EL7035  Dissertation Lectures

Session 3

The Methodology Section

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The 4 sessions

Thursday 24/05/2018
EL7035 Session 1  Title, Focus and Research Questions

Thursday 31/05/2018
EL7035 Session 2  The Literature Review and the Research Gap

Thursday 07/06/2018
EL7035 Session 3  The Methodology Section

Thursday 14/06/2018
EL7035 Session 4  Discussion and Evaluation
Today
Review previous lecture.
Writing about methodology
What are

- **gaps** or **problems** have you identified?
- your **research questions**?
- what **stage** are you at in writing your literature review?
Think...

What do you already know about writing a methodology chapter?

Have you written something similar before?
What do these research terms mean?

Research Instrument / tool
Research method
Research design
Ethical considerations
Sampling
A methodology chapter should...

- show a clear link to your research questions
- consider different research methods and justify your choice of research design
- describe how you carried out your research so clearly, it could be reproduced by others
- include the tools and methods used to collect information
- include the ethical considerations that you have made
- not include citation – that’s what your literature review is for
- omit any problems or limitations that occurred
A methodology chapter should...

- show a clear link to your research questions
- consider different research methods and justify your choice of research design
- describe how you carried out your research so clearly, it could be reproduced by others
- include the tools and methods used to collect information
- include the ethical considerations that you have made
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The stages of creating the methodology chapter

Define and explain the **problems** which you seek to address.

Give an overview of your **approach**

Describe the **techniques**

Consider **comparable** research projects

Provide **justification**

Give a **rationale** (including evaluation)

Consider **reliability** and **validity**

Explain decisions about **sampling**

Tip: you don’t have to reinvent the wheel
The Methodology chapter
Example of organisation 1

Title: Main factors to consider in the Colombian Brand Strategy: Developing a Positive Tourism Destination Image of the country in British Generation Y citizens
Masters in Business Administration (MBA)

1. Introduction
2. Literature review

3. RESEARCH QUESTIONS AND METHODOLOGY
   3.1. Research Questions 33
   3.2. Research Method 34
   3.3. Research Instrument 35
   3.4. Data Collection Process 36
   3.5. Data Analysis Approach 38

4. Findings
The Methodology chapter

Example of organisation 2

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<th>Chapter</th>
<th>Title: Response to domestic terrorism in Nigeria: comparison of hard and soft power options.</th>
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<td><em>Ethical Considerations</em></td>
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<td><em>Weaknesses of the Study</em></td>
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<td>Ethical Considerations</td>
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<td>40</td>
<td>Weaknesses of the Study</td>
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</table>

Chapter four (*findings*)
Think ...

How will you organise your Methodology Chapter?

What will you include?
Language focus

• Tenses
• Passives
• Academic style
Language focus: tenses

Task one:
Consider which tenses are used and why?
Due to the nature of the topic, a qualitative method of research was preferred. It was important to gain an in-depth understanding of how mixed race people navigate their identity, and in-depth interviewing was the ideal method to facilitate that process. In-depth interviewing utilises one-to-one interviews with a small-to-medium sized group of participants. The method allows respondents to use “their own words [to] describe their activities, experiences and opinions” (Kvale, 2007, p. 22). This method allowed the participants to feel comfortable to share their thoughts on race and identity which can, at times, be a difficult and challenging topic to address.
Language focus: passives

Task Two

Identify the use of passive voice and consider the reasons for using it here.
Although this approach meant that numerous initial codes were generated since the respondents did not have uniform ways of addressing the questions asked bearing in mind that it was not a strict interview style. However, the approach paid off as all the textual materials were scrutinised to ensure nothing was left out. The initial coding was actively conducted (Howitt and Cramer, 2010) by going through the data, noting and condensing key issues from text chunks. Each interview transcript and questionnaires were coded using different coloured highlighters to mark off codes. Thereafter, the same colours were used to differentiate the different text chunks that formed the codes for the electronic copies in Microsoft Word. The initial codes were then copied and pasted into a tabulated format.
Task 3

Look at the two short extracts.

Do the students

• use caution (hedging language) to write about what they did?
• tell us anything about their role in conducting their research?
In total, 18 participants were interviewed. In terms of geographical locations, 11 participants were from the U.S., two from Canada, four from the U.K. and one interviewee was located in South Africa. [...] As social media is a global phenomenon, I felt that it was still necessary to include voices from other parts of the world, as they are producers and consumers of content targeted at mixed race communities as well.

One way of enhancing the validity of qualitative studies is to return to the participants with the findings with a view to authenticate them (Leedy and Ormrod, 2013 and Bryman, 2012). Consequently, the researcher returned to the participants for validation.
Need more ideas about suitable language for the methodology chapter?

The Academic Phrasebank is a general resource for academic writers. It aims to provide you with examples of some of the phraseological ‘nuts and bolts’ of writing organised according to the main sections of a research paper or dissertation (see the top menu). Other phrases are listed under the more general communicative functions of academic writing (see the menu on the left). The resource should be particularly useful for writers who need to report their research work. The phrases, and the headings under which they are listed, can be used simply to assist you in thinking about the content and organisation of your own writing, or the phrases can be incorporated into your writing where this is appropriate. In most cases, a certain amount of creativity and adaptation will be necessary when a phrase is used. The items in the Academic Phrasebank are mostly content neutral and generic in nature; in using them, therefore, you are not stealing other people’s ideas and this does not constitute plagiarism. For some of the entries, specific content words have been included for illustrative purposes, and these should be substituted when the phrases are used. The resource was designed primarily for academic and scientific writers who are non-native speakers of English. However, native speaker writers may still find much of the material helpful. In fact, recent data suggest that the majority of users are native speakers of English. More about Academic Phrasebank.

This site was created by John Morley. If you could spare just two or three minutes of your time, I would be extremely grateful for any feedback on Academic Phrasebank: Please click here to access a very short questionnaire. Thank you.

http://www.phrasebank.manchester.ac.uk/
Cyclical process

‘Your literature review will inform your question, theory, and methods, and your question, theory, and methods will help set the parameters of your literature review. This is a cyclical process’

(O’Leary, 2010, p.83)
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http://www.phrasebank.manchester.ac.uk/ [accessed 05/06/18]


Riepenhausen, N. 2013. I call myself what I like: Mixed race identity & social media. Dissertations @ Leicester https://dissertations.le.ac.uk [Accessed 25/05/18]
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