

Research Findings: Qualitative Research

Date 23 March 2015
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1. Background

A substantial part of our project will be based on the research of uses for augmented reality thus we will require a suitable methodology to adopt.

2. Objectives

To find an appropriate methodology for research practices and determine its suitability for our group's project.

3. Approach

Basic web search to develop general idea on research methodologies.

In-depth research in AUT library, journals, ebooks and other scholarly sources.

4. Findings

4.1. Design Science

- 4.1.1. "A body of valid generic knowledge on how and what to design, produced by rigorous research" (Helfert, 2013).
- 4.1.2. "Design science research is interested in the world that can be, a better world".
- 4.1.3. It's aim is to produce knowledge to "improve the human condition by changing the world that is." Like other qualitative research methodologies, the research aims to produce knowledge by analysing field problems – the drive for research. Field problems can be equated to real-life situations where a condition should be improved.

4.2. Ethnography

- 4.2.1. "Ethnography is a type of qualitative research that gathers observations, interviews and documentary data to produce detailed and comprehensive accounts of different social phenomena." (Reeves, Peller, Goldman, & Kitto, 2013)
- 4.2.2. This research methodology explores social phenomena which may appear to have little connection. Like many types of qualitative research, there are no hypotheses about the research, nor does the method test hypotheses. Therefore, research questions may not be explicitly stated prior to research. However, unlike other types of qualitative research, ethnographic research requires more time to undertake. More time is required to gather field data which means it is 'resource-intensive'.
- 4.2.3. In other terms, ethnography studies social interaction and cultural groups with the overall objective to "provide rich, holistic insights into peoples' world views and actions, as well as the nature of the location they inhabit (Hughes 1992)." It aims to see the way each group sees the world.
- 4.2.4. There are usually five activities in conducting ethnographic work: "planning, sampling, data collection, data analysis and writing up." (Reeves et al., 2013)

4.3. Critical and Conventional Ethnography

- 4.3.1. Both rely on “qualitative interpretation of data, core rules of ethnographic methods and analysis, adherence to a symbolic interactionist paradigm, and a preference for developing “grounded theory” (Glaser & Strauss, 1967).” (Thomas, 1993).
 - 4.3.2. “Conventional ethnography describes what is; critical ethnography asks what could be.” (Thomas, 1993)
 - 4.3.3. “Conventional ethnographers study culture for the purpose of describing it; critical ethnographers do so to change it.” (Thomas, 1993)
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5. Further Investigation

- 5.1. None.
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6. Recommendations

- 6.1. Further detailed investigation into the above methodologies may be required to be able to determine its appropriateness in our project.
 - 6.2. Look further into Design Science as it looks to improve real-life problems. Solving a real-life problem may increase user interest in the application.
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7. References

- Helfert, M. (2013). *Design Science: Perspectives from Europe*. Leixlip, Ireland: Springer International Publishing.
- Reeves, S., Peller, J., Goldman, J. & Kitto, S. (2013). *Ethnography in qualitative educational research: AMEE Guide No. 80*. San Francisco, CA: Informa UK Ltd.
- Thomas, J. (Ed.). (1993). *Doing Critical Ethnography*. Newbury Park, CA: SAGE Publications, Inc. doi: <http://dx.doi.org.ezproxy.aut.ac.nz/10.4135/9781412983945>