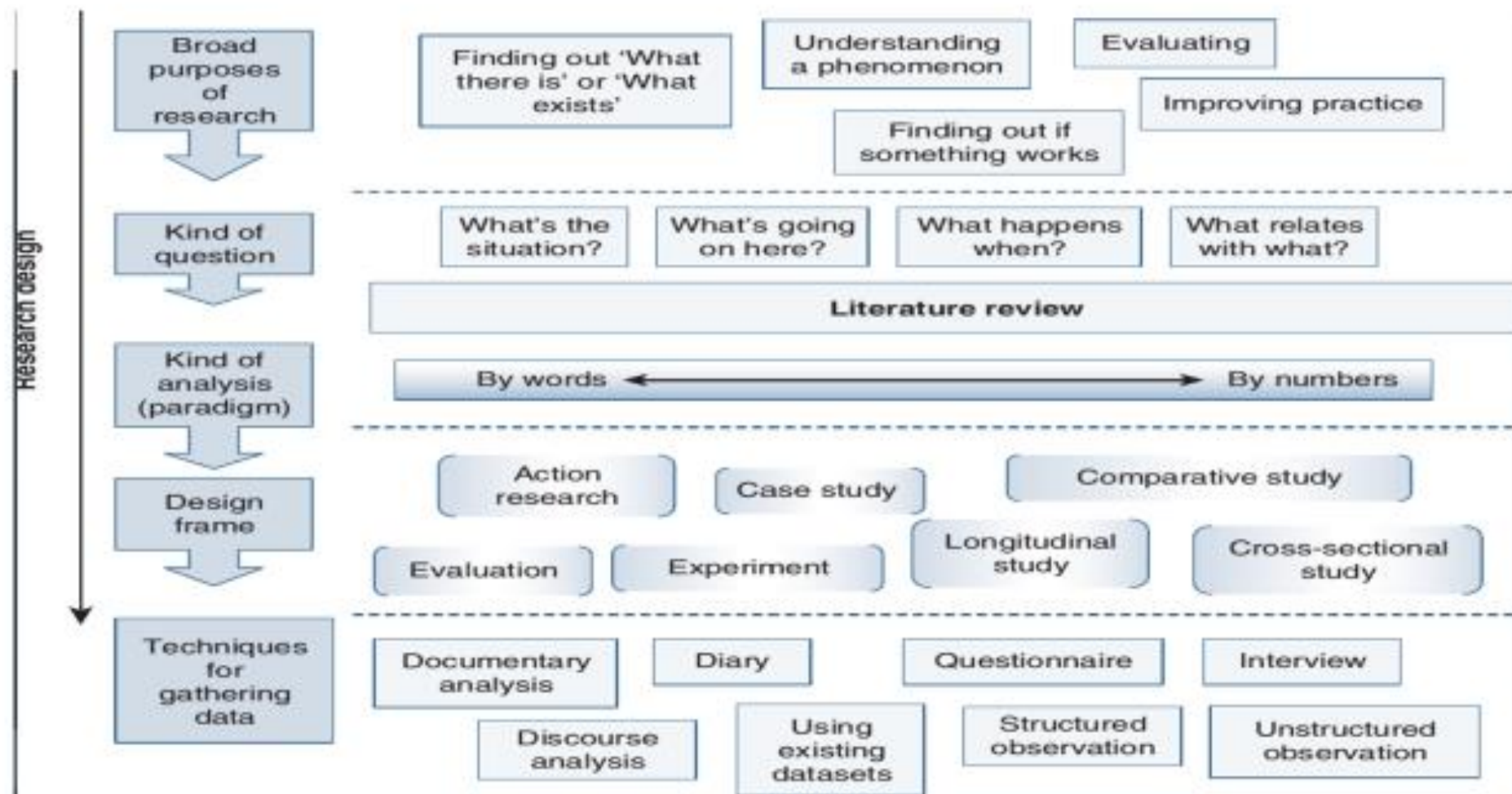




Sesiwn 2: Cyflwyniad i Astudiaeth Achos fel dull dylunio ymchwil

The process of research design:



Diffiniadau o astudiaeth achos:

Tasg:

Darllenwch y diffiniadau o astudiaeth achos
yn y ddogfen a ddarparwyd.

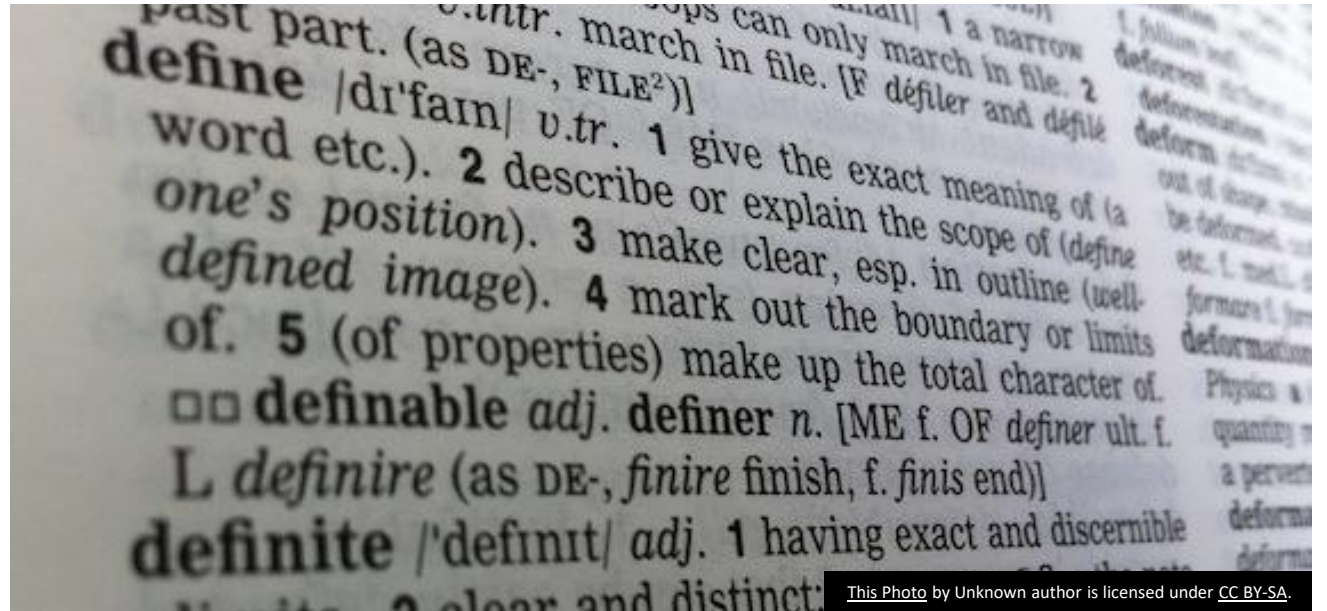
Nodwch y geiriau a chysyniadau allweddol.

Beth yw'r tebygrwydd a'r gwahaniaethau?



Diffiniadau o Astudiaeth Achos

Case study has many definitions and has been termed a 'contested terrain' (Yazan, 2015)



This Photo by Unknown author is licensed under CC BY-SA.

'Case study is not a methodological choice but a choice of what is to be studied...By whatever methods we choose to study the *case*. We could study it analytically or holistically, entirely by repeated measures or hermeneutically, organically or culturally, and by mixed methods but we concentrate for the time being, on the case.' (Stake 2005, p.443)

Llun cyfoethog gyda ffiniau:

Mae astudiaeth achos yn
cynnig darlun manwl i chi gyda
gwybodaeth yn dod o sawl
ongl neu ffynhonnell.

Mae hefyd yn rhoi'r ymylon – i
ba gyfeiriad yr hoffech i'ch
ymchwil fynd a pha mor bell.





This Photo by Unknown author is licensed under [CC BY-SA-NC](#).

Beth a olygwn wrth achos?

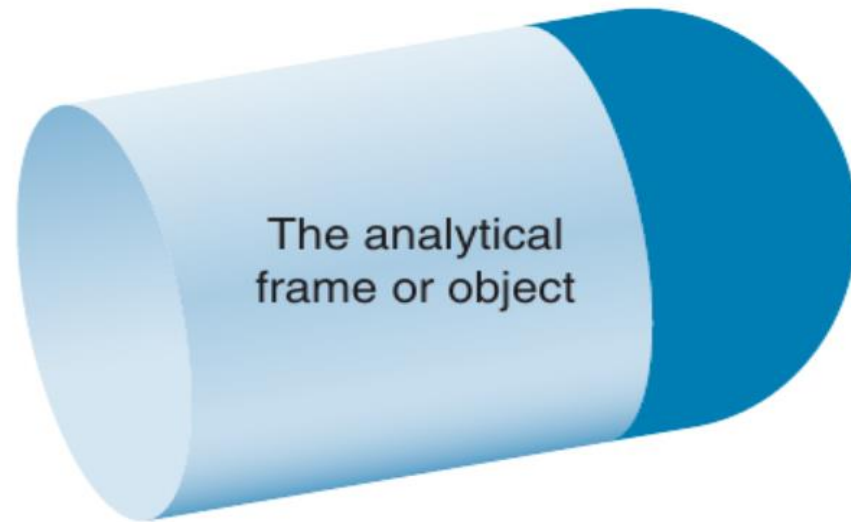
Daw'r gair o ddau wreiddyn Lladin tebyg sydd wedi cyrraedd, ar ôl llygredd, yr un gair 'case' yn Saesneg:

- capsā sy'n golygu 'blwch' 'cynhwysydd' ac felly 'case';
- casus yn golygu 'digwyddiad', 'cwymp', 'damwain' ac felly 'achos'.

Dwy ran o astudiaeth achos, y naill ran angen y llall:



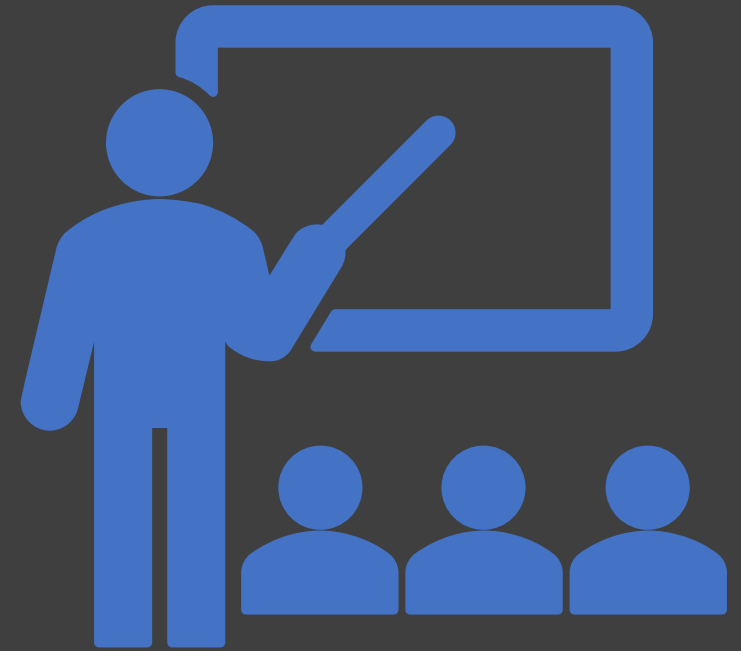
Y pwnc: y person, lle...



Y ffrâm neu'r gwrthrych
dadansoddol

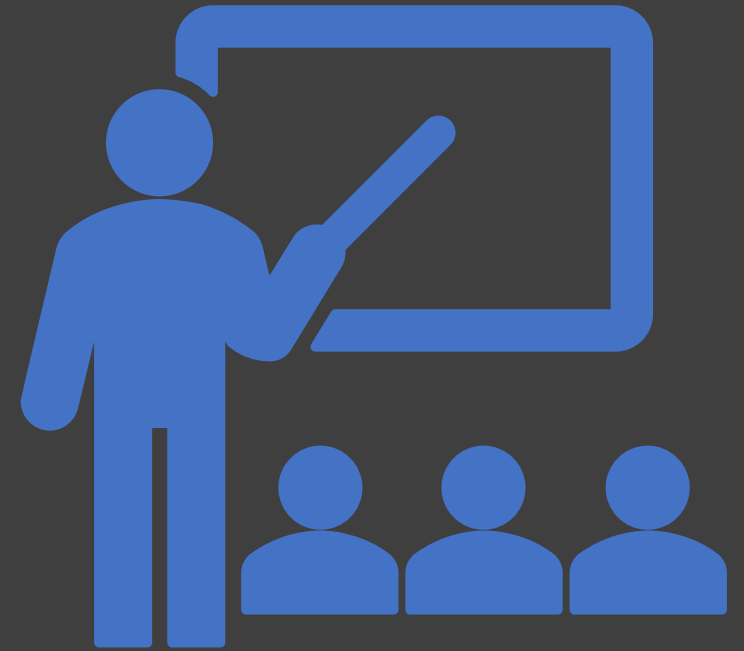
Subject and object of a case study

- Teacher – could be subject of a case study
- Teaching – could not be the subject of a case study
- To be a case – an interesting one – we would have to be able to say that the teacher was a case *of* something (you should have an idea of what he or she is the case of at the outset)



Pwnc a Gwrthrych astudiaeth achos

- Athro – gallai fod yn destun/pwnc astudiaeth achos
- Addysgu – ni allai fod yn destun/pwnc astudiaeth achos
- I fod yn achos – un diddorol – byddai'n rhaid i ni allu dweud mai achos o rywbeth oedd yr athro (dylai fod gennych syniad o'r hyn y mae ef neu hi yn ei olygu ar y cychwyn)

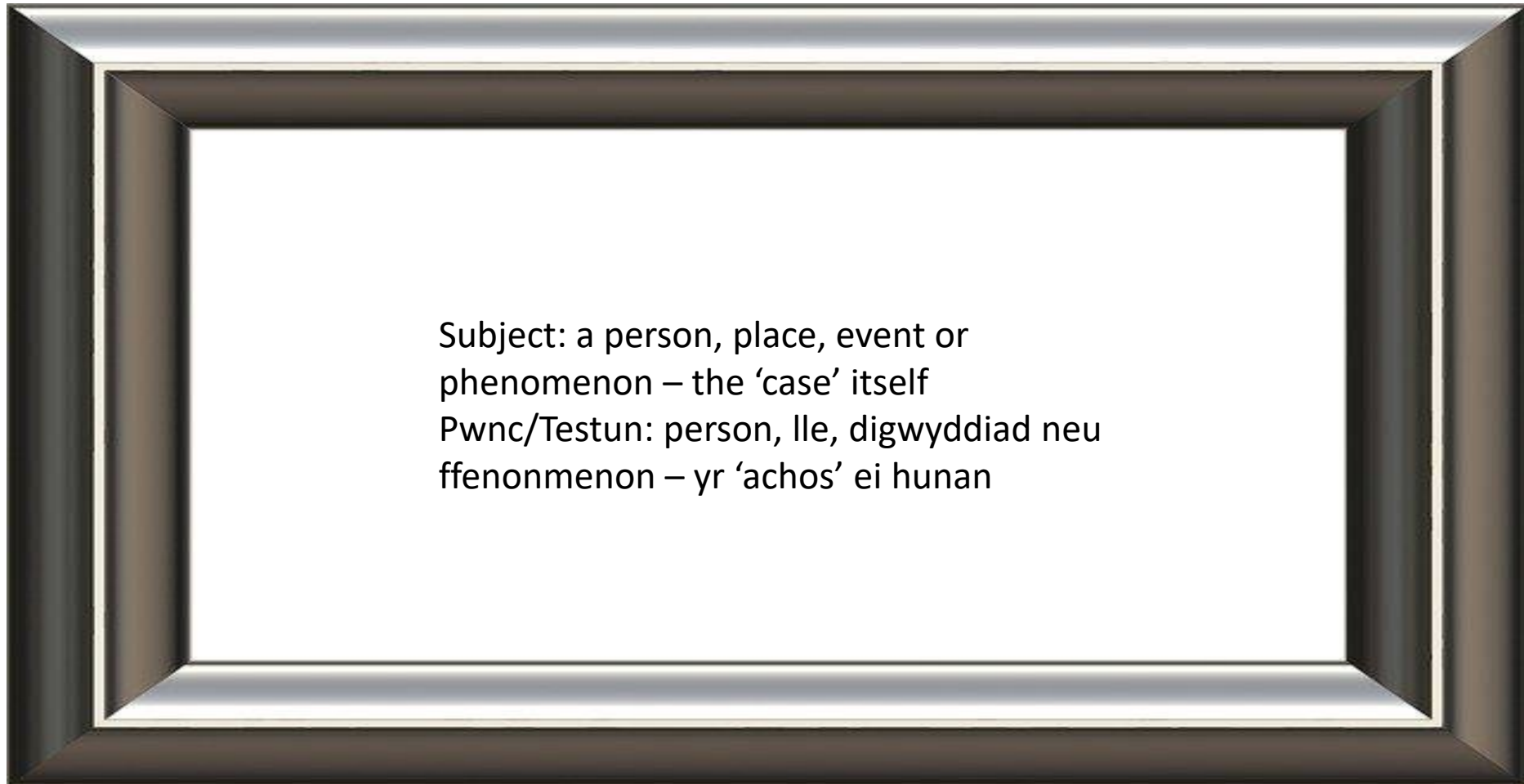


Y ffram ddadansoddol

Analytical frame:

Object: the analytical frame in which it is studied; the analytical focus

Gwrthrych: y ffrâm ddadansoddol y caiff ei hastudio ynddi; y ffocws dadansoddol



Senario (a
gymerwyd o
Thomas 2021) –
dod â'r pwnc a'r
gwrthrych at ei
gilydd

Scenario(taken
from Thomas
2021) – bringing
the subject and
object together

Mae gennych chi ddiddordeb yn y ffenomen o blant sy'n encilgar,
weithiau'n cael eu galw'n blant 'distaw' neu 'tawel'

You are interested in the phenomenon of children who are withdrawn,
sometimes call 'quiet' or 'silent' children

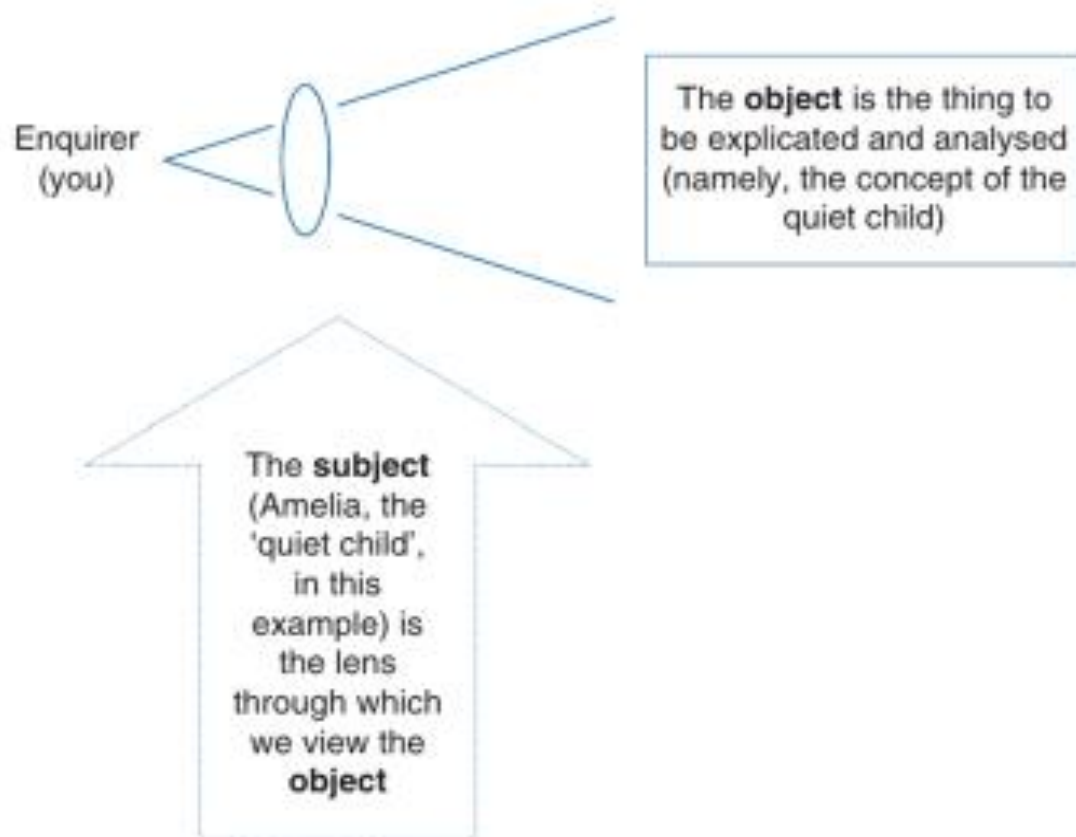
Pe bai 'plant tawel' yn bwnc o ddiddordeb i chi, nhw fyddai eich
gwrthrych

If 'quiet children' were your topic of interest, they would be your object

O ystyried y gwrthrych hwn - neu bwnc o ddiddordeb - byddai'n
ddefnyddiol dewis pwnc astudiaeth achos math o blentyn a
ddangosodd yr ymddygiadau hyn

Given this object – or topic of interest – it would be useful to choose a
case study subject a kind of child who demonstrated these behaviours

Lens analogy:



Cynhenid vs Offerynnol

Intrinsic vs Instrumental

- Mae astudiaeth achos gynhenid yn ceisio dal yr achos yn ei gyfanrwydd a phwrrpas yr ymchwil yw deall yn llawnach y person, yr adran neu'r sefydliad sy'n rhan o'r achos. Mewn sawl ffordd, gellid ystyried arolygiad ysgol llawn neu ymweliad achredu fel ymgais i ddal yr achos (yr ysgol) trwy ddefnyddio dadansoddiad o bolisiau ac adnoddau, arsylwadau, cyfweiliadau a holiaduron.
- Intrinsic case study attempts to capture the case in its entirety and the purpose of the research is to understand more fully the person, department or institution that makes up the case. In many ways, a full school inspection or accreditation visit could be thought of as an attempt to capture the case (the school) through the use of analysis of policies and resources, observations, interviews and questionnaires.
- Mae offerynnol, ar y llaw arall, yn canolbwyntio ar agwedd, pryder neu fater
- Instrumental, on the other hand, focuses on an aspect, concern or issue of the case.



Astudiaeth Achos Offerynnol

Mae'n debyg mai'r math hwn o astudiaeth
achos yw'r ffurf y mae'r rhan
fwyaf o ymarferwyr ymchwilwyr yn ei ddewis
fel canolbwynt ar gyfer
ymchwil gan fod diben gwaith o'r fath fel
arfer yn ymwneud ag agwedd ar yr achos yn
hytrach na'r awydd i ddal yr achos yn ei gyfan.

Fel arfer mae wedi ei adeiladu o
amgylch agweddau addysgu a dysgu,
gweithredu polisi, datblygu cwricwlwm neu fat
erion perthnasedd personol a phroffesiynol.



Instrumental Case Study

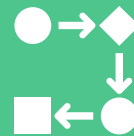
This form of case study is likely to be the form that most practitioner researchers choose as the focus for research since the purpose of such work usually concerns an aspect of the case rather than the desire to capture the case in its entirety.

It is usually built around aspects of teaching and learning, implementation of policy, curriculum development or issues of personal and professional relevance.

Types of case studies:



Evaluative – the aim is to find out how well something is working or whether it has worked as expected



Exploratory – where little is known and the principle purpose is to establish the 'shape' of the problem or issue

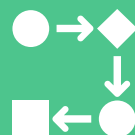


Explanatory – where the phenomenon in which you are interested needs to be unpacked; the connections between different parts of the issue need unravelling and the case study offers a route to explanation

Mathau o astudiaethau achos:



Arfarnol – y nod yw darganfod pa mor dda y mae rhywbeth yn gweithio neu a yw wedi gweithio yn ôl y disgwyl



Archwiliadol – lle nad oes llawer yn hysbys a'r prif ddiben yw sefydlu 'siâp' y broblem neu'r mater



Eglurhaol – lle mae angen dadbacio'r ffenomen sydd o ddiddordeb i chi; mae angen datod y cysylltiadau rhwng gwahanol rannau o'r mater ac mae'r astudiaeth achos yn cynnig llwybr i esboniad



Exploratory Case Study:

The exploratory case study is used when there is no pre-determined outcome. According to Yin (2014), case studies are appropriate when asking “how,” “why,” “what,” and “who” questions. In the exploratory case study, the questions answered are “how” and “what.” Exploratory case studies are also appropriate when you wish to gain an extensive and in-depth description of a social phenomenon. The exploratory case study is used to explore presumed causal links that are too complex for a survey or experiment (Yin, 2014).



Astudiaeth Achos Archwiliadol:

Defnyddir yr astudiaeth achos archwiliadol pan nad oes canlyniad a bennwyd ymlaen llaw. Yn ôl Yin (2014), mae astudiaethau achos yn briodol wrth ofyn cwestiynau “sut,” “pam,” “beth,” a “phwy”. Yn yr astudiaeth achos archwiliadol, y cwestiynau a atebwyd yw “sut” a “beth.” Mae astudiaethau achos archwiliadol hefyd yn briodol pan fyddwch am gael disgrifiad helaeth a manwl o ffenomen gymdeithasol. Defnyddir yr astudiaeth achos archwiliadol i archwilio cysylltiadau achosol tybiedig sy’n rhy gymhleth ar gyfer arolwg neu arbrawf (Yin, 2014).

Assignment reminder:

- **An exploratory case study arising from practice (noticing) and investigated further through identified research tools. The assignment concludes with the identification of an intervention which can be piloted throughout Professional Teaching Experience and evidenced through reflection in the Professional Learning Standards (professional learning standards).**



Nodyn atgoffa aseiniad:

- **Astudiaeth achos archwiliadol sy'n codi o arfer (sylwi) yr ymchwilir iddo ymhellach drwy offer ymchwil a nodir. Daw'r astudiaeth i ben drwy nodi ymyrraeth y gellir ei threialu drwy gydol y Profiad Addysgu Proffesiynol (PAP) gan ddangos tystiolaeth ohoni drwy adfyfyrio yn y Pasport Dysgu Proffesiynol (safonau dysgu proffesiynol).**



Dysgu Proffesiynol

Darllen pellach a chanfyddiadau ymchwil

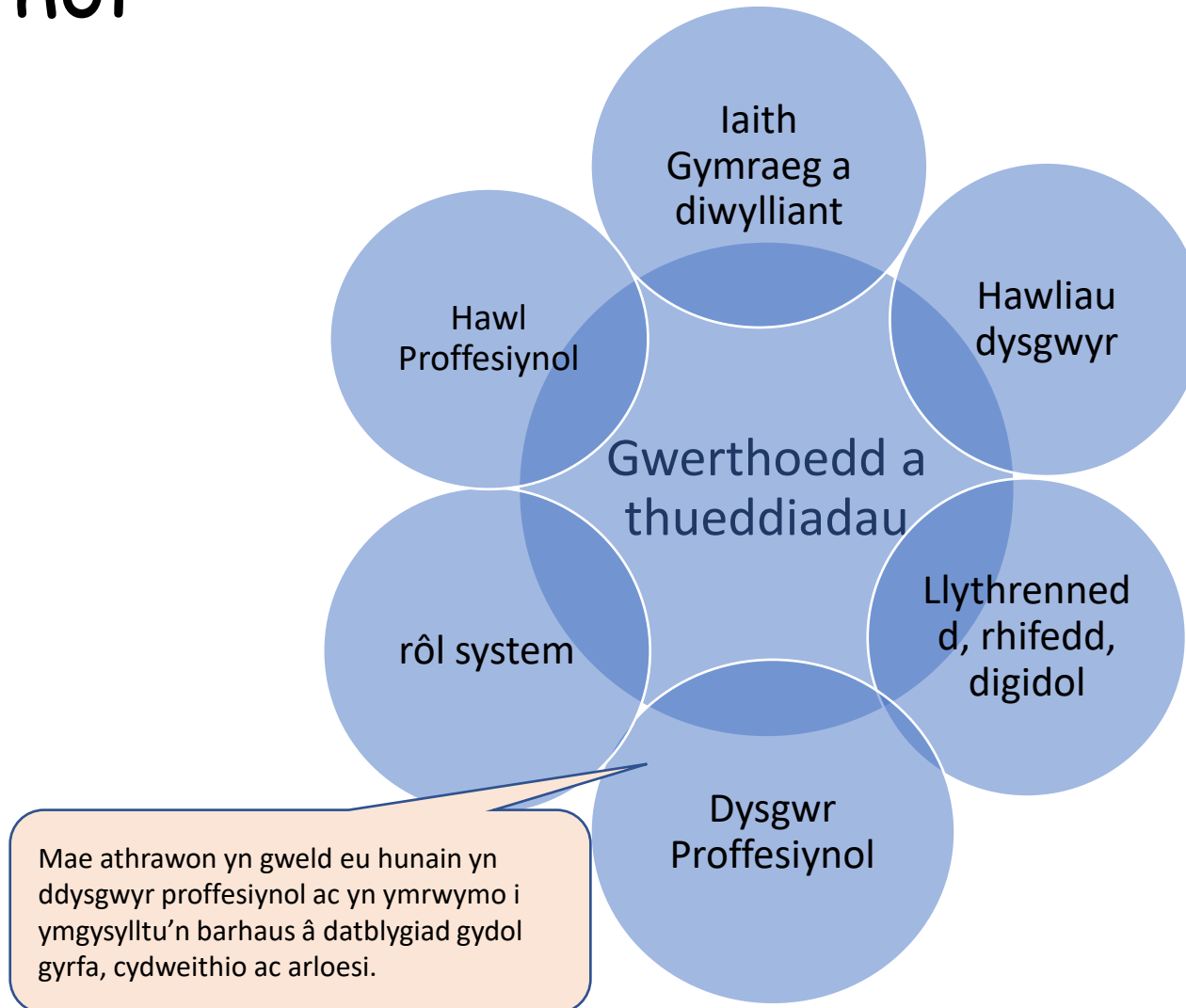
Ceir ymgysylltiad strwythuredig â chymuned ymchwil weithredu a thystiolaeth o arfer wedi'i llywio gan ddarllen ehangach a chanfyddiadau ymchwil ar raddfa genedlaethol a rhyngwladol.

Mae'r athro yn gwneud penderfyniadau rhesymegol o ran eu haddysgeg yn seiliedig ar ganfyddiadau darllen ac ymchwil perthnasol.

QTS

Addysgu

Pam ddylai athrawon ymchwilio? - Safonau Proffesiynol



Key elements of case study:

Case study as Research Genre

Bounded unit – a person, a group, an institution or organization

Located within personal, professional, local and national communities

Involves interactions, communications, relationships and practices between the case and the wider world and vice versa

Focus on collecting rich data – capturing the complexity of case

Data may be collected over extended periods with repeated collections or may be collected during an intensive but short period of time

Requires spending time within the world of those being researched

Uses a variety of data collection tools (interviews, observations, reflective journals and others) and different perspectives (child, teacher, parent, researcher) to provide depth

Employs two or more forms of data collection tool and/or two or more perspectives. This helps to triangulate the data and reinforces the legitimacy of the conclusions drawn.



Elfennau allweddol o astudiaeth achos:

Astudiaeth achos fel genre ymchwil

Uned ffiniol - person, grŵp, sefydliad neu sefydliad

Wedi'i leoli o fewn cymunedau personol, proffesiynol, lleol a chenedlaethol.

Mae'n cynnwys rhyngweithio, cyfathrebu, perthnasoedd ac arferion rhwng yr achos a'r byd ehangach ac i'r gwrthwyneb

Canolbwyntio ar gasglu data cyfoethog – gan nodi cymhlethdod yr achos

Gellir casglu data dros gyfnodau estynedig gyda chasgliadau dro ar ôl tro neu gellir eu casglu yn ystod cyfnod dwys ond byr

Angen treulio amser o fewn y byd sy'n cael ei ymchwilio.

Defnyddio amrywiaeth o ddata ac offer casglu data (cyfweiliadau, arsylwadau, dyddlyfr adfyfyriol, ac eraill) a safbwyntiau gwahanol (plenty, athro, rhiant, ymchwilydd) er mwyn darparu dyfnder

Yn defnyddio dwy set neu fwy o offer casglu data a/neu dau neu fwy safbwyntiau. Mae hyn yn helpu i driongli'r data ac atgyfnerthu cyfreithlondeb y casgliadau y daethpwyd iddynt.





Chwe cam wrth
adeiladu
astudiaeth
achos:

Six steps in the
construction of a
case study:



This Photo by Unknown author is licensed under [CC BY-NC](#).

1. Pwnc/Testun yr astudiaeth:

1.The subject of the study:

What is the case you are actually looking at? Is it a classroom ,a child, an institution, an event?

- It may be one that you know a lot about from your own actual experience – local information case
- It may be a particularly good example of something – key case
- It may be an outlier – reveals something interesting because it is different from the norm

This is the lens through which you are studying the topic of interest that you are interested in (the object of your study)



This Photo by Unknown author is licensed under [CC BY-NC](#).

1. Pwnc yr astudiaeth:

Beth yw'r achos rydych chi'n edrych arno mewn gwirionedd? Ai ystafell ddosbarth, plentyn, sefydliad, digwyddiad ydyw?

- Efallai ei fod yn un rydych chi'n gwybod llawer amdano o'ch profiad go iawn - achos gwybodaeth leol
- Gall fod yn enghraifft arbennig o dda o rywbeth – achos allweddol
- Gall fod yn allanolyn - yn datgelu rhywbeth diddorol oherwydd ei fod yn wahanol i'r norm

Dyma'r lens yr ydych chi'n ei defnyddio i astudio'r pwnc o ddiddordeb sydd o ddiddordeb i chi (gwrthrych eich astudiaeth)



2. Object

What is the theoretical topic at the heart of your question that the subject of your study is allowing you to explore in detail?



2. Gwrthrych

What is the theoretical topic at the heart of your question that the subject of your study is allowing you to explore in detail?

Beth yw'r testun damcaniaethol sydd wrth wraidd eich cwestiwn y mae pwnc eich astudiaeth yn caniatáu ichi ei archwilio'n fanwl?



3. Purpose of study:

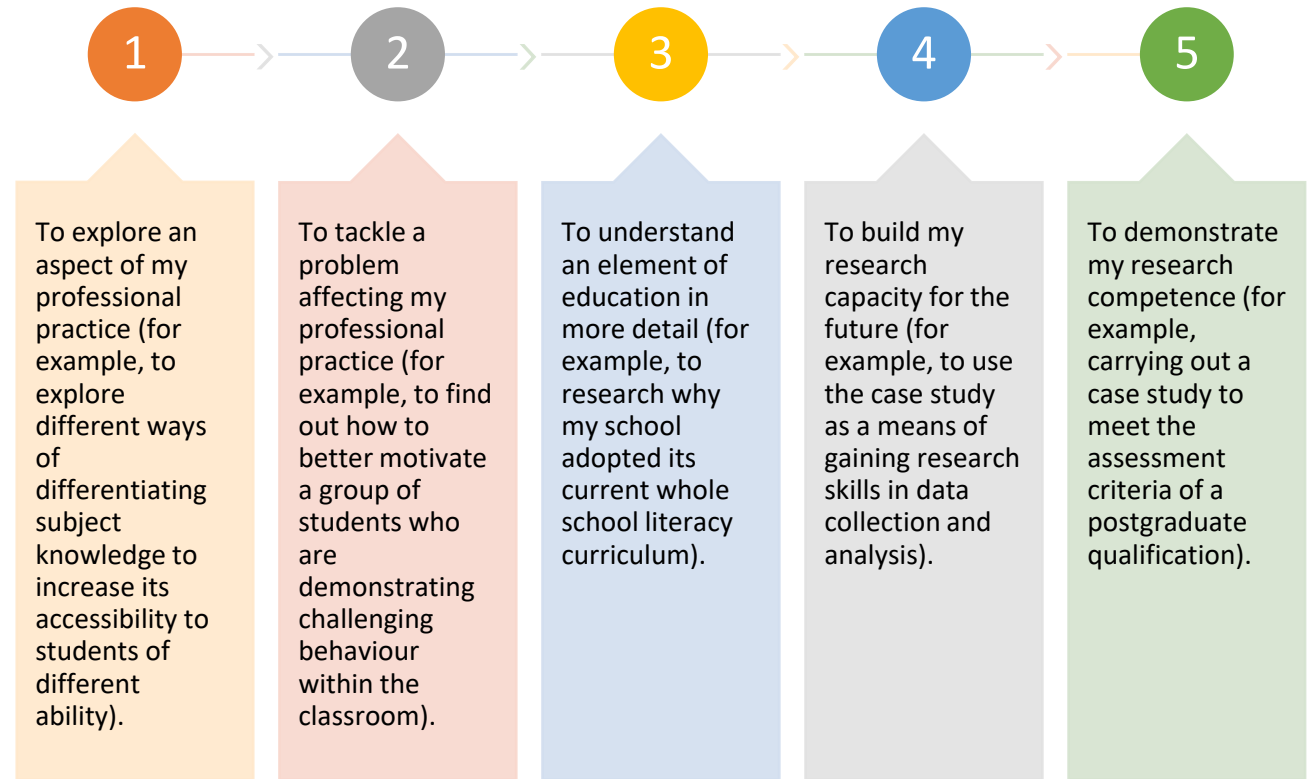
Exploratory research is defined as a research used to investigate a problem which is not clearly defined. It is conducted to have a better understanding of the existing problem but will not provide conclusive results. For such a research, a researcher starts with a general idea and uses this research as a medium to identify issues, that can be the focus for future research.



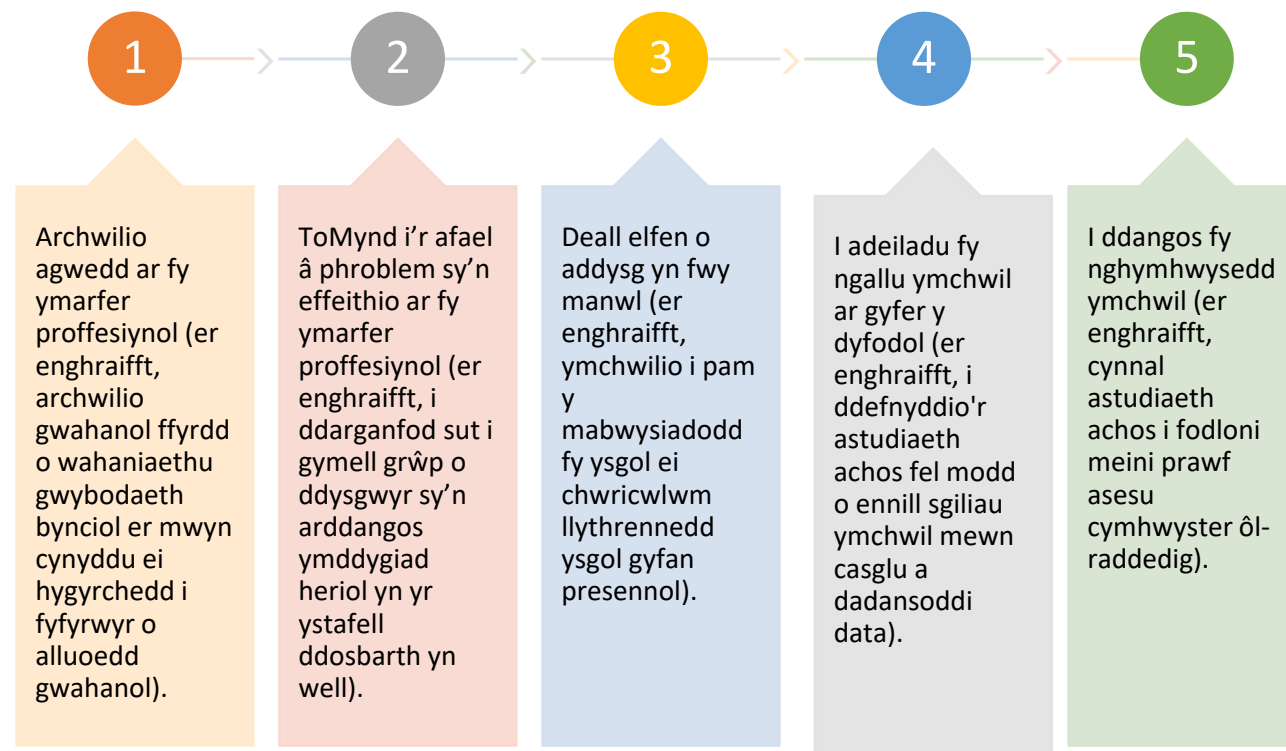
3.Pwrrpas yr Astudiaeth:

Diffinnir ymchwil archwiliadol fel ymchwil a ddefnyddir i ymchwilio i broblem nad yw wedi'i diffinio'n glir. Fe'i cynhelir i gael gwell dealltwriaeth o'r broblem bresennol ond ni fydd yn rhoi canlyniadau pendant. Ar gyfer ymchwil o'r fath, mae ymchwilydd yn dechrau gyda syniad cyffredinol ac yn defnyddio'r ymchwil hwn fel cyfrwng i nodi materion a all fod yn ffocws ar gyfer ymchwil yn y dyfodol.

Which of the following purposes appeal to you most and why? Could more than one purpose be combined? Would this create any conflict or problems in establishing a focus, strategy, analysis and writing about your research?



Pa un o'r dibenion
canlynol sy'n apelio
fwyaf atoch a pham? A
ellid cyfuno mwy nag un
pwrpas? A fyddai hyn yn
creu unrhyw wrthdaro
neu broblemau wrth
sefydlu ffocws,
strategaeth,
dadansoddiad ac
ysgrifennu am eich
ymchwil?



4: Approach: Theory building or theory testing?

- Is it to test a theory that you or someone else has developed about a topic? If you start off with a firm ideas or set of premises, you could be said to be *testing* a theory

Or

- You may simply be aiming to illustrate something

Or

- Is it to develop a theory from new about a topic? If you are seeking to see what ideas emerge as you immerse yourself in the situation you are studying, you could be said to be *building* a theory



4: Dull: Adeiladu theori neu brofi theori?

- Ai i brofi damcaniaeth yr ydych chi neu rywun arall wedi'i datblygu am bwnc? Os ydych chi'n dechrau gyda syniadau cadarn neu set o eiddo, gellid dweud eich bod chi'n profi damcaniaeth

Neu

- Efallai eich bod yn anelu at ddarlunio rhywbeth

Neu

- Ai datblygu theori o'r newydd am bwnc? Os ydych chi'n ceisio gweld pa syniadau sy'n dod i'r amlwg wrth i chi ymgolli yn y sefyllfa rydych chi'n ei hastudio, gellid dweud eich bod chi'n adeiladu theori



5. Dulliau - Methods

Pa offer casglu data allech chi eu defnyddio a, sut allech chi ddadansoddi'r data rydych chi'n ei gasglu?

Types of Qualitative Research Methods



In-Depth Interviews



Focus Groups



Surveys



Observations



Secondary Research

6.Proses

- Astudio sengl neu luosog?
- Ciplun ar un adeg benodol neu dros gyfnod hirach?
- Single or multiple study?
- Snapshot at one particular moment in time or over a longer period?

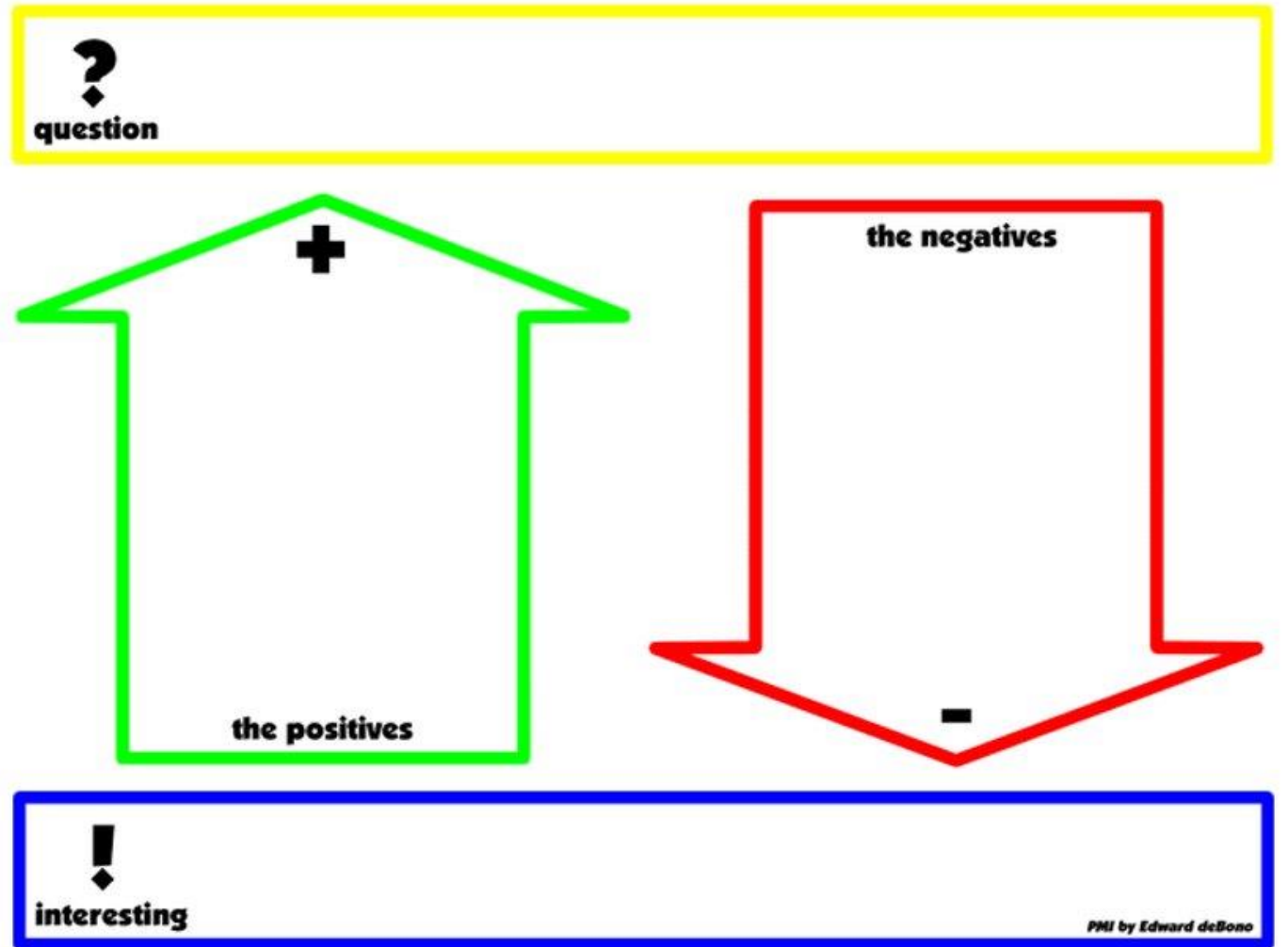


Edrych ar
enghreifftiau o
astudiaethau
achos:



- Allwch chi nodi/adnabod y chwe cam?
- Can you identify the six steps?

Gwerthuswch
astudiaeth
achos fel dull
dylunio
ymchwil:



Manteision

- Mae'r rhain yn astudiaethau manwl ac yn darparu data cyfoethog yn ymwneud â'r achos – maen nhw wedi'u seilio mewn gwirionedd ac yn rhoi darlun go iawn i ni o'r achos
- Mae'r rhain wedi'u seilio mewn gwirionedd ac yn rhoi darlun go iawn i ni o'r achos.
- O ran dulliau casglu data a thechnegau dadansoddol, mae astudiaethau achos yn darparu ar gyfer amrywiaeth. Mewn un astudiaeth achos, gall un gynnwys nifer o ddulliau megis cyfweiliadau, arsylwi, arolygon, ac ati.
- Gall fod yn ddefnyddiol iawn wrth leihau problem heriol neu niwlog nad yw wedi'i hastudio o'r blaen.
- Mae ymchwil archwiliadol yn effeithiol wrth osod y sylfaen a fydd yn arwain at astudiaethau yn y dyfodol.



This Photo by Unknown author is licensed under [CC BY-SA](#).

Advantages

- These are in-depth studies and provide rich data related to the case – they are based in reality and give us a real picture of the case
- These are based in reality and give us a real picture of the case.
- In terms of methods of data collection and analytic techniques, case studies accommodate diversity. In a single case study, one may include several methods such as interviews, observation, surveys, etc.
- It can be very helpful in narrowing down a challenging or nebulous problem that has not been previously studied.
- Exploratory research is effective in laying the groundwork that will lead to future studies. They open doors for further research.



This Photo by Unknown author is licensed under [CC BY-SA](#).

Manteision (parhau):

- Maent yn darparu arbenigrwydd ac yn gyfannol, gan leihau'r tynnu sylw a achosir gan ormod o newidynnau.
- Mae'n hyblyg iawn, yn gost-effeithiol, ac yn benagored. Rydych chi'n rhydd i symud ymlaen sut bynnag rydych chi'n meddwl sydd orau. Costau is o gynnal yr astudiaeth
- Maent yn hydredol ac felly gall helpu i sefydlu effeithiau amser mewn achos.
- Gellir cynhyrchu mewnwelediadau a gwneud cysylltiadau gan ddefnyddio gwahanol fathau o feddwl (e.e. beirniadol, myfyriol, creadigol) fel prif offeryn methodolegol
- Gellir casglu data cynradd ac eilaidd yn gymharol hawdd o ystod eang o ffynonellau
- Gellir nodi a dehongli patrymau mewn perthnasoedd a phrosesau.



Advantages (continued):

- They provide particularity and are holistic, minimizing the distraction caused by too many variables.
- It is very flexible, cost-effective, and open-ended. You are free to proceed however you think is best. Lower costs of conducting the study
- They are longitudinal and thus can help establish temporal effects in a case.
- Insights can be generated and connections made using various types of thinking (e.g. critical, reflective, creative) as main methodological tool
- Primary and secondary data can be collected relatively easily from a wide range of sources
- Patterns in relationships and processes can be identified and interpreted



Disadvantages

- Can be very prone to researcher bias, given their subjective nature. The researcher's values and beliefs may interfere with the objectivity of the analysis. This may lead to distortion and overlooking or ignoring important findings
- The results do not provide sufficient evidence for the study to be generalized for the benefit of a wider population.
- They are not easy to replicate and thus have less reliability.
- Small samples used – they may not be representative of the general population
- Anecdotal evidence from participants can be considered unscientific
- Causes and correlations between patterns, relationships and processes cannot be identified



This Photo by Unknown author is licensed under [CC BY-NC](#).

Anfanteision

- Gall fod yn dueddol iawn o duedd ymchwilwyr, o ystyried eu natur oddrychol. Gall gwerthoedd a chredoau'r ymchwilydd ymyrryd â gwrthrychedd y dadansoddiad. Gall hyn arwain at ystumio a diystyru neu anwybyddu canfyddiadau pwysig.
- Nid yw'r canlyniadau'n darparu digon o dystiolaeth i'r astudiaeth gael ei chyffredinoli er budd y boblogaeth ehangach.
- Nid ydynt yn hawdd i'w hailadrodd ac felly mae ganddynt lai o ddibynadwyedd.
- Samplau bach a ddefnyddir – efallai nad ydynt yn gynrychioliadol o'r boblogaeth gyffredinol
- Gellir ystyried tystiolaeth anecdotaidd gan gyfranogwyr yn anwyddonol
- Ni ellir nodi achosion a chydberthnasau rhwng patrymau, perthnasoedd a phrosesau



This Photo by Unknown author is licensed under [CC BY-NC](#).

Tasg
Gyfeiriedig

OPEN ACCESS

Manuscript ID:
EDU-2020-08043232

Volume: 8

Issue: 4

Month: September

Year: 2020

P-ISSN: 2320-2653

E-ISSN: 2582-1334



Researcher Positionality - A Consideration of Its Influence and Place in Qualitative Research - A New Researcher Guide

Andrew Gary Darwin Holmes

School of Education, University of Hull, Hull, England

 <https://orcid.org/0000-0002-5147-0761>

Abstract

Masters and PhD student researchers in the social sciences are often required to explore and explain their positionality, as, in the social world, it is recognized that their ontological and epistemological beliefs influence their research. Yet novice researchers often struggle with identifying their positionality. This paper explores researcher positionality and its influence on and place in the research process. Its purpose is to help new postgraduate researchers better understand positionality so that they may incorporate a reflexive approach to their research and start to clarify their positionality.

Keywords: Researcher Positionality, Reflexivity, Epistemology, Ontology, Insider and Outsider research

Unrhyw gwestiynau?



This Photo by Unknown author is licensed under [CC BY-SA-NC](#).

Cyfeiriadau:

- Yazan, B. (2015). Three Approaches to Case Study Methods in Education: Yin, Merriam, and Stake, *The Qualitative Report*, Vol 20, pp.134-152.
- Stake, R. E. (2005) Qualitative Case Studies. In N. K. Denzin & Y. S. Lincoln (Eds.), *The Sage handbook of qualitative research* (pp. 443–466). Sage.
- Thomas, G. (2021) How to do your case study. Sage.
- Simons, H. (2009) *Case Study Research in Practice*, London: Sage.