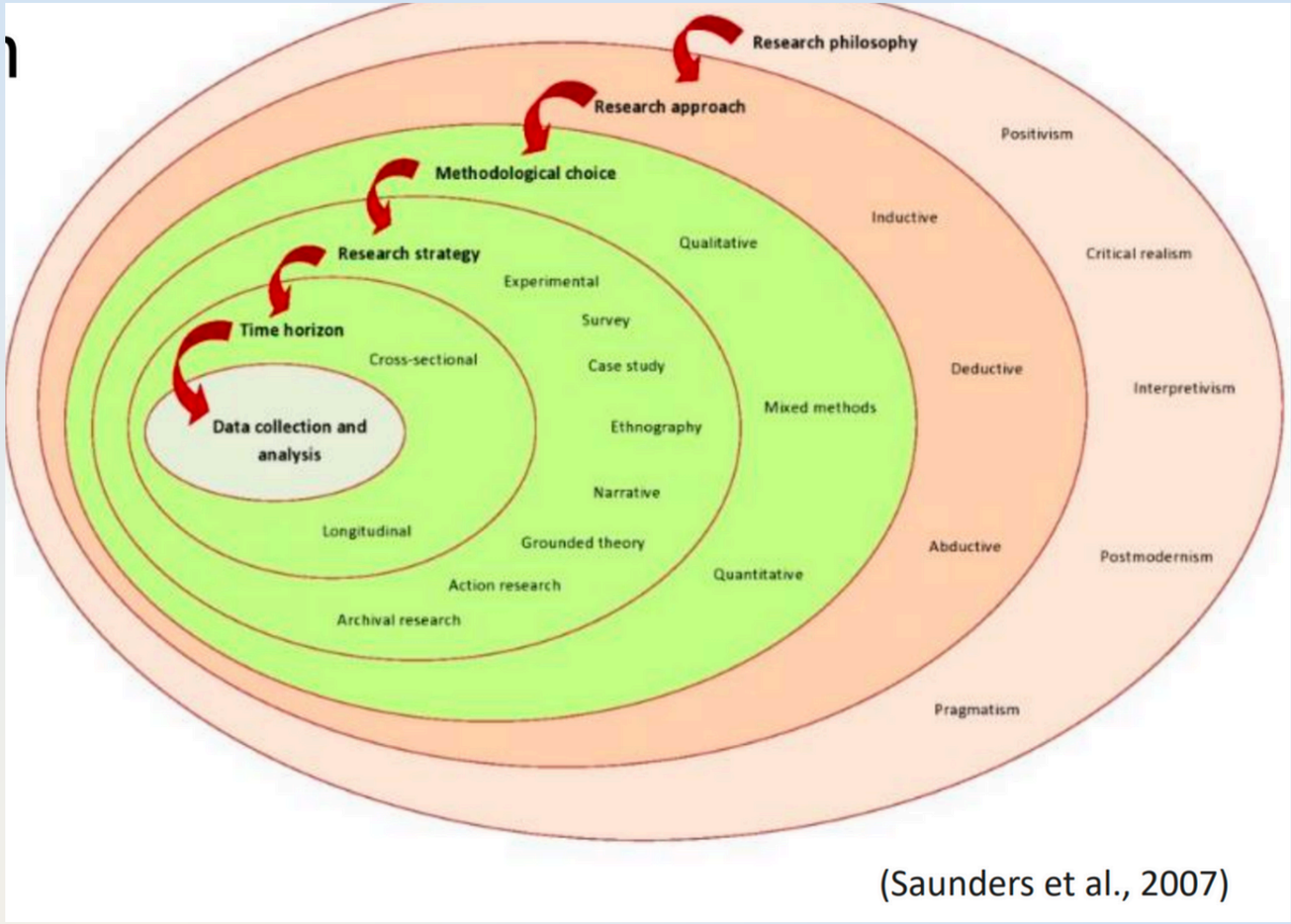
RESEARCH DESIGN

Exploring the Broadcasting and vocalisation couse in a A+ Level University in China

Speaker：Zhuoying Han

INTRODUCTIO N SEQUENCE



(Saunders et al., 2007)

Research Objectives and Research Questions

Research Philosophy

Research approach

Research methodologies

Research strategy

The expected data analysis method



This ranking has become a **key reference** for subject evaluation and resource allocation within Chinese higher education and related sectors.
(ShanghaiRanking Consultancy, 2024)



ABOUT UNIVERSITY X：142/5

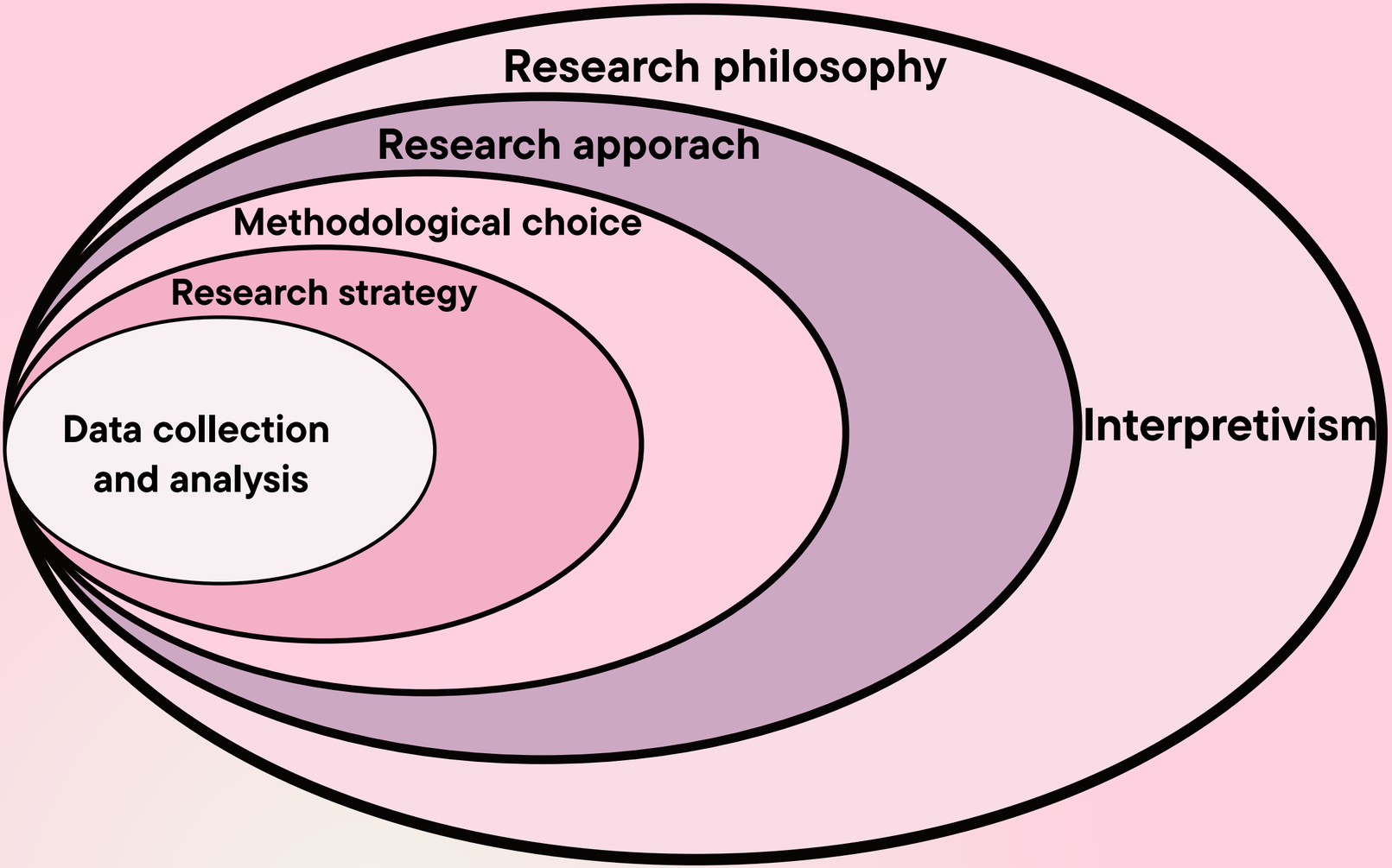
A+ Level in broadcasting and hosting major

RESEARCH OBJECTIVES AND RESEARCH QUESTIONS

- Teaching methods and the reasons for their selection
- Students' suggestions
- Identify key factors
- Exploring new perspectives

- 1.What teaching methods do teachers use in broadcasting and vocalisation courses?
- 2.What factors influence teachers' decisions in selecting teaching methods?
- 3.What are the students' learning experiences in the broadcasting and vocalisation course ?

RESEARCH PHILOSOPHY



Research philosophy——Interpretivism

·**Ontology**：What is reality?
→ **Relativism**：Reality is multiple, subjective, and varies from person to person（Crotty, 1998).

·**Epistemology**：How is knowledge required"?
→ **Constructivism**：Knowledge is constructed through social interaction and language, rather than discovered（Crotty, 1998).

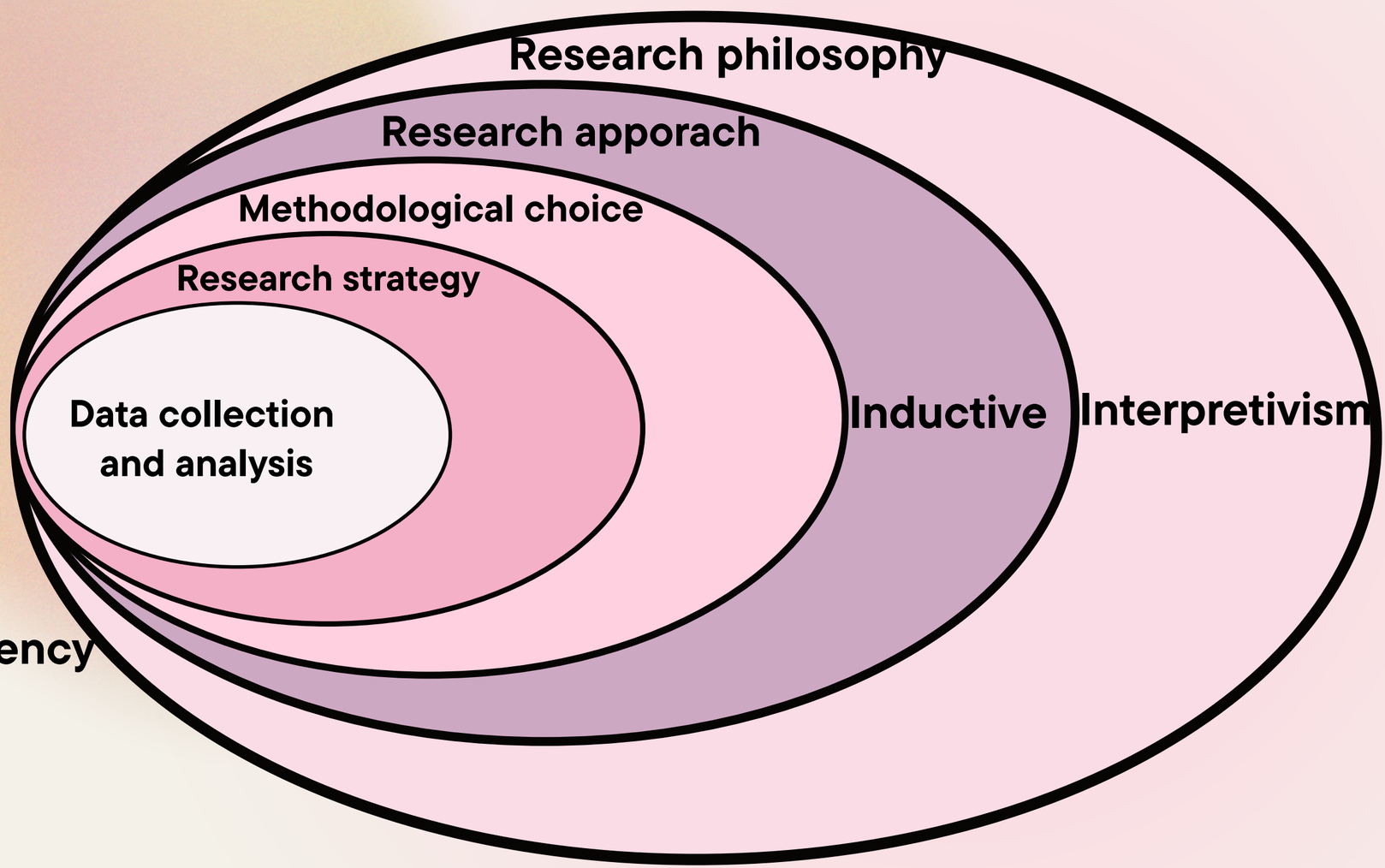
Framework Dimension	Feature in This Study	Interpretivist Alignment
Diversity of Participants	· **A single university** ·Teachers and students come from **diverse backgrounds**	·Interpretivism emphasizes how individuals construct meaning within **specific social and cultural contexts** (Crotty, 1998) ·Relativism：Emphasis on subjective **diversity** (Crotty ,1998)
Research Method	·**Semi-structured interviews** Emphasizing language communication and construction	Constructivism:Knowledge is constructed through **interaction**(Crotty, 1998)
Nature of Data	Different participants have **diverse understandings** of the same reality.	Relativism:Rejects singular truth; embraces **multiple realities** (Crotty, 1998)
Research Aim	· Reasons why **teachers** choose teaching methods ·**Students**' experience on the courses	Interpretivism:Focus on “**understanding**”(Schwandt ,1994);

Advantages:

- Open-ended exploration
- Bottom-up approach
- Data-driven insights
- Aligned with interpretivism
- Emergent patterns
- Flexible theory building

Limitations:

- Limited generalisability
- Subjectivity
- Lack of theoretical structure
- Researcher interpretation dependency



RESEARCH APPROACH

RESEARCH APPROACH



(Scribbr ,2023)

1. Specific Observations
   → **Interviews**

2. Pattern Recognition
   → Use the six-step method of **thematic analysis**

3. General Conclusion
   → **Understanding**
   → **Key factors**
   → **Suggestions**

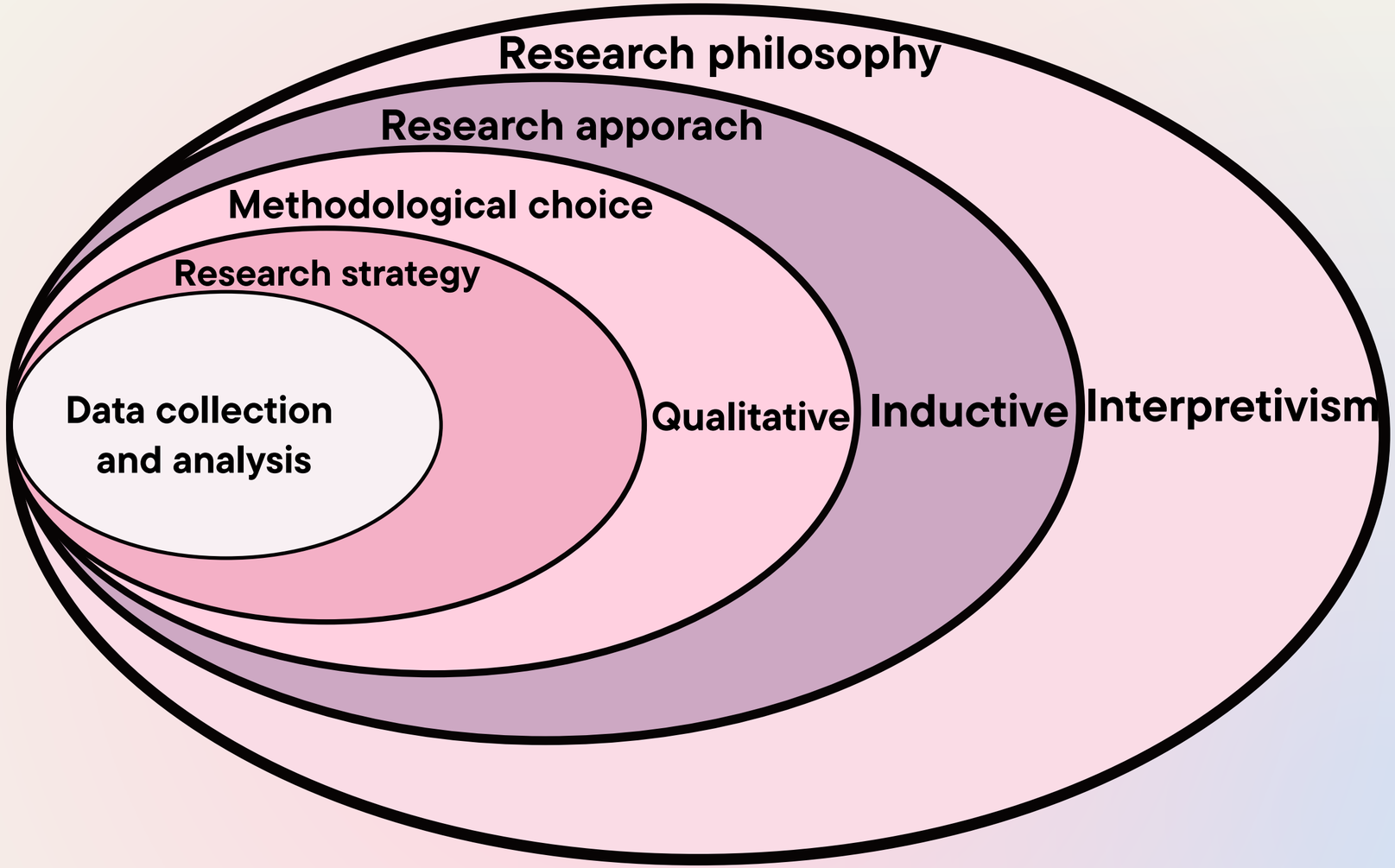
METHODOLOGICAL CHOICE ——QUALITATIVE

University X：

The number of students：
20/one year
The number of teachers（undergraduate）：
5

The number of teachers who teach the broadcasting and vocalisation course each year：
2

Expected to interview :2 teachers
5 to 10 students



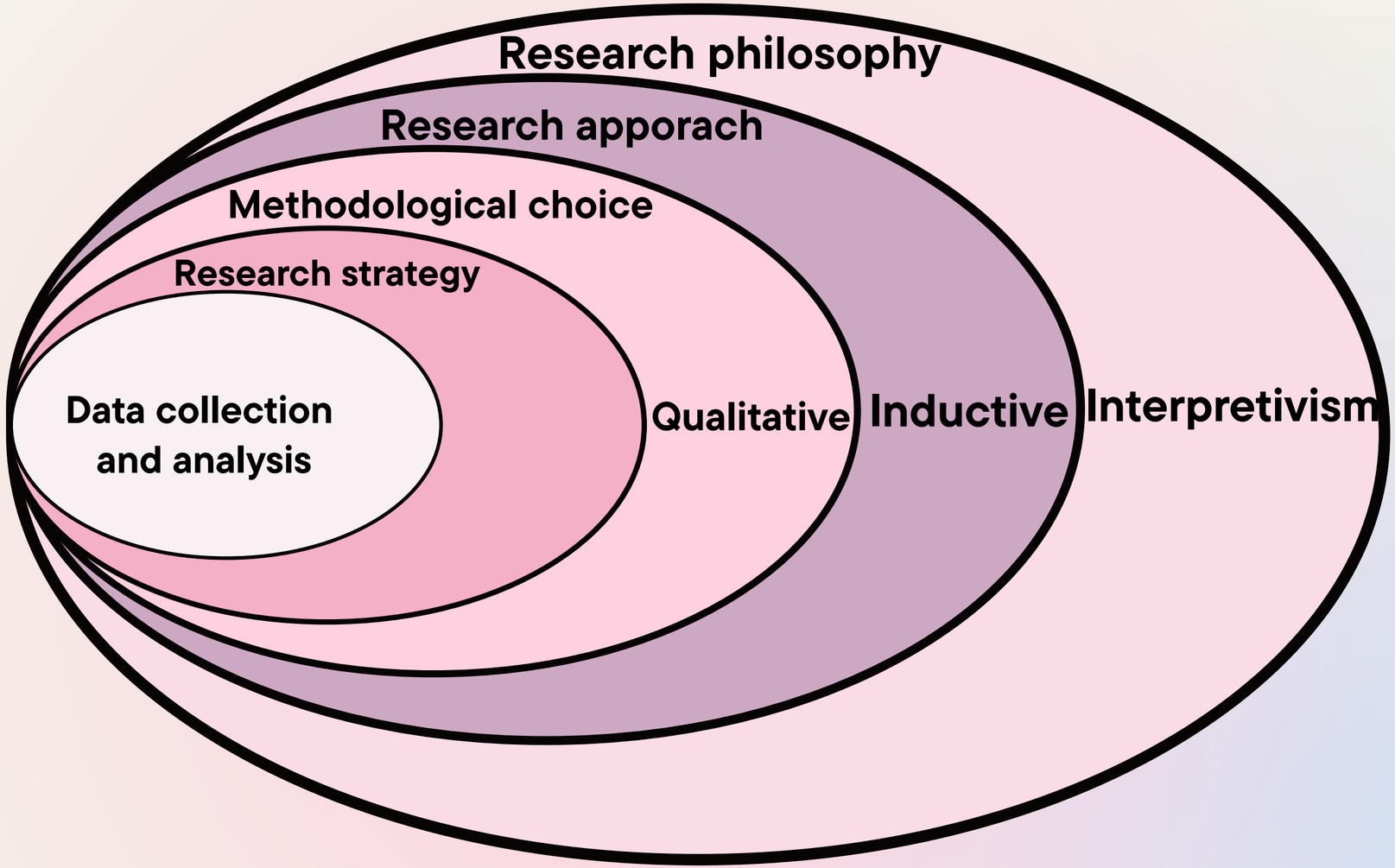
METHODOLOGICAL CHOICE ——QUALITATIVE

Advantage：

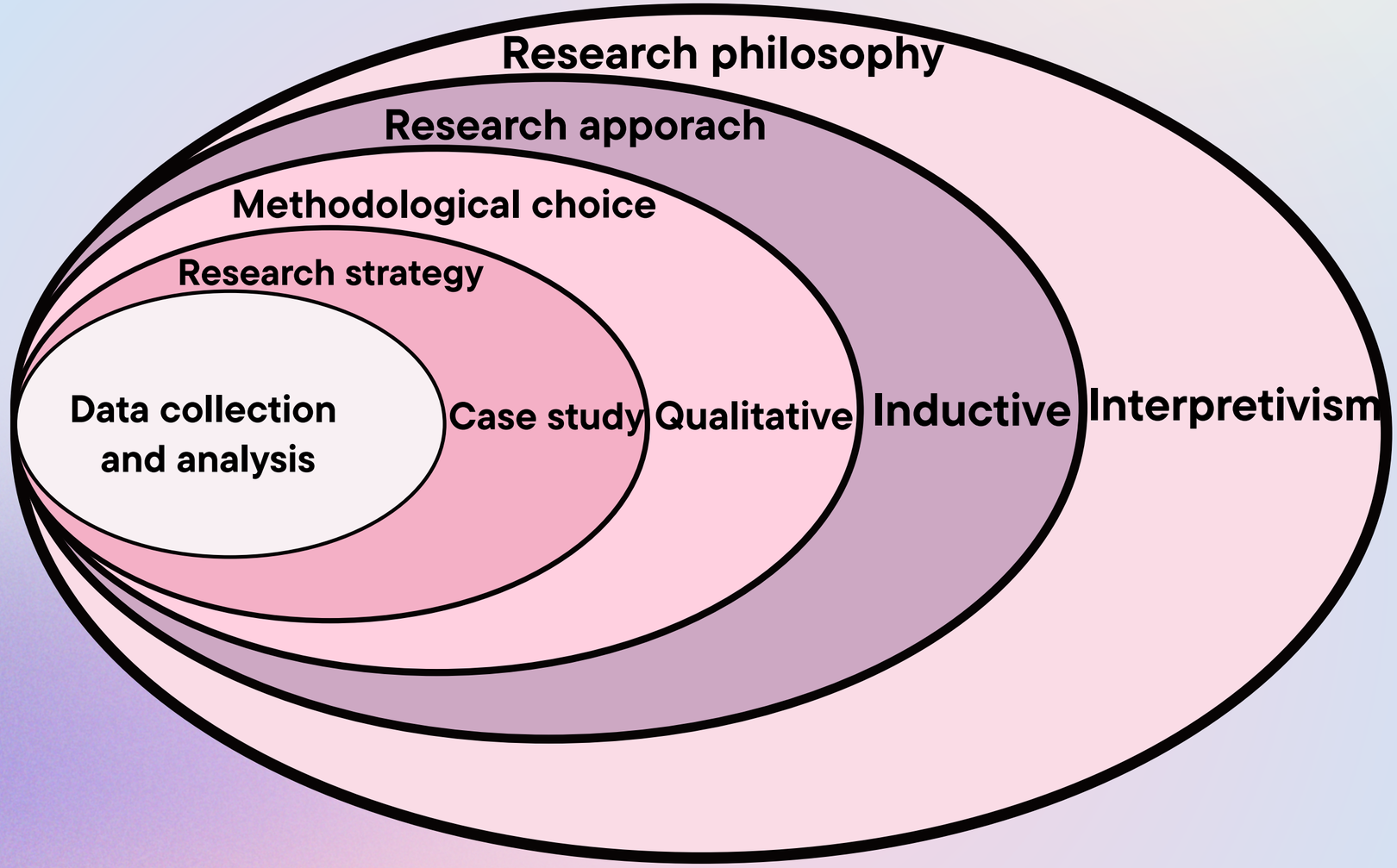
- **In-depth understanding**
- **Participant-focused**
- **Flexible**

Limitations：

- **Limited generalisability**
- **Researcher bias**
- **Time-consuming**



RESEARCH STRATEGY



Feature in This Study

1、One university

2、Research questions

Matching Strength of Case Study

1、Enables in-depth investigation of complex phenomena in real-world educational contexts (Stake, 1995)

2、Suited for answering “how/why” research questions (Yin, 2018)

DATA COLLECTION AND ANALYSIS

Data Collection Method:

·**Semi-structured Interviews：** 2 teachers and 5-10students from university X

·**Interview duration：** 30min/online

Data Analysis Method:

Thematic Analysis：

Following the six-stage model proposed by Braun & Clarke (2006):

Familiarisation

⬇

Generating Initial Codes

⬇

Searching for Themes

⬇

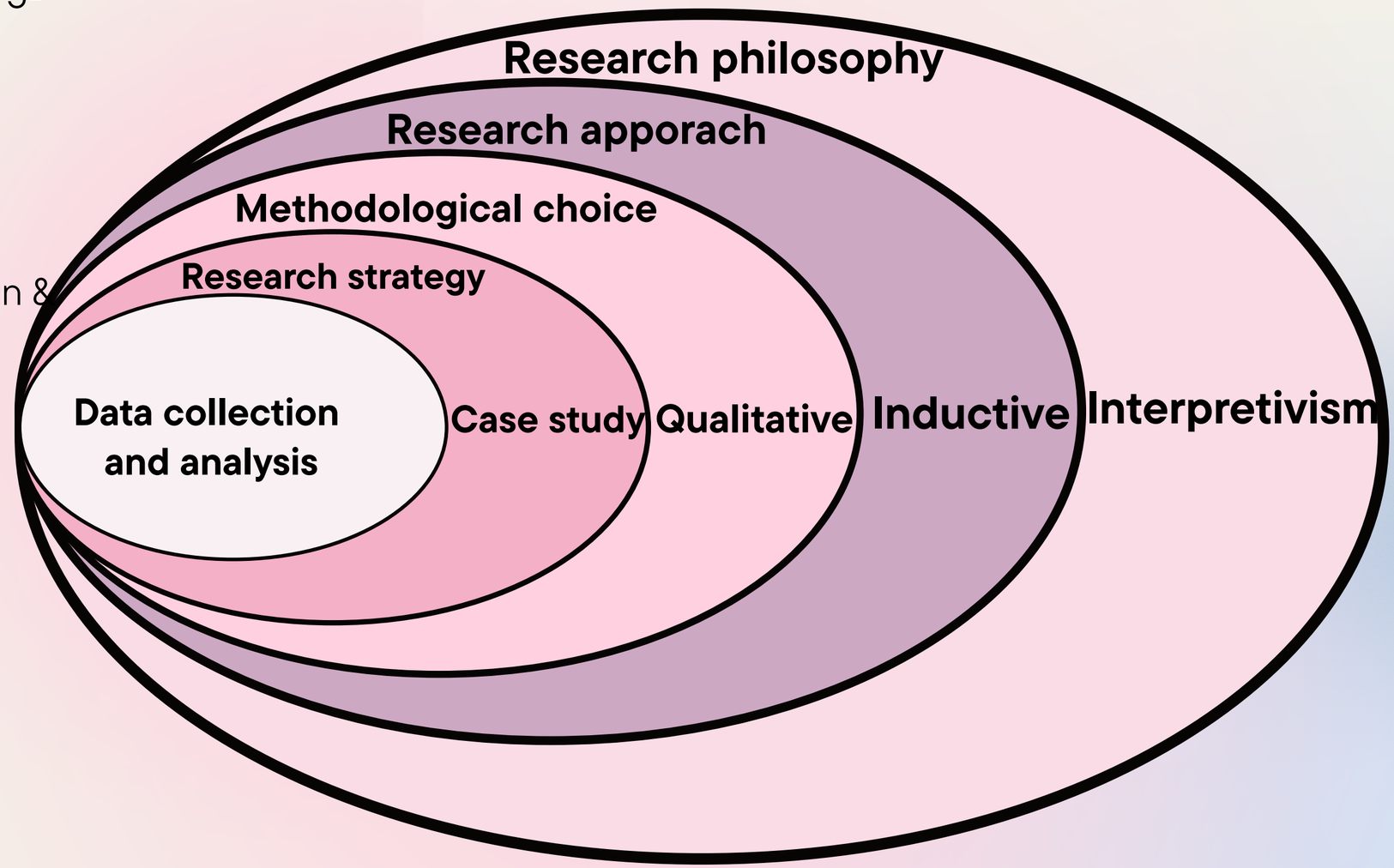
Reviewing Themes

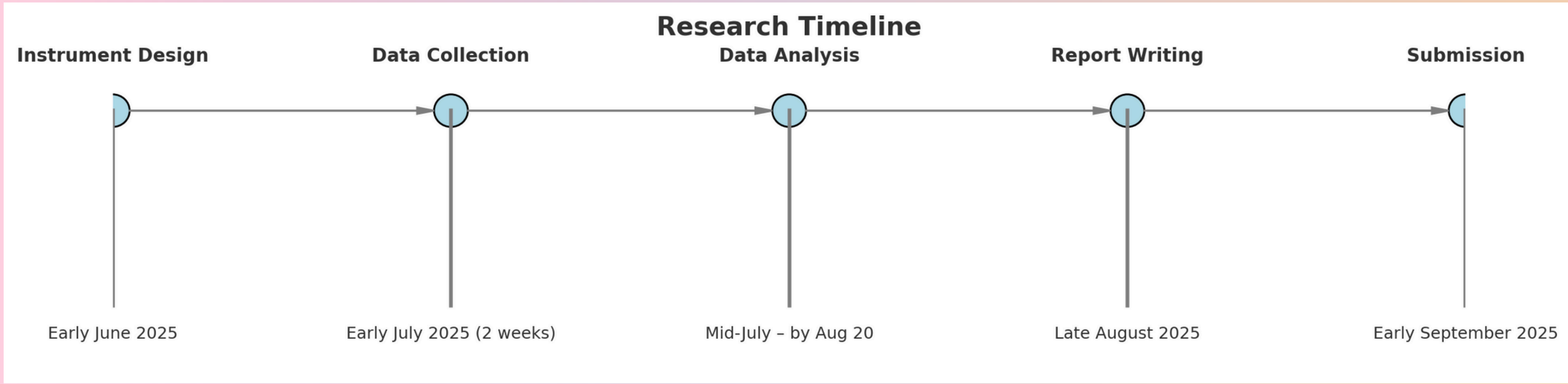
⬇

Defining and Naming Themes

⬇

Writing the Report




Research Timeline
Instrument Design
Data Collection
Data Analysis
Report Writing
Submission
Early June 2025
Early July 2025 (2 weeks)
Mid-July – by Aug 20
Late August 2025
Early September 2025

REFERENCE:

Braun, V. and Clarke, V. (2006) ‘Using thematic analysis in psychology’, Qualitative Research in Psychology, 3(2), pp. 77–101. https://doi.org/10.1191/1478088706qp063oa

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Stake, R.E. (1995) The Art of Case Study Research. Thousand Oaks, CA: SAGE.

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THANK YOU FOR LISTENING!