with graphs on it possibly and it located at the far side of the room), while the other chart appears to be located closer to the team meeting. There are several documents on the table of various sizes (I estimate at least four), and at least one in a red folder.

The people-There are four people located at the center table, two females and two males. One female is African-American (it appears) with long, black hair and green dress, the other female appears to be Caucasian, blonde wearing a white blouse and dark colored skirt. The two males both have white shirts and ties with dark trousers, (one male has dark hair and another with lighter hair maybe), they all appear to be of various ages, although the Caucasian female appears to be a bit older than the others who look like they are in the mid-20's and 30's. The young man with the red folder in front of him appears to be the leader (or at least the one speaking to the other group who appear to be listening attentively).

The action- According, to Janesick's observation list we should focus on at least one person (pp.62, which for me would be the African-American female because of her bright green dress, she stands out the most for me. She appears to be asking a question or at least responding to something the male leader appears to be discussing something related to the folder in front of him. There always appears that there is some attempt by the older female to also engage in conversation with the male person who appears to be the leader. Janesick's guide to observation helps the researcher to focus not only on the details of their surroundings

but also on the population associated with the study. I think that observations are good for research, however I would think within a smaller setting such as the meeting (used for this class discussion) it was much easier to observe as compared to a live setting with lots of people, either way I like the idea of observations in research.

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Hi. Mark,

Thank you for the good posting. As you commented, observations occasionally surprise us to reflect how I could miss such fact. We may find a cleavage of buildings and phone to the pertinent office of government about the safety regulations. Many men would miss on their bias and predisposition for busy routine days, which is not the business of qualitative researcher. Observation also seems to rapport with the kind of Buddhist ideas or meditative process inside the human mind in terms of utility and strands, which can possibly upgrade the quality of apprehension. Have you ever experienced this oriental attitude and practice or furthered on thought relating to the qualitative research? Respectfully.

 Author: Mark Murray **Date:** Thursday, July 2, 2015 12:10:45 AM EDT **Subject:** RE: Discussion - Week 5
RSCH-8300P Discussion Post Week 5: Observation
Mark Murray

Observations of a Photograph:

While "Human perception is highly selective" there are ways to train yourself to be a skilled observer in order to describe events in depth and detail as part of a data collection method (Patton 2015, pp. 330). The strengths of observation are that they allows the observer to be "Open and discovery oriented",   have a fresh perspective toward the location or subject and it gives the observer the chance to learn things people may be unwilling to discuss. Observers who are prepared to observe are likely to discover things unnoticed before—things that are so common they escape daily notice –such as the level of decay of a building. In addition, an observer in a completely new setting is able to take a lot of data in because everything is so new, nothing has become easy to ignore or overlook. Finally, observation provides insight into people and their behaviors that people may not want to discuss. One example from the Patton text (2015) is the romantic encounters during the wilderness

leadership program (Patton 2015).   Weaknesses include distortion caused by our biases, perceptions, world view and culture (Creswell 2009). The impact from our perceptions shades our interpretation of events and ultimately causes our data to drift from accuracy.

Observation Write-Up:

Setting: The room appears to be some type of meeting room or classroom. There is a sectioned off thee-segment desk they ae sitting at. There are seven objects on the table, two books with one that looks like a pocket reference book. It is green. The other book has a red title banner at the top, but no other info is available. There is an eye glass case—likely for the white male's glasses. There is an orange folder with papers and the white woman has a blue folder that is open. The black woman has a few sheets of paper in front of her and some type of book. The chairs in the room are black and do not appear to be attached to the table. They are of a modern design with aluminum. There are three other white segmented desks behind these people and a metal easel with some data written on int. There is also a stainless steel sink and long counter in the background. My impressions are a school, lab or hospital. People & Action: There are four people in the picture. One white male, one male of indeterminate race, a black female and a white female; all of them are looking at the white male   I notice the white male is older, in his 40s and has store-bought magnifying glasses. He has a common watch on his left wrist and a pen in his other hand. He is wearing jeans, a black top with a white t-shirt underneath. He has shorter hair. The other male also has a watch, which appears nicer that the white mans. He is dressed better, appears younger with a more stylish haircut. The black woman is dressed casually and has long hair. She is looking at the white male. She has is wearing business casual and has her arms crossed. She appears to be wearing khaki pants. She has a look that is negative on her face. The white woman appears to be a bit older, is showing some cleavage and has a watch and bracelet on. She appears to have a ring or two on as well as a necklace. It appears that this man has an orange folder that is upside down and he is using it to discuss something. The folder is pointed at the other male and the white man is using his pen to point at something on the page while talking. He is looking the other guy right in the eyes.
References

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Author: Mark Chakwin **Date:** Wednesday, July 1, 2015 9:32:21 PM EDT **Subject:** RE: Discussion - Week 5

Mark Brice Chakwin: Week five Initial post

Hi professor and colleagues!

Creswell (2013)   suggests that there are four ways to conduct an observation in research: (1) as a *Complete participant, (2) as a Participant as observer*, (3) as a *Nonparticipant/ observer* or as (4) *complete observer*. The difference among them is the level of direct involvement by the observer with the complete participant being fully engaged with

the units of analysis and the complete observer remaining at a distance, unobserved by the subjects.

Summary: After observing designated photograph number four and taking notes about the picture, three aspects were notable

Environment: The picture was taken during a meeting, possibly at 1410 in the afternoon local time, based on the observable wristwatch times of two male participants. It shows a classroom-like location with two identifiable rows of desks and chairs. There is a sink against one wall, suggesting either a multipurpose or special use classroom. Four of the desks are placed together to support four participants in a meeting.

Equipment: Three of the participants have note-talking material. There is a hand-written list in front of one participant. Two books are (face down) on the table in front of the older male, one book book is face down in front of the younger female. There is an easel behind the two females. Written on it is schedule of times and several names including Sarah, Doyle, and (Possibly) Rebecca. There are two breaks listed on the schedule written on the board that suggests the activity is one day's schedule.

Personnel: Two males and two females are in discussions. The oldest person is male and the focus of the other three's attention. The oldest male holds a pen in his right hand and appears to be making a point to the other three. The youngest participant is male and sits opposite the oldest. Two females sit to the right of the speaker. The older one is married and holding a pen. The other female participant rests on her arms together on the table. Both females have pensive or concerned expressions as they focus their attention on the speaker. The speaker is making eye contact with the younger male at the moment when the picture was taken.

Commentary:

The facts of the meeting are not known.   Whether known or not, as Dr. Knight-Lynn has noted (Laureate Education, 2010), it is important to ensure observer bias is not reflected in the observations or the evaluation of the research.
The factors displayed in this picture comport with those seen in academic meetings. This is based upon the items listed in the environment, equipment and personnel sections above.   The clothing worn is suitable for an academic environment. The presence of books, including one in the shape typical of a small dictionary or foreign language dictionary, also support that scenario. Finally, the schedule depicted on the white board, and the list of single terms or words in front of the older male adds to the possibility that this is an academic meeting. A more subjective aspect is to examine the body language of the participants. There is a restraint and relative passivity in the group's body language is compatible with an academic environment but is less frequently observed in diplomatic, field construction, military, or government management situation.
The type of observation done in this exercise is as a complete observer.

Thank you for reading! Have a great week
;-)
Mark

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Author: Mark Chakwin **Date:** Wednesday, July 1, 2015 11:14:44 PM EDT **Subject:** RE: Discussion - Week 5

Hi folks!

I apologize for misreading, but I can see that I needed to shift focus on this post --at least to include comments on the advantages or disadvantages of the method used. In this case, as noted above, I used the complete observer method for a five-minute review of photo number four.

Advantages:

1.   As a complete observer I did not (could not!) influence the situation.
2.   As a complete observer, I was not influenced by any personal contacts with the units of analysis –the people in the picture.
3.   Viewing a picture, I could gain a strong understanding of the physical situation from at least one relevant angle. I could identify at least one portion of the items that defined –or shaped, the environment and the activity.

Disadvantages:

        This photo, presented in this sterile environment is devoid of definitive context that participation or close observation could provide. (This is not to say all photos are necesarrily that way –there are some photos that need zero words and little context to deliver clear and moving signals).

1.   The mission, issues and personalities are masked from those who only see the picture.   (A picture is worth a 1000 words, but may not sufficient, without additional background.

2.   Analysis of this (or most) photo(s) must be accompanied by relevant background or context material –or they are subject to bias and misinterpretation by researchers.

Thank you for reading!

Mark

Hi. Mark,

I have enjoyed reading your post. Your distinction from the complete and participant observations seem very practical and relevant to respond strategically with the respective

research process. I consider if the choice of two ways could lead to a different description of sites or individuals observed. What strengths do you see between two ways? What situation would compel the researcher to conduct as the participant observer than complete observer? Respectfully.

[Week 6]

Hi. Constance,

I have enjoyed reading your post. Your elements revealed within the observation of class video seem adequately deal with the important aspect of your focus, and especially the broke-up with the words from the student and teacher into what the reality is consequential to develop your focus. The Gestalt effect also preaches this kind of developmental conception of mind in which the capability of our brain to generate whole forms beyond the points, lines and curves, perhaps just collections of simpler and related elements. The cognitive processes of human agent differ between the behaviorist and structuralist in which he or she seeks to understand the organization among the elements. As Kaffka principled, "The whole is other than the sum of parts," or "The whole is greater than the sum of parts." It thrusts as reflexive of qualitative studies through the process, i.e., research questions, the data collection or sampling, coding and analysis to deal with the parts, which eventually might come into the whole, human or universe as Patton guides. Respectfully.

Author: Constance Cuttino **Date:** Wednesday, July 8, 2015 5:05:59 PM EDT **Subject:** RE: Discussion - Week 6 Main Post Connie Cuttino

Observation of Classroom Video

Last week's assignment had us observe a picture of a meeting between four people in what appeared to in a conference or meeting area, this week's assignment afforded us the opportunity to observe a video clip of children and their teacher interacting in class. The observation of the video gave us the opportunity to view study participants without having to guess their emotions, gauge interaction amongst their peers and gather some true responses without having to guess. Of the many aspects the video presents, I chose to focus on the interaction between the teacher and the students specially, how effective her instruction technique was and student engagement; having come from an after-school provider background, this was my interest. The first thing that caught my attention was the bulletin board labeled "Mountain Math", this peeked my curiosity as we are not immediately sure of the terms association and the classroom math activity presented. There is a diverse population of students within the classroom including the teacher and overall it is a typical classroom setting with desk, chairs, bulletin boards etc.   There was a lot of excitement in the classroom as the teacher proceeded to teach the children how to count and write dollars and cents. The teacher used some math manipulatives i.e. coin shaped, laminated paper with various coin amounts. The teacher had the three students up front to place the coin papers in their hands in order to form what she called the "Mickey Mouse" shape (this was an innovative teaching technique so that the students would not get bored and stay engaged). The children were very enthusiastic and focused; one young man in an orange shirt seated in the front row spoke out of turn at times and had to quieten by the teacher in order to maintain classroom control. Speaking of classroom control, the teacher did an awesome job of controlling the classroom so that all were able to learn the lesson being taught. As the lesson progresses, the teacher calls on two students to write two versions of the coin amount and the young man who writes $.53, upon which he is properly thanked by the teacher for "playing the game."   The term "game" used instead of "math" further suggest that the teacher is making efforts to promote a "fun while learning" environment which is one of the best approaches for a young child to lean and retain the information. Overall, the children seem to have learned the lesson being

taught, including interjecting their own observations, such as the student in the back who says that the $ sign represents a larger amount of money as compared to a cents sign. Finally, at the end of the video, the teacher instructs the students to put away their "Mountain Math" materials (connection to bulletin board), and they proceed to put their instructional information in some boxes that appear to be decorated, I assume by the student so that they may be able to readily identify their information. Again, what is most noticeable is the excitement in the classroom as students vie for a chance to answer the math questions and the simple, yet innovative instructional methods the teacher exudes to ensure the desired results are captured i.e. students learning and retaining, the "Mountain Math" project for the day.

Techniques and Considerations

The techniques used last week while observing the photo ask us to observe everything and then report what we assumed was   true i.e. the setting and the description of the people and then interpret what we thought was happening in the photograph. In review of the video, we were asked to ask to create a research question or focused on at least one aspect of the video, which to me reduced the level of inaccuracy. Although the observation process for the photo and video allows the observer sit still and record as accurately as possible what is going on,   video camera will allow the researcher to watch and analyze what has been recorded at a later time and can be reviewed over and over again for accuracy;. While it is possible to review a photo over and over again, I am not sure that I could gauge the same information as compared to the video. The video also allows the researcher to focus on one or more categories on what the observers intends the data to be used for, in my case the focus was on the teaching method, level of engagement and even the level of retention from some of the students; this could not be done with a photo. Overall, the video was much more engaging, offering some instant data without much guess work and allowed me to interpret what was being presented as compared to the photo from last week.

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Author: Rodolphe Missinhoun **Date:** Thursday, July 9, 2015 8:38:27 PM EDT **Subject:** RE: Discussion - Week 6

Hello Kiyoung,

I liked your reference to Patton on filtering information during information. From these last two weeks, whre we considered directed and open observation, I tend to deduct that there is an issue of finding the appropriate tradeoff between quantity and quality which is an important factor the observer/inquirer should consider. As Creswell (2013) explained, this would depend on the approach, but also the purpose and the delimited research questions. I

think that the distinction between trivial and detail is relative and would depend on the what the observer is looking for givien the research questions or the approach. Some aspects covered in a narrative research (for instance autoethnography) may become superflux in a case study or ethnography for instance.

Hi. Rodolphe,

Thank you for reading my post. I may hit to come with your cute first name. These days I came across the German psychologists, who developed the basis of rationalism psychology in the 19 centuries. One psychologist, W. Wundt, who is a founder of structuralism, alleged the heterogony of ends where the goal-directed activities often cause the experiences that modify the original motivational pattern. His science on structuralism had been interacted with the behaviorism, for example, Levin, but its salience had waned from a lack of adequate translations or the behaviorism's polemic with the structuralist program. His work on the optical illusion also is useful to reflect the topic of this week, and his views that the highest intelligence is a logical product of more primitive manifestations seems echoing of the importance of observation although he accepted a developmental conception of mind. His contribution likely is thought as powerful to guide our class (i) He turned a focus on the human himself, and deeply attracted from the human elements, which is a central stance for the qualitative inquiries (ii) he suggests the context and characteristic of goal directed activities or intentional strand of human in his heterogony of ends thesis, which relates with the focused observation or qualitative studies in general (iii) especially his rule of optical illusion and argument on the importance of more primitive manifestations in consciousness and rationalization within the mind seem theoretically entwined with our class purpose on understanding the qualitative inquiries. Respectfully.

Author: Jennifer Williams **Date:** Wednesday, July 8, 2015 2:31:57 PM EDT **Subject:** RE: Discussion - Week 6
Main Post

The Observation

In preparation for a directed observation, the researcher's first order of business is to develop a research statement or question that is to be the focus of the observation. This week, I have decided to observe the assigned video with a focus on the quality of teacher and student interaction.   I've selected this as my focus because having worked in the field of education for 23 years, this subject is one about which I am passionate. Viewing the Teachers and Students Observation video (Laureate, 2012d), was informative and allowed me to draw the conclusion that this particular teacher and her students have a high degree of positive interaction that is refreshing and much needed in today's classroom.

Throughout the observation, I noted that the teacher was fully engaged with her students. She knew each by name, called on a variety of children, delivered an interactive lesson, and had created a stimulating yet safe classroom environment where children felt free to answer questions or give opinions without fear of shame.   The teacher's use of student helpers was also an indication of high quality interaction. The children were happy to participate and knew exactly what to do which led me to believe that this behavior and level of interaction was the classroom norm rather than a show being put on for the visitors.   Also indicative of high quality interaction was the teacher's complete control of her class.   Her patient yet firm response to children speaking when they should not have been was effective

in bringing order to her class without skipping a beat.   Prior to the children leaving for lunch, the teacher gave clear direction regarding the weather and she let the children know what to expect after lunch. This was an excellent strategy for maintaining classroom control as unanticipated disruptions to daily activities often cause anxiety in children.   Finally, the multi modal approach to teaching the lesson that included props, individual recording of answers, recording of answers on the block paper in front of the class, and using critical thinking skills, kept the students engaged and focused on the lesson.

Observations: Directed or Open

In comparing last week's open observation to this week's directed observation, I have learned that while there are benefits to both, I prefer the latter.   I find it much easier to observe with a focus and to gather data related to that focus rather than to simply observe for the sake of trying to capture *everything*.   Although I understand that any qualitative observation requires flexibility, I like the focus of the directed observation as it keeps me alert and concentrating on elements that are relative to my research question or statement.   I also find the narrative piece of the directed observation to be of a different tone than the open observation.   Where the open observation allowed me to write in a literary style using relaxed, free flowing prose and metaphors, the directed observation compelled me to write in a more logical sequence that began with stating the purpose of my research and then only writing about elements that were related to the purpose. The issues of classroom size, number of students, racial makeup of participants, gender and age seemed unimportant to this observation as my focus was simply to observe elements that were relevant to the interaction between teacher and students.

Reference

Laureate Education, Inc. (Executive Producer). (2012d). *Teacher and students in classroom observation video*. Baltimore: Author.

Hi. Jefferson,

I have enjoyed reading your post. Since you have decades of career experience as a school teacher, you likely could be a computer brain of observer, which might cause you be tedious over your observation. Atkinson and Shiffrin proposed the three functions of memory, say, sensory, short-term and long term. They particularized the importance of working history memory for the consciousness and behavioral pattern of person. In Korea, the smoking is prohibited within the corridor of apartment complexes the violation of which is reacted with a light penalty. Nevertheless, oftentimes, small number of adults smoke there conventionally, and the warden patrols occasionally. One smoker sometimes encounters his person when smoking, and implicit pardons had been given several times because it is the kind of communal etiquette than serious violation. He later asked the warden about his patrol, and realized that it is his official course of action to prevent a serious crime than smoking, as well as based on the CCTV. It actually was his principle motive for patrol. The consciousness of smoker had been wrong that the warden has a unique goal of preventing a smoking, and different process of internal minds, very feared of his sudden appearance in the dark corridor for the smoker and general purpose of patrol against all the potential crimes or those of more serious nature, had oddly crossed there. This may suggest that the sensory memory needs to be re-tracked if the agent should be scientific about its accuracy, meaning, quality and

implications. On the other, the working history memory relatively is more prone to be authentic and rigid. Although the description is less cute in difference, that might be some factor between me and you in observing the class video? Respectfully.

Hi. Rodolphe and Genea,

Thank you for the good question. Actually I had, at considerable extent, been exposed to the concept and theory based German legal scholarship. As Korea is the country of civil law origin that imported German civil law because of the Japanese influence. They teach what is the concept and theory of "legal incident" appreciable as a matter of law before they teach contract, property and torts law. It is principled and applicable comprehensively to the specific area of laws and cases. That would likely be same as we draw a hypothesis from the theory, and test quantitatively for the research findings. This abstract nature of discourse in the beginning to study the civil code seems to illustrate the typology of deductive reasoning. The American case law system is converse that the cases would lately provide the basis for the conclusion, e.g. restatement -- or legal theory -- from the scholarly work by legal researchers, e.g. the polymorphic principle from Siegel, professor of Yale law school. It is, therefore, the kind of inductive reasoning. The "unstructured interview" usually appears in the discourse of qualitative studies, which is used to contrast with the closed questions of quantitative studies, and seems interchangeably usable with the interview of open-ended questions. I intended that the two other approaches could be covered in this definition, meaning a wide use of coverage to denote the whole types of qualitative interview. The "interview guide questions" will be covered as if the prearranged and print forms of insurance contract falls within the contract as one of legal incident same with the handwritten contract. The standardized open-ended approach also still falls within the definition as if the labor contract in the European and Korean civil laws is negotiated and concluded with rigid conditions imposed by the government and labor unions. It is a legal incident most comprehensively, and contract or labor contract more specifically as covered within the definition of legal incident. Respectfully.

Hi Genea,

I consider that the process developer, at least, could reduce the chance of failure or miscarriage of the precious interview meeting. As ten standardized objections argue, the interview should not be predictable, but the kind of fresh and unanticipated information must flow even to surprise the interviewer. Nevertheless, we can hardly deny that the role and leadership of interviewer creates the condition and progress of interview and productivity of data collection as we simply learn with two video demonstrations. The process development including well "predesigned protocol with some extent of anticipation" seems practical and effective to deter the data corruption. The "instance of wisdom and trained skills of interviewer" also would be critical to deter it. It actually is important to ensure that the data is rich, detailed and accurate. Otherwise the corruption will likely occur. The good performance on this point can be prevented in those two ways.

Respectfully.

[Week 7]

Author: Rodolphe Missinhoun **Date:** Wednesday, July 15, 2015 4:11:52 PM EDT **Subject:** RE: DIscussion 1 - Week 7

Hello Kiyoung,

You stated that " The in-depth interview is an unstructured interview that seeks opinion of respondents on a one-to-one basis. ". Patton (2002) defined three approaches of interviews for qualitative inquiry. the first approach is the informal conversational interview. In this interview, the inquirer does not use pre-established questions but adapt to the setting and the interviewee's context, while stayed focued. This approach might better fit the definition you proived. However, there are two other approaches wchich are interview guide and standardized open-ended approaches. The first is based the use of general pre-established questions of whihc order and content are adpated on field. The second is rather rigid and can be used to reduce bias when many interviewers are engaged in the interviews. Do you think that these two appraoches can also be considered "unstructured"?
Rodolphe

Author: Genea Shoulders **Date:** Wednesday, July 15, 2015 4:49:48 PM EDT **Subject:** RE: DIscussion 1 - Week 7

Kiyoung,

You mention in your posting the idea that "As the data collection is any crucial part of research operation, we take care that the data might be corrupted by inappropriate questioning, inadequate listening, and lack of interpersonal skills on the part of researcher." In Creswell (2013) work the author states the idea that interviewing is a process for which developers can follow (p.163). Within the process developers are able to address such issues that you have mentioned in your posting. Could the process truly deter corrupted data due to the researcher?

Genea

Hi. Eric,

I have enjoyed reading your post. You said, "The interviewer did not sell the study." This point is considered important to protect the rights or interests of participants. It likely relates critically with the ethical issues of research and issue of informed consent. The ethics of bioresearch or research based on the on-line space would especially be one source of contention in terms of privacy and public standard. In this case, I suppose it seems more dubious if the researcher could fully inform the participants of their study. What difference can you suggest between the face to face interview and on line based one in terms of research ethics? Respectfully.

Author: Eric Light **Date:** Wednesday, July 15, 2015 8:08:49 PM EDT **Subject:** RE: DIscussion 1 - Week 7

Quantitative and Qualitative inquiries give the researcher a systematic and structured approach to the research problem. Key pieces such as the introduction, the strategies of

inquiry, and the methodology of collecting the data all assist in formatting the study logically. Similarly, qualitative researchers should use a systematic process in approaching the interview of each participant. The process should focus on key points that will create rapport and trust between the researcher and the participant. Janesick (2011) recommends the researcher show interest in the interviewee and create an environment that is relaxed. Furthermore, Janesick (2011) suggests to begin with the topic, build a relationship with the participant, ask additional small questions from their responses, and finish the interview with the participant's input (pg. 243). The videos were excellent examples of how a researcher should and should not conduct an interview. The second video strategies followed Janesick's suggestions and was an overall better interview from the atmosphere to the participant's responses.

The doctoral research videos *Interview Techniques* displayed two differing methods between the interviewer and the participant *(Laureate Education, 2010c). From the start, the researcher stood and properly greeted the participant versus staying seated and keeping a clustered interview environment.   In the second video the desk was smaller and created less of a physical barrier between the two. In the first video, the researcher did not explain the purpose or the importance of the study and did not sell the study to the participant. Furthermore, the participant had prior obligations and knew she would not have time to finish the interview, but the researcher missed the cues. From an observational standpoint, the researcher's body was closed off, she kept the clipboard high and did not engage with the participant. The major problem is failure to ask follow up questions from the initial big questions. The principle strength of qualitative research is the ability to tell an in-depth and rich story through the experiences of the participants. The videos did an excellent job showing what the researcher missed by not following the correct process in first video. Structured approaches does not mean the researcher cannot be fluid in their interactions, it just ensures efficiency and makes the overall interview more successful for the research topic.

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Author: Mark Murray **Date:** Thursday, July 16, 2015 12:07:16 AM EDT **Subject:** RE: DIscussion 1 - Week 7

Hi. Mark,

Thank you for the good post. I likely feel that the well performed in-depth interviews look like the class context of interaction between the students and professor, more precisely between the lawyers and clients or doctors and patients. The attribute of these interactions would have a focus on how to draw the information honestly and fully to measure her subjects. If the qualitative interviewers perhaps could pursue a teaching position or consulting profession, the training and skills of interview seem relevant not only with the research, but also his vocational career as a whole. Once I said that the journal writings during the qualitative research process may later be used when they teach in the colleges and universities. The qualitative inquiry is very intimate and direct than quantitative studies not

only for the students or general citizen, but also for the engineers of knowledge and learning. In this respect, I agree that the interview in the first video is disappointing. Respectfully.

RSCH-8300P Discussion Post Week 7, Post 1: Video Interview I and II

Mark Murray

It was pretty clear that interview 1 was the "bad" interview and interview 2 was the more correct interview. Dr. Crawford was certain to violate almost all of her initial guidance provided during the opening of the first video along with a few new "Bad practices" to add to our collective list (Crawford 2010). During interview 1 the physical layout of the interview was poor; Dr. Crawford had her back to the door, the tape recorder cord was a tripping hazard and the table was a barrier between the two people and their chairs were the smaller 'kid' chairs that looked uncomfortable. These physical hurdles were impediments to building rapport (Crawford 2010).

After interview 1 began there were three areas that violated the principles established by Dr. Crawford and the Patton text (2013); rapport, questioning technique and language. Aside from the physical impacts to rapport discussed above, Dr. Crawford did not establish clear expectations of the interview process or properly prepare for the interview. Dr. Crawford's questioning technique was also poor with several closed-ended questions used vice open ended ones (Janesick 2011). Dr. Crawford also missed several opportunities for follow-up questions and elaborations as well as trying to cram a question in at the end which was clearly not answered thoughtfully (Crawford 2010). She also set a tone that the interview was to facilitate Dr. Crawford' degree completion vice improving school morale. Interview two was a complete departure from interview 1; the physical issues were fixed with a smaller table, bigger chairs and no electrical cord to trip on (Crawford, 2010). The introduction and explanation of the interview process set the interviewee at ease with information and a friendly tone (Crawford 2010). The interviewer also provide additional details about how the data would be used, that the interviewee would have opportunities to edit the interview transcripts and add more details to ensure their story was correctly conveyed (Patton 2015). The use of questions was significantly better with multiple open-ended questions and a variety of probing techniques (Patton 2015). I noted several techniques that I would like to incorporate into my interview skill set. The first was asking for stories that revealed examples of what the interviewee is trying to explain (Crawford 2010). Another key was to ask for "5 words that are key in this area" (Crawford 2010). Finally, I really liked how the interviewer stated "I am interpreting that as…" as a means to ensure understanding (Crawford 2010).

References

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Video: Laureate Education, Inc. (Executive Producer). (2010c). Doctoral research: Interviewing techniques, part II. Baltimore: Author.

Hi. Rodolphe,

Thanks for reading my post. You made a good point with which I actually was thrilled to select the words of interview questionnaires. As seen, the emotional spheres and cognitive areas are different, and my questions may miss the cue from yielding more rich stories and information. It epistemologically is emotional to ask the perception or perhaps sensory impression of interviewees in its major receipt. The educational level of interviewee can be agile to return more elaboration on my questions, but it does not seem to work perfectly about the extent and quality of information. In that case, I plan to ask a follow-up question, "Can you elaborate on the details and tell me your thought?" This would be the point of skills to encourage the interviewees for more positive engagement and a vehemence of attitude as a collaborator. Respectfully.

Author: Rodolphe Missinhoun **Date:** Thursday, July 16, 2015 4:34:16 PM EDT **Subject:** RE: Discussion 2 - Week 7

Hello Kiyoung,

Patton (2002) suggests to well distinguish questions in order to get the appropriate responses form the interviewee. For innstance, he mentioned that emotional spheres and cognitive areas are different in the brain. Therefore, questions about feelings and thoughts should be well differentiated. Against this background, when you use perceive or consider to phrase the same question, do you think these two verbs will have the same meanings for the interviewee, or do you intend to let the interviewee choose one of them and respond to it?
Rodolphe

Author: Annette Fields **Date:** Thursday, July 16, 2015 3:18:10 PM EDT **Subject:** RE: Discussion 2 - Week 7

Mini-Project: Developing Interview Questions and a Protocol

Ms. Linda Crawford informs that in order to conduct and effective interview with participants, the researcher must utilize the following strategies: provide clear explanations and information, ask open-ended questions with probes, balance rapport with neutrality, and use appropriate body language that is not offensive (Laureate Education, Inc., 2010, Interviewing Techniques – Part I). The interviewer should be mindful of the effect on the interviewee as well as what types of questions they are asking to generate an illicit meaningful data (Laureate Education, Inc., 2010, Interviewing Techniques – Part I). Prompt: "Describe for me someone you admire, either a historical figure or someone alive today. Explain why you selected this person and why you admire this person."
Interview Protocol:

Prior to interview, the researcher will set date, time and location of interview with interviewee's permission and agreement to participate in the interview. This information will be conferred via phone and in writing along with an agreed upon time/length of interview. In addition, the researcher will convey via phone and in writing the purpose of the interview and ask permission to take notes during the interview and record the

interview.   Prior to the actual interview beginning on agreed upon date and time, the interviewer will test audio/video equipment to make sure that it is operational.

At the beginning of the interview on set date, time and location, the interviewer will do the following:
1.   Stand to greet, shake hands and introduce themselves to the interviewee.
2.   Allow the interviewee to introduce themselves.
3.   Both interviewer and interviewee will sit a comfortable distance from each other, but close enough to communicate properly with each other.
4.   The interviewer will thank the interviewee for taking their time out of their busy schedule and agreeing to be interviewed for the study.
5.   Explain to interviewee what the study entails and why it is being conducted; thereby giving the interviewee adequate information about how the interview will proceed (Laureate Education, Inc., 2010, Interviewing Techniques – Part I).
6.   Explain to interviewee and get agreement of length of interview and instruct the interviewee that the interviewer will only go over the time agreed up if the interviewee wishes and agrees to do so out of respect for the interviewee's time.
7.   Explain to interviewee that the interviewer will take notes during the interview and record the interview with the interviewee's permission.
8.   The interviewer will inform the interviewee that a transcript of the interview and a copy of the interviewer's notes will be provided to the interviewee for their review/approval in an effort to make sure that the interviewer captures the interviewee's story/comments correctly.
9.   The interview will then begin with the research question used to engage and draw out the interviewee followed by open-ended interview questions, as well as establish a rapport and trust with the interviewee (Laureate Education, Inc., 2010, Interviewing Techniques – Part II).

Research Question: How has the person you admire the most in life inspired you and why?

Interview Questions:

1.   Who is the person that you admire the most in life?
2.   What has this done in life to inspire you?
3.   Did this person inspire you in a negative way that turned positive?   In other words, did this person do something negative in life that inspired you to do something positive with your life?
4.   Can you give some examples/stories of how this person inspired you positively?
5.   Can you give some examples/stories of how this person inspired you negatively?
6.   Is there any information that you would like to share about this person that was not discussed or covered during this interview?

These questions will be posed to 3 different classmates as part of a mini-project to better myself with interviewing techniques and strategies, as well as learn to properly prepare, work on my communication skills, generate meaningful data by asking questions in the right order, take good field notes, utilize best practices and avoid pitfalls (Creswell, 2013).

References

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Hi. Annette,

Thank you for the good posting. Your protocol seems intrigued and cost saving that can make your research efficient and productive. Often the admired person impacts positively on his or her followers. I may be curious that the negative aspect was put to the order as prior to the positive stories. In other words, the question 4 could be asked right after question 2, which may be followed by question3, 5. The negative stories might be little or absent in cases that could likely only complementary. Do you prepare any follow-up questions that encourage the interviewee to respond deeply and completely? Respectfully.

Author: Genea Shoulders **Date:** Friday, July 17, 2015 11:25:01 PM EDT **Subject:** RE: Discussion 2 - Week 7

Annette,

Good survey posting. In some of your questions you ask two questions within the same question. For example, Did this person inspire you in a negative way that turned positive? In other words, did this person do something negative in life that inspired you to do something positive with your life? I would suggest that you only ask one question at a time because participants may either not answer the question or expand to long in which the rest of the survey may not complete. Also, you also ask participants to provide examples of how the person has influenced their life and so forth. As mentioned this may provide that participants skip or give to many examples for the question.
Genea

Author: Constance Cuttino **Date:** Thursday, July 16, 2015 7:38:30 PM EDT **Subject:** RE: Discussion 2 - Week 7 Main Post Connie Cuttino

With qualitative research interviews you try to understand something from the subjects point of view and to uncover the meaning of their experiences. Interviews allow people to convey to others a situation from their own perspective and in their own words (Kvale, 1996). Research interviews are based on the conversations of everyday life. They are conversations with structure and purpose that are defined and controlled by the researcher (Kvale, 1996). In reflection of the two videos we reviewed regarding interview methods it is without confusion that the second video depicted a much more effective and controlled interview which allowed her to gain the information needed based upon the questions posed. Just as the second video presented, the interviewer will be prepared so before the interview begins by creating a schedule, secure an appropriate space i.e. quiet, comfortable area and test all equipment to be used. It is with understanding that the interviewer has selected the persons to be interview through a process appropriate for the study and had been in contact with them

on a steady basis regarding the actual interview. The protocol will be communicated via phone, email and written materials, it will also be briefly discussed before the interview commences so that everyone associated with the interview will be well-versed regarding protocol. The previous mentioned process will also include discussion of what media will be used i.e. video, tape recording etc. and all permissions i.e. interviewee consent, space etc. will be secured. Introductions will be conducted and the interviewee will be seated within the interview area. It is hopeful that the interviewer has established a good relationship with the interviewee during the pre-interview process and will then be able to further build the rapport during the interview process. The following questions will be posed to the interviewee:

Main Question Posed-Think about a time(s) when you were inspired by someone either living or fictional. What do you admire most about them? Why?

Interview Questions

1.   Who is the person that you admire? Living/ Deceased/Fictional?
2.   Why is this person someone you admire?
3.   Has this person inspired you to do something to inspire others? If so, can you give an example of what was done? OR what might you consider doing the in the future?
4.   Is there anything else you would like to share before we conclude the interview? Once the interview is over, the interviewer and staff (if applicable) will thank all participants. The research interview is characterized by a methodological awareness of question forms, a focus on the dynamics of interaction between interviewer and interviewee, and also a critical attention to what is said (Kvale, 1996). In the case of the Once the interview is over, the interviewer will let the interviewee know that ta copy of the completed interview will be provided to ensure that the information has been captured properly and to ensure they are informed of the findings.

References

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Steinar Kvale (1996). Interviews: An introduction to qualitative research interviewing. Sage Publications,   Thousand Oaks California, 1996

Hi. Constance,

Thank you for the good post. First of all, I must convey my deepest condolence to the death in your family. I hope your time to handle with your family would be precious to rise up again, and expect soonest comeback to the class. My question, then, expectedly would remain unattended, and be available after you will come composed later. Your survey for the good interviewing is instructive to highlight the key elements for success. It is agreeable that the perspective of interviewees and their own words are a vital part of importance to constitute the data source. On the other, as you pointed out, the structure and purpose of conversations are to be defined and controlled by the interviewer. Then it is a threshold issue to be resolved

that the interviewer should be skilled and specialized in the studies. Nevertheless, the big scale of interview schedules would require hiring the interviewers other than researcher himself. How do you prepare the hired interviewers to make the data collection most efficient and productive? Respectfully.

Author: Constance Cuttino **Date:** Thursday, July 16, 2015 7:48:33 PM EDT **Subject:** RE:Unavailable for interview questions-Connie Cuttino

To my fellow classmates, due to death in my family I will be unable to complete interview questions with my classmates. My plan is to try and conduct them outside of the classroom at a later date. I contacted Dr. Lee and rather than totally ignore the request to participate (should I get any) it was suggested that I notify the class and I totally agree. I ask for your patience as I try to claw my way back into class and as you can see I have posted both assignments for this week.I enjoy this class and my classmates but I am also human and need to handle the time with my family. Mark C, and Dr.Lee I thank you for your condolences. Respectfully, Connie

Mi Young Lee
RE: Discussion 2 - Week 7 Main Post Connie Cuttino

I like that you had clear and concise questions.   The only main suggestion that I have is that it is okay to use sub-questions with a main question.   This would help in fleshing out more details about the individual that a person admires and challenges the interviewee to think critically and positively about the individual.
Hello Genea.

Reading, I can imagine an excellent job on your hand coding experience. It is a very important idea that the developers must first determine through convergence what words fit into the same theme or category. However, if you are word specific as appears in the text, you may have to miss a similar or same meaning, thought or feeling that the interviewees provided as a raw data. Nevertheless, it is unwise to increase codes, and especially problematic if you do themes or categories. It would create any hardly treatable post-data collection work. In other words, it could complicate the analysis and presentation of data. I suppose a premeditated structure of interview questions to be well organized sufficient to anticipate a code or key word clustered response only could save this situation. How do you adjust this possible challenge from the response containing a wide use of various words? I also like to know how to use your result on frequency of codes to finalize your presentation? Respectfully.

[Week 8]

Author: Genea Shoulders **Date:** Wednesday, July 22, 2015 5:18:01 PM EDT **Subject:** Discussion Main Post

(Team: Genea)

Gibbs and Taylor (2005) defined coding as the process of combining data into themes, ideas, and categories associated with the study (para.1). Following, developers can then mark similar passages with the same code label in the efforts to easily retrieve them later in the study. On the other hand, Creswell (2013) defined coding as placing textual information into smaller categories and then looking to databases to assign meaning and labels associated with the codes (p.184). Some examples of codes include events, activities, behaviors, and other observable characteristics.

For example, the discussion board for this week sought to determine who the one person that students admire the most was. Although the assignment asked to compare data with our partner I was unable to do so and will only present my coding methods. Patton (2015) suggested that when more than one person in a group it is more appropriate for each person to independently code data and then compare against one another (p.554). The author then suggest that developers must first determine through convergence what words fit into the same theme or category.

As mentioned above the proposed survey question asked "Who is the one historical or living person that you admire the most?" Prior to determining which coding structure I would use I decided to read over each survey and mark key words from each question in red. Patton (2015) described this process as the first in developing coding categories or classification systems (p.554). The author then suggest reading over the data a second time to formally code the data into systematic categories.

After reading each survey I was then able to determine coding themes that arise throughout each survey question. Following, I counted the number of times like terms presented throughout each question. Although this method is easier than using qualitative software data it does present their own challenges. Huberman and Miles (1994) suggested the idea that developers use preliminary code counts of data codes and determine how frequently codes appear in the database.

The categories that can be associated with survey response includes reflexive accounts, relationship, and the significance of the meaning assigned to the admirable person. I decided to go with these coding themes based on the concept that each survey response conveys a positive influence on the individual's life. Also, participants were asked to account for the one person who they admired the most which meant they had to dig deep into their mind set to decide such. Finally, participants were then asked to describe the relationship and impact that the individual had on their life.

One of the challenged that I has when hand coding each survey was keeping account for key words that were associated with each survey question. For example, one of the response was very extensive but did not provide key words that I could place into themes that were developed from other surveys. I also found that two out of three surveys chose historical people as the person they admired the most. The quality issue associated with hand coding is accuracy in the number of times key terms appear within themes.

Reference

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Patton, M. Q. (2015). *Qualitative research and evaluation methods* (4th ed.). Thousand Oaks, CA: Sage Publications.

Hello Genea,

You mentioned you count the number of times key terms appear. This is a possibility in the coding process discussed in the resouces for this week discussion (Patton, 2002, Creswell, 2013 and Gibbs and taylor, 2005). However, different terms or expressions can be used to convey the same meaning, thought or feeling. Did you face such a situation and how did you manage?

Rodolphe

Hello Mark and Wase,

Thank you for the informative post. Your point about the advantage and disadvantage within the use of descriptive or more general terms seems likely many coding analysts would face as their challenge. If we put more focus on the data, the descriptive terms will be more salient. If he or she tends to get it more scholarly, the second choice could serve although the first way also has a value on its own. Once I found it very persuasive and entertaining to understand a Korean mind and their personality on the key words analysis from the interviews of selected public. It was not scholarly in exact sense, but sophisticated both at volume and ways of analysis. It used descriptive terms as transcribed in the interview response, and the frequency of codes is the standard of analysis in presenting their message of findings or themes. On the thesis or dissertation work, I suppose that the researcher may more likely to choose the general terms if he is more influenced or exposed in the stage of literature review. How is your prospective work gone in this consideration? In other words, are you more friendly with the coding based on the general terms? Respectfully.

Author: Mark Murray **Date:** Wednesday, July 22, 2015 7:31:03 PM EDT **Subject:** RE: Discussion - Week 8

Hand Coding Data – Mark and Wase

Comparison of coding structure and strategies

Creswell (2013) opined that coding "involves aggregating the text or visual data into small categories of information" (p.184).   Both researchers worked on the same data following the interviews conducted with peers. Following this exercise, the codes used by both researchers emerged from terms that seemed to "best describe the information" (Creswell, 2013, p. 185).

Both researchers thought along the same lines by grouping major themes. It was actually very interesting to see how close both researchers were regarding the coding terms that were developed independently. Although there were a lot of similarities between the structure, and coding structure of both researches, differences of how coding was conducted emerged. One researcher color-coded the coding terms to identify when the interviewee was talking about themselves or the person they admired. This helped identify convergent terms and how they "fit together" (Patton 2013, pp. 554). Conversely, divergent terms became more evident and revealed patterns or categories that were likely not as accurate (Patton 2013, pp. 555). The other researcher used a series of numbers from 1-9 to indicate the occurrence of each term. Identifying high and low-use coding terms also helped distinguish convergent and divergent terms and identify patterns.

Another interesting difference between the researchers was that one researcher grouped several areas together under two terms; 'disadvantage' and 'parental influence'. The other researcher used more descriptive and more explicit terminology such as 'childhood,' 'determination,' 'misadventure,' 'upbringing,' and 'obstacles'. The use of more descriptive terms was discovered to be a greater benefit in coding since it allowed more opportunities to "Winnow" out more specific data without dumping too much meaningful information (Creswell 2013, pp. 194).

Analysis and discussion of the experience of hand coding and issues of quality

Both researchers found the hand coding exercise very enriching. It was interesting to see similarities in the coding and to debate the pros/cons of coding terms and using more precise terminology versus more general terms. It was very easy to understand each other's perspective, and the rationale behind the terminology. Regarding issues of quality, both researchers were very thorough in analyzing the data. The text used for the coding exercise was chosen based on the data that was best suited to respond to the research question, notably the inherent qualities of human beings that trigger a high degree of admiration.

References

Creswell, J. W. (2013). Qualitative inquiry and research design: Choosing among five approaches (3rd ed.). Thousand Oaks, CA: Sage Publications, Inc.

Patton, M. Q. (2002). Qualitative research and evaluation methods (3rd ed.). Thousand Oaks, CA: Sage Publications, Inc.

Author: Eric Light **Date:** Thursday, July 23, 2015 9:06:30 PM EDT **Subject:** RE: Discussion - Week 8

Mark and Wase,

Great post. I am curious about the coding using the series of numbers that represent occurrence. Is this similar to hierarchal coding or strictly counting the number of times a specific word is used? Gibbs (2005) mentions coding hierarchy as a way to create a outline and apply the codes in a consistent way. Thanks again for your informative post.

Gibbs, G. R., & Taylor, C. (2005). How and What to Code. Retrieved from http://onlineqda.hud.ac.uk/Intro_QDA/how_what_to_code.php

Hello Constance and Mark,

Your reference to Braun and Clarke (2006) seems very helpful encouraging the confidence and facilitation of research work. To say, given the adequate following with the research method or guide, I also consider that the researchers have to be courageous to acknowledge their decisions, and recognize them as decisions. One inexperienced or clumsy practice of junior researchers likely would lie in their hesitation and reluctance while he or she does better to speed up their dissemination of research findings. That may be a good practice that is considerate or prudent, but can spoil the adequate timing of dissemination or be inefficient deals with no trade-offs oftentimes. Especially, the tip seems consequential for the qualitative researcher at the beginning stage of career more than quantitative ones. How have you felt to be solid for the prospective piece of qualitative research when you made a coding decision? Do you feel like one of participants more than your status as a researcher? Respectfully.

Author: Mark Chakwin **Date:** Wednesday, July 22, 2015 12:43:11 PM EDT **Subject:** RE: Discussion - Week 8

Week eight initial post (*Team Constance & Mark C.*)

Hi professor and colleagues!

Coding structures and strategies

Summary: Our team reviewed the three interviews and decided on an appropriate interview sample to code. Each of us coded separately and then each provided the other with the results. Our approaches and our codes were different!
The Coding Exercise

Coding

A *code* in qualitative inquiry is "most often a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/ or evocative attribute for a portion of language-based or visual data" (Saldaña, 2012, p. 3). Janesick (2011) describes eight steps for coding including carefully reading and summarizing the data, pre-coding to gain attention to "codable moments" primary coding and follow-up coding with adding categories and themes (pp.180-181).

Team Approach

In our team, each coder determined their own codes independently, although Saldaña (2012) recommends that researchers collaborate for team ventures and create an *inter-coder agreement* or an *interpretive convergence* in advance (p. 28). Creswell (2013) describes how multiple researchers can code independently and iteratively work to have a unified set of codes –using a common "codebook" to aid their research (p. 254). For this exercise, our codes and our methodologies were not pre-planned so that each of us could compare and learn from each other.

In our results, one coder used 13 codes (with two multiple uses) and the other coder used seven codes (with six multiple uses).   In Qualitative Research there is no correct

number of codes to use. Creswell (2013) proffers his "lean coding" approach with very few codes and strives to keep the codes and themes to a small number. Saldaña (2012), however, notes that Lichtman (2006) states that 80-100 codes and 15-20 categories are not unusual for a first cycle coding (pp. 20-21).

Our team's approach to coding also varied in philosophical approach as well. One team member identified codes in an inductive approach that often is associated with grounded theory --where coding "is a procedure for organizing the text of the transcripts, and *discovering* patterns within that organizational structure" (Auerbach & Silverstein, 2003, p. 31) (emphasis added). The other team member used the research question to guide the coding in alignment with a "*theoretical' thematic analysis*" (Braun & Clarke, 2006, p. 84).

Observations

- Conducting independent coding on the same data, and without preparing an inter-coder agreement, revealed how much the individual researcher brings to a Qualitative Research project.

- Each team member diligently followed the "guidelines" or traits recommended by Saldaña (2012): to be *organized*, to *persevere*, to *deal with ambiguity*, to be *flexible*, to be *creative,* to be *rigorously ethical,* and to have and use an *extensive vocabulary* in analyzing the words and meaning of others *(pp. 28-29).* For this reason, we believe that the quality of our first cycle coding was high –and the results aligned with what our course material suggests that initial coding delivers.

- We discovered that the same facts and words were valued differently by each team member. Each created a slightly different picture out of the interview's content. We believe that neither coder's approach suffered from a lack of quality; nor was either approach better or worse. Each "tuned" the coding to his/her own experiences and research goals.

- As Braun and Clarke (2006) stated: "What is important is that the theoretical framework and methods match what the researcher wants to know, and that they acknowledge these decisions, and recognize them as decisions" (p. 80).

Thank you for reading our post!

Team: Constance & Mark C.

References

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[Week 9]

Author: Rodolphe Missinhoun **Date:** Wednesday, July 29, 2015 7:07:39 AM EDT **Subject:** RE: Discussion - Week 9

Main Question Post

My proposed research design is a case study to describe in details how organizational culture shapes complementarity between public and nonprofit organizations, given their à priori intrinsic inefficiency, as nonprofit oriented. In the last week application, I mentioned that four types of data will be collected and analyzed to reach an appropriate tradeoff between breadth and depth as suggested by Patton (2002). These are documents, interviews, focus groups and audiovisual materials. The analysis will require an adequate mix of these data. Following Creswell (2013), the first step of the analysis will be to store data in a matrix form. The column will indicate the types of data and the line will comprise the forms of data (nonprofit interviews, public organization, beneficiaries, ect).This will give a first look of the complexity of the public nonprofit partnership nexus in delivering the public cash transfer. After several reviews, the data will be coded. The steps proposed by Stake (1995) and discussed by Creswell will be used, to reduce bias and improve quality and validity of findings. A categorical coding and analysis will be first done to identify instances for meaning-making. The direct interpretation will further be used by coding and interpreting each form of data. The meaningful themes/codes will be combined to shed light on consistent patterns. The patterns will be interpreted and analyzed, in line with the existing literature for naturalistic generalizations. The use of these steps will ensure to exploit each form of data in details as well as getting deep into their combination. As Creswell suggested, it is important that the specific case of public cash transfer itself be described in-depth in support to data collected from field.

Given the various types of data to be considered, the use of software will be appropriate. As Creswell indicated, software facilitates data storing, manipulation and analysis. While it cannot substitute the researcher's judgment as cautioned by Patton (2002), it can serve for a better organization and management of data. The coding will be facilitated and the comparison and combination of the various forms of data can be eased. The complexity of the information can be investigated by relying on the software facility for data management. For instance, themes from beneficiaries' views can be easily compared with codes from nonprofit interviews. A variety of comparison can be conducted at once.

References

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 (3rd ed.). Thousand Oaks, CA: Sage Publications, Inc.*Qualitative research and evaluation methods*Patton, M. Q. (2002).

Author: Ferron Yi **Date:** Wednesday, July 29, 2015 2:15:41 PM EDT **Subject:** RE: Discussion - Week 9

This seems very interesting. Do you think you will find more similarities or differences between the public or the private sector?

I do not know about what will be the findings. What I think is that in the literature the nonprofit government partnership is politically attractive as a means to effectively deliver public policies. If this actually happens (and it does in the literature at some point), it would mean that there are some factors which contribute to that. In fact according to some existing literature, the nonprofit orientation of public administration may explain its inefficiency (for instance see Mises). Therefore, the question is how an other organization which is also said nonprofit oriented does come to complement public bureaucracy to lead to effectiveness. This is what I propose to explore. If the responses were known, thus there would no longer be any gap in the existing literarture and the study would not be justified. My point is that there are still more description and explanations to provide. I want to look some of these elements from the praticionners as well as beneficiaries' perspectives. The case study is then to explore how informants perceive the partnership and what it carries (as positive or negative) in their views.
Rodolphe

Hello Rodolphe and Ferron.

Thank you for the informative post. Your assumption seems that public and nonprofit organizations are intrinsic of inefficiency and also will highly likely be so upon the completion of your research. Then you would like to know the types of failing or other version or rationale varying with such patterns or types? I believe that is interesting, but with the kind of exceptional success of public nonprofit organizations as you see. However, the problem arises of definition itself. To say, if for the exceptional success, how can we define them as nonprofit since they reap an amount of profit in an excess. Are they to clear their excess with the social redistribution, and return to their initial investment? Or are they to increase their capital –- perhaps social or public –- for reasons (the kind of strategic dimension)? They may come sacred to increase their provision of service because they find a possibility and prosperity or come to difficult to compete with other nonprofits or harshly with the same field of private for-profits. The interesting point, in my view, also would be how much the tendency can be charted in the share of public nonprofits or social capital across the period in comparison with the traditional forms of business organization. The effectiveness of delivery of service for the consumers is one important tenet in the fiscal federalism of US, in which the diffusion with various states system for provision of service to the citizens had been held as more effective and could increase the choices of citizens. Then we may hypothesize the kinds of rank order in delivery of service from the private profits, state and federal government in terms of effectiveness and increase of choice or preferences. While the public nonprofits are not exactly same with the state entity, we may sense together as to perform a similar role and pattern of behaviors. If the rise of social capital or public nonprofits is identified, they you may be comparative with the three rank order from the viewpoint of other themes or codes. For example, the public concept imposes an "austerity" or "worship" making them constantly improve their quality of service, which comes contrasted with the private driven firms and attracts the consumers. Or you may draw their "specialization" or "professional training" as a factor that brings a rise of public nonprofits. Or due to such "focus of public opinion, press and media" as well as "intellectual sharing" that explore any idealistic paradigm for the current capitalism. It seems very attractive that

your interest has gone among the public non-profits. It also would be an interesting key word that you use "complementarity" to portray their mask and reality. Are you firm with your thesis in this stage? Thanks for the posting again. Respectfully, Kiyoung.

Author: Chenwi Ngwa **Date:** Wednesday, July 29, 2015 8:38:25 PM EDT **Subject:** RE: Discussion - Week 9

Hello Chenwi, Ferron and Rodolphe.

Thank you for reading my post and questions. The life of researchers may look like a vagabond in the bewildering and deserted Sahara? However, it is really fantastic to reflect on the computerized lesson of NVivo over the weeks in this class, which would be the kind of portable lamp in the hands of researcher. The hand coding work was good, but the transition to NVivo in this week likely evokes a friendly feel from the developer of software program. It is portable, perhaps with some application to IPod or others and so small, but plays an extensive role to store, manage, analyze the data and documents, and is suited to the work of researcher, such as visualizing and presentation. It seems the kind of oasis that now we are working on. KTV is the kind of public outlet with which the academics of Korean public administration interacts. I found it surprising that the young public officers of Korean government are so specialized and developed their expertise in their specific field . Their idea and ways of presentation is qualitative that raises an attention and mindedness of public for the area of their responsibility. If mom can be with Korean, I would suggest to view. Approaching the end of this course, I realized that the qualitative method is not only diverse in the methodological types, but also could be shared in major attribute. While he or she can appreciate the distinctiveness, the researchers can be an omnibus user over different approaches and methods of analysis upon the qualitative data that he collected. That can also be one point of consideration so as to make a best fit for the research plan. By the way, SPSS is exploitable without limitations of period in use, but not with NVivo? Have a good weekend. Kiyoung

Thank you for the detailed research plan. Given that qualitative research takes a lot of time to analysis all the data that has been collected from the field, it is important to allocate enough time for the analysis phase of the study. This approach will examines ways of enhancing the quality and credibility of the qualitative analysis. Given the flexibility and varying strengths and weaknesses of the different qualitative analysis methods or approaches, the researcher uses different methods to investigate the same phenomenon, should not expect that the findings generated by those different methods will automatically come together to produce some nicely integrated whole. Indeed, the evidence is that one ought to expect that initial conflicts will occur between findings from the different qualitative data analysis methodologies and that those findings will be received with varying degrees of credibility. It is important, then, to consider carefully what each kind of analysis yields and to give different interpretations the chance to arise and be considered on their merits before favoring one result over another based on methodological biases. What do you think?
Again, thanks for the great discussion post.

Author: Ferron Yi **Date:** Wednesday, July 29, 2015 2:17:21 PM EDT **Subject:** RE: Discussion - Week 9

This is very interesting. My mother is a frequent viewer of KTV. This was good information that I will pass along to her. I am interested to see what her response is.

Author: Rodolphe Missinhoun **Date:** Wednesday, July 29, 2015 3:17:56 PM EDT **Subject:** RE: Discussion - Week 9

Hello Kiyoung,

You provided detailed information, and this seems to be even a lot of information. I am sure I would not the only who got lost in reading your post, as I failed to clearly identify your research method, forms and types of data related to your topic and how you are going to analyze them. Your post seems like your investigation is theoretical and you seem to explore the meaning of qualitative phylosophical or theoretocal approaches. Is your proposed research investigating methodology issues?
Rodolphe

Author: Mark Chakwin **Date:** Thursday, July 30, 2015 5:28:57 AM EDT **Subject:** RE: Discussion - Week 9

Mark Chakwin week nine initial post.

Hi Professor   & Colleagues!

Data analysis techniques for my qualitative research plan.

Background: My planned Qualitative Research final project is a case study of a Sister City relationship.   (A Sister City relationship is: *"When a community of any size decides to join with a community in another nation to learn more about one another, and to develop friendly meaningful exchanges…"* (Bell-Souder, Bredel, & Rodd, 2005, p. 2).   These relationships are increasingly popular, but under-examined as to the (perceived) value that they actually bring to the participating city.   An inquiry into "the complex system dynamics" (Patton, 2015, p. 8) will be done using a Purposeful/purposive sample (p. 265).

The Data: The data I plan to collect includes: stakeholder perceptions and assessments via open-ended surveys, data describing the city's goals, actions and reactions about the Sister City relationship as found in relevant city official records; The feedback and opinions from the community and non-governmental stakeholder as provided in published documents, letters, web-blogs by non-governmental stakeholders in the participant city; and local (city) media reporting including: from newspapers, local TV and radio. These reports could include news, editorials, commentaries, or even advertisements related to Sister City activities. Seeking these sources aligns with practices recommended by Creswell (2013b, pp. 191-192).   Finally, I would conduct personal observations of Sister-city activities, so-called site visits according to Patton (2015, pp. 352-353).

Analysis:

- According to Creswell (2013a), analysis is fundamentally a (1) preparing and organizing the data, (2) reducing the data into themes through a process of coding and condensing the codes, and (3) representing the data in figures, tables, or a discussion (p. 180). In practice these three steps are expanded and subdivided, or adjusted in different ways, depending upon which Qualitative approach is used. Moreover, these steps are not linear. Creswell (2013a) describes the Qualitative analytical process as "all moving in analytic circles rather than using a fixed linear approach" (p. 182).

- This case study of a single city (purposeful sample), lends itself to direct interpretation. For this approach, I will examine a single instance (city pair) and seek to elicit the meaning that can satisfy the research questions. In analytical terms, "*It is a process of pulling the data apart and putting them back together in more meaningful ways. Also, the researcher establishes patterns and looks for a correspondence between two or more categories*" (Creswell, 2013a, pp. 199-200).

- As noted above, this research will generate large amounts of multi-media and text records. There will be first-hand observations, and second and third party data, like that coming from open-ended questionnaires. Managing and analyzing these data will require computer aided analysis. This can be illustrated in simply considering the steps for coding. Janesick (2011) identifies eight steps for coding and theme development (pp. 180). In this case study, those eight steps will be multiplied (applied) to at least four different data types. These steps will then be multiplied by the amount of data for each type as well!

- The analytical challenge of managing the diversity and volume of data can be mitigated by using analytical software --like our courseware, NVIVO. These software programs allow us to: "(1) quickly generate coding using auto-coding or queries, (2) find themes in your data using queries, (3) query your data and coding, (4) single project file that can be easily transported and shared with others, (5) add the ability to link, annotate, and create relationships, (6) add the ability to create models that are linked to the items they represent, and (7) to reshape and re-organize your coding and node structures quickly and easily" (Buffet, 2007). Frankly speaking, computer software is the only facile technique to apply one *standard* for managing and analyzing diverse data formats and materials – often automatically! Saldaña (2012) addressed the enhanced functionality that software provides. He noted that using software "…becomes vital for … coding and [for] retrieval functions to work consistently and reliably. This is an almost essential condition for Qualitative Researchers" (p. 29).

OK, this was an overview of data analysis approach for my case study. Although analysis fundamentally requires only three steps (Creswell, 2013a), it is an extensive and complicated undertaking.

Thank you for reading & have a great week!

Mark

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Hello Mark.

Thank you for the excellent post. I also agree that NVivo is almost indispensable for the qualitative researchers. It seems a time of perfection when NVivo provides the kind of end result with the matrix of themes or codes. It would provide a catharsis of researcher in his sedulous work on the research topic and theme as well as tiring strolls of investigation. It also can reduce the bias with the objective computerized frame and subjective value of researchers. It is fanciful to dress up the raw data into the kind of scientific fashion. Your research topic is very attractive that we now consider the age of city politics. The kind of traditional politics on the state or might-of-nation based are unlikely to be intimate or practical for the vast of citizenry if not the diplomats or public officers at other scale of territory. Then I expect that your data analysis begins with the friendly exchange as you deposited initially, and the corroboration/legitimization occurs, by evaluating alternative explanations, disconfirming evidence, and searching for negative cases as Merill epitomized. Have a good weekend.

[Week 10]

Hello Genea,

Thank you for the informative post. My gut had been a complete separation between quantitative and qualitative. It is vastly true, of course, but the kind of intersection seems due if minimal though. Deductive test or logical analysis, as you illustrated, may be one example that the qualitative researcher can reinforce his frame with the kinds of persuasive matrix. I had been presumed that the department of statistics had no interest with the qualitative nature of intelligence, but that the ads for the department on the open university simply thrust the word graphics of frequency from the NVivo. Upon the event of president speech in countries, we may see the reporter of next day newspaper presents the most frequently used words in it. How do you best exploit these utilities in dealing with your final research work? Good over the days.

Author: Genea Shoulders **Date:** Wednesday, August 5, 2015 4:12:12 PM EDT **Subject:** Discussion Main Post

Patton (2015) suggested developers conduct their research in one of two ways. Through inductive analysis researchers look for patterns that emerge from the text (p.560). Just process exist when developers create possible codes of categories by crossing one dimension with that of others. After developers must then work back and forth with the data in order to determine the complete matrix.

On the other developers could work through a study deductively or the logical analysis process. Deductive research consist when developers force data into particular categories with the hopes of completing the matrix (Patton, 2015, p.561). For example, while working through the data a developer may use pre-existing coding categories but then come across the challenge of placing certain words into categories. At this time the developer may then force certain words into categories in which they do not fit.

For the proposed mini-project I would consider evaluating the data based on the qualitative approach of grounded theory. Grounded theory suggest developers move past the descriptive phase of the data and more towards generating a theory based on the results of the study (Creswell, 2013,p.83). For example, when using the quantitative approach developers generally present a theoretical foundation and work the study based on such. On the other hand, qualitative researchers look to the data to generate a theory within the study.

Based on the mini-project surveys I would seek to develop a relational theory that connects the participant to who they admire most.   In order to prove quality, trustworthiness, and credibility within the mini-project I would employ tactics used by Creswell. Creswell (2013) provided readers with procedures to use when considering grounded theory. First, the literature review must provide bias or gaps that are presented within current literature as well as provide a rational for why just study needs further research.

Second, throughout the writing developers must begin with something and then provide ideas about the sample, setting, and the data collection process. Third, developers must provide a reference for outside resources used to support the theoretical conclusion. Finally, within the discussion section developers must provide what their study failed to accomplish as well as what future developers should research and practice (Creswell, 2013, p.229).

Although the results of the study were only based on one developers coding method evidence of quality did exist. The quality of the surveys can be based on the use of the NVivo

software which eliminates hand coding and accuracy challenges. In order to ensure quality, trustworthiness, and credibility of my proposed qualitative research plan I would consider using the same if not similar tactics used for the mini-project.

Reference

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Hello Jennifer.

Thank you for the excellent post. My feel about the research work likely would be presumed of microbiome within which the scholarly communications are interchanged. In that sense, your statement about "nurtured through extended time," "utility of peer review and member checking" as well as paramount importance of "high quality writing as clear and captivating." For the foreigners, the English teacher, therefore, stresses the importance of emerged learning that they zone the space of "English only" in their country. That serves breeding future English speaking scholars of foreign origin, and also likely facilitates the globalization with common neighbors. We now learn between the data and writing up stage, which may be implicating. The essential aspect of qualitative method is the kind of process to deal between the researcher and common neighbor, called participants, oftentimes. We have experienced broken English as a data from the foreign owner of Beauty Shop when we learnt the observation method and protocol. Nurturing over the extended time in the field is pertinent if we often say, immigrants of earlier age to the English speaking community, especially of undergraduate education, would better communicate and express as a native. Of course, the "field" in this case would be meant about the data collection and analysis and the subject issues of researcher. Even in this case involved with the native researchers, however, I consider the prolonged engagement probably would yield a written product that is more appealing and comes closer with the audience. It is seen very prospective that you have a good network for the peer review and member checking as if you can now comfort with the kind of micrbiome for your professional work. Do you plan to use the kind of websites, research net, academia or SSRN as your career progress? Have a pleasant day.

Author: Jennifer Williams **Date:** Wednesday, August 5, 2015 8:44:49 PM EDT **Subject:** RE: Discussion - Week 10

Main Post

When considering strategies to ensure the evidence of quality, trustworthiness, and credibility in my work, the very first one that comes to mind is the importance of high quality writing, free of grammatical and spelling errors. This may seem like an obvious expectation of scholarly writing, but it has been my personal experience that more often than not, students fall far below that expectation. Infusion of the correct writing style is also paramount to ensuring quality, trustworthiness, and credibility in one's work by virtue of the fact that if the writing is not clear and captivating, the reader will quickly lose interest and dismiss the project. While these are personal strategies that I have adopted over time, there are

additional strategies found in our text that provide guidance on the importance of quality, credibility, and trustworthiness.

Creswell (2013) offered that the researcher's close rapport with participants, nurtured through extended time in the field, increases the credibility and trustworthiness of the research. The author went on to include the researcher's rich descriptions of data and his or her frank acknowledgement of researcher bias as contributing factors to the credibility of the researcher and transferability of the findings. Triangulation is yet another strategy encouraged by Creswell (2013) as a means of strengthening credibility by utilization of a variety of "sources, methods, investigators, and theories to provide corroborating evidence" (p. 208). Each of these strategies is important to ensuring the credibility and trustworthiness of the findings and will certainly be included in my research project. In addition, I am a huge proponent of the strategies described by Creswell (2013) as *peer review* and *member checking*.

The practice of member checking is crucial to ensuring that the presented data is reflective of the participant's reality. Soliciting periodic feedback from participants regarding the language, themes, and interpretations of the data is a sure way to increase the accuracy of the research and thereby lend credibility to the findings. This strategy was quite helpful during the interview assignment when I shared with the three participants the codes and themes that were identified as significant. Participants were able to clarify their language and intent and were free to correct any assumptions made on my part. Also helpful during the interview assignment was the peer review strategy. This is a strategy that I have come to rely upon since beginning this doctoral journey, and one that will be included in my mini project. My peer reviewer is a fellow scholar that I met at my first residency. She and I often share our work for the purpose of critique and honest feedback. Although there are times when we agree to disagree, I can honestly say that my writing and *reasoning* has greatly improved due to her honest and sometimes brutal feedback.

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Hello Ashley.

I have enjoyed reading your post. Your mention, citing Creswell, had a great deal of implications that the researchers would ultimately be eventuated for the "knowledge claims." The originality of contributions with the journals and dissertation work as well as research ethics of anti-plagiarism and protection of copy right would likely stem from this aspect of intrinsic. I suppose that the researchers' awareness of this context is better effective than thousands of instructional warnings or classes of research ethic. How do they claim their work as a new knowledge that perhaps was toiled to dig up, but that altered their time and labor to nothing? Several months ago, one professor with the duty of government project on the research ethics delivered a lecture in my workplace. She was a female professor from the Ho-seo University and amused us with demeaning words, but very pointing to the status of researchers. W.S. Hwang once had been one of world renowned stem cell researchers that had served the Seoul National University. He was accused to falsify the data and alleged to do wrong in terms of the professional standard of research. He had been one of Korean heroes, but had to retire with public pressure. Her focus of statement freezed the atmosphere of audience that the editors of global research journals had turned down a submission from

his last name, Whang, regardless of the merits and acceptability, over a certain period of time. In this case, the impact of false knowledge claims not only harms the researcher himself, but also can produce innocent victims. The victims would not only Koreans since the last name also would be used in China. Thank you again for the excellent post, and have a pleasant day.

Author: Ashley Reed **Date:** Thursday, August 6, 2015 7:12:19 PM EDT **Subject:** Main Discussion Post

Evidence of Quality in Qualitative Research

Quality, trustworthiness, and credibility are interconnected. They all are imperative to the Qualitative Research Method Design.   These components ensure validity and reliability are present. Moreover, trust worthiness and credibility provide confirmation of quality. Collectively, they ensure good value of the research.

Ensuring Quality

How valuable is your research?   This is the question posed by challenging quality.   According to Creswell (2009), in such study a researcher make knowledge claims based primarily on "Constructivist Perspectives"   in which a researcher consider the most relevant, qualified, and accurate information are used to enhance the overall value or worth of the study (p.18). In other words, the researcher ensures validity based on constructive evidence and proof.   I t is clear quality is imperative in Qualitative Research. Good quality accounts for the sufficient evidence of outcomes that stems from the research.   It is a helps shape the study through means of ensuring all components of the researcher are appropriately carried out.   It affords the researcher the opportunity to go over results to ensure no discrepancies occurred and to make certain the researcher has presented the most accurate data. Also, trustworthiness and credibility helps the overall quality of the research by providing proof of what was revealed or concluded.

Ensuring Trustworthiness

Creswell (2009) indicates that using literary sources in qualitative research creates trustworthiness among researcher and participants because not much has been written on the study at hand.   In this case, the researcher relies on listening to participants in an effort to build an understanding of what is taking place in the study or occurrence based on their perspectives and responses. Hence, such relationship requires trust.   The research must trust that the participant is providing the most accurate data.   Meanwhile, the participant must trust that the researcher will protect confidential information and provide the most accurate interpretation of their information.   Moreover, qualitative research is not numerical in nature.   Therefore, it requires the use of participant viewpoints, interview, observation sample, etc. Trustworthiness to ensure that any component of the research is not fabricated.   It maintains that the research is dependable and that it can be truthfully confirmed.   Hence, different researchers may gather results on the same study.   However, each researcher must be truthful in presenting all accurate details results that fashion the overall outcome of their study.   In other words, ensuring that their own individual and unique research could be confirmed or validated by others.

Credibility

The qualitative researcher's job is to explain a phenomena.   Hence, they use the inferences gathered from participant's experiences or perspectives to understand the phenomena's who can be identified as the ultimate critic of the credibility of results.   Participants involved in interviews or observations can serve as credible sources because they are involve in the study and are the ones directly or indirectly providing information. Also, credibility is the foundation that build results of the study under investigation ensuring it is trustworthy or reliable based on those involved in the research such as the participants. There are a numerous sources of data that could assist in the Qualitative Research collection process.   Being Reliable, truthful, and trustworthy should be the characteristics of the selected sources (Research and Evidence, 2013).   For instance, credible sources can be corroborated through expertise i.e. peer- reviewed journals in which the Researchers credentials can help ensure quality research.   According to Research and Evidence (2013,) it is important verification of the Reacher credentials and how recent the source are is imperative for the overall research and presentation of accurate data.

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[Week 11]

Hello Mark,

Thank you for the informative post. The selection of method occurs between the quantitative and qualitative or mixed methods in the first, and next about the different approaches within the qualitative studies. Since some research problem can only be uniquely addressed by the qualitative studies, the first challenge may seem less imposing. Your idea on the Ukraine Crisis and Crimean change of sovereignty seems fairly productive that both approaches would be combined to create your frame of qualitative studies. Are your research design ultimately purported to yield a theory as within the grounded theory approach or mixed nature of write up between two approaches? Although the research plan is excellent enough as informed from the high impact case studies and grounded theory, the practical challenge in the data collection stage can be present as you note. What are your strategies to handle them? Have a good day.

Author: Mark Murray **Date:** Tuesday, August 11, 2015 10:50:12 PM EDT **Subject:** RE: Discussion - Week 11
RSCH-8300P Discussion Post Week 11: Blending and Adapting Approaches

Mark Murray

Blending and Adapting the Approaches:

Dr. Knightly-Lynn (2010) outlined that the goal of research design is to develop what is needed to validly answer the question. The key is to identify what aspects of research design are the most appropriate to meet your objectives. However, these decisions must first be grounded in your knowledge of the different approaches. After attaining a full understanding of the qualitative paradigm and the different approaches, then the researcher can combine different aspects such as the analysis of one approach with the data collection method of another" (Knightly-Lynn 2010).

When attempting to blend multiple approaches for my particular research method, I think of combining the deep level of understanding and use of documentation for data collection of the high-impact case study with a grounded theory approach based in self-determination theory (Creswell 2013). Using a high impact case study allows me to focus on the volume of documentation that exists for an event like the Ukraine Crisis and the Crimean change of sovereignty. Using this documentation will take the place of interviews and survey tools that could be manipulated by local groups or potentially endanger respondents who could be targeted for the participation by political groups bent on solidifying control in Crimea. Combining this documentation with the grounded theory process of "Analyzing actions and processes rather than themes and structure" in order to develop a theory that explains events (Patton 2015).

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Hello Clement,

Thank you for the informative post.   I agree that any more creative method could be employed if it can most finely address the intent and research goals as you stated, "traversing of the proverbial methodological aisles or amalgamation of different methods." Across the surf over the dissertations or articles, for example, I also realized that the chapters may not pattern after the dominant practice or some vanguard-type for the data collection or ways of presentation. I sensed if the methodology would ultimately be valued for easier, appealing and educative or informative communication with the audience or supervisor. When blending occurs, what is your strategy to enhance the persuasion and educative effect of research article? Have a good day.

Clement Nwagbara

Qualitative Research: Blending and Adapting the Approaches

Perhaps, the most general blending and adapting of research approaches that I know is the traversing of the proverbial methodological aisles, and amalgamating qualitative and quantitative approaches into the mixed methods approach. Creswell (2009) defines mixed methods research as "an approach to inquiry that combines or associates both qualitative and quantitative forms. It involves philosophical assumptions, the use of qualitative and quantitative approaches, and the mixing of both in a study" (p. 4). Researchers do not usually "see" research questions or hypotheses specifically adapted to mixed methods. Therefore, a mixed methods research question is often called a 'hybrid' or 'integrated' question. The question directly addresses the mixing of the methods, and the mixing informs and guides the study, which answers the research questions (p. 138). When the need for showing quality in research arises, the mixed methods approach is a way of harnessing the strengths of both qualitative and quantitative approaches; it also addresses interdisciplinary complexities; and enhances "insight and expanded understanding of research problems" (p. 203).
However, I consider quasi-experimental designs also as blended, well-nigh, in the manner of mixed methods. In this design, researchers are able to conduct their studies "in natural, real-life settings," but use probability samples to increase "the external validity of their studies" (Frankfort-Nachmias & Nachmias, 2008, p. 133). A research study could also utilize in combination multiple sampling strategies and multiple types of data, as shown in triangulation and the variety of forms thereof: data triangulation, investigator triangulation, theory triangulation, and methodological triangulation. All these are strategies of blending and adapting in research studies: "mixing data, design, and analysis approaches" (Patton, 2015, pp. 316-319).

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Hello Mark,

Thank you for the informative post. I would truly be done with the statement, "less-theoretical wrinkle to considering research approaches" or "if researchers are focused on useful and actionable answers…the method decisions [will be] based on the situation and opportunities that emerge rather than…a pure paradigm. Although we have an extent of methodology classes in course design, that would be working to analyze other articles as a peer reviewer or supervisor when we serve as a referee of journals or so. In that case, perhaps most important considerations would be how the research article has been generated that provides a clear cut to assess the quality of contribution. However, the angle might be other way as involved with the producers of research piece. The researchers honed into their problem may perform well with a less faltering with the squeezing problem of research method or approaches. Actually the methodology classes are sophisticated and rigidly framed with the purpose of instruction that your illustration of methodological flexibility with Patton's likely is adequate. Do you consider how much the incongruity can matter purely with the issues of methodology or approach other than the purpose of research or pragmatic service? Have a good day.

Mark Chackwin Week 11: Initial Post

Hi Professor and Colleagues!

How and when research approaches could be blended or adapted.

Knight-Lynn (2012) suggests that "A qualitative study does not necessarily need to fit squarely within a specific approach" and different research methodologies can been blended or adapted and used together if the specific case or question could be better answered by doing so. She also noted that a firm understanding or good grounding in the various methods is essential to applying this practice and notes this can involve multiple methodologies within one method (for example several of the five techniques we have studied in Qualitative Research, or doing the same in Quantittiave Research. This is also manifest in Mixed Methods, which as a method calls for that. Patton (2015) also presents an insightful consideration of research flexibility. He posits five different purposes for research and note how each purpose shapes the research –and the methodology, in a different way (p. 248). He also adds a less-theoretical wrinkle to considering research approaches –pragmatism. If researchers are focused on "useful and actionable answers…the method decisions [will be] based on the situation and opportunities that emerge rather than…a pure paradigm" (p. 153). Blaxter, Hughes, and Tight (2010) note that it is common for researchers to use more than one method (p. 85). She notes that research as a group promotes this approach. In addition the need for diverse material and examinations of social science issues frequently require multi-

method approaches to answer questions. This comports with Patton (2015, p.248) who notes that the standards for research products varies depending upon its purpose –as the research product varies, so too the methods needed will vary or be combined.

The flexibility of Qualitative Research is deceiving, however. It is not simply a matter of having multiple methodologies available to use or apply. Rather, it is the challenge of identifying the clear purpose for research and honing accurate and meaningful questions that together will guide the researcher to an approach –or approaches that can best answer the questions and best fulfill the purpose of the research.

Thank you for reading & have a great week!

;-)

Mark

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