

Case Study Research

Stephen Elstub and Gianfranco Pomatto

Deliberative democrats are usually interested in finding evidence for different kinds of causal claims. For example, what causes people to change their mind? In which contexts is deliberation most likely to cause opinion change? What conditions are required for good quality deliberation? Under what conditions can deliberation be consequential? There are different ways of studying these questions. Statistical research usually focuses on responding to these questions across a large number of cases, paying particular attention to average effects.

There is a different way to answer these questions, however, and that is through case study research. Case study research can be defined as 'the study of the particularity and complexity of a single case, coming to understand its activity in important circumstances' (Stake 1995, ix). A case can be a person, event, activity, process, group, organization, or institution. The focus on an individual unit means that within-case analysis is conducted as opposed to comparative cross-case research (Ryan 2019; see also Ryan, Chapter 17 in this volume). This is to enable intensive and context-dependent data collection and analysis on important cases that include a large number of variables, thereby producing more depth, detail, richness, completeness, and variance than cross unit analysis can generally achieve. In general, the more cases there are, the less data is collected on each (Gomm et al. 2004). Case studies enable researchers to move beyond covariation between variables and focus on 'causes-of-effects' in a specific case (Mahoney and Goertz 2006).

Case study research has been prevalent throughout the history of deliberative democracy due to the depth of insight and attention to context that this method provides (Boswell and Corbett 2017). In this chapter, we argue that case study research has been integral in helping deliberative democracy develop from a new normative theory to an established and mature theory guided by significant empirical evidence. Moreover, we suggest that as deliberative democracy research moves towards a systemic approach, case studies will continue to be essential for understanding the practice of deliberative democracy across the huge variety of contexts that a system involves. Case studies are a research approach that is relevant to both positivist and interpretivist research traditions. However, in this chapter, we suggest that case study research can help deliberative democracy move beyond this distinction. Guidance is provided on how to select a suitable case and how to collect and analyse data, specifically in relation to the field of deliberative democracy.

Seeing For Ourselves Case Study Research By Teachers Of Writing

**Michael L. Kamil, Peter B. Mosenthal, P.
David Pearson, Rebecca Barr**



Seeing For Ourselves Case Study Research By Teachers Of Writing:

Handbook of Reading Research, Volume III Michael L. Kamil, Peter B. Mosenthal, P. David Pearson, Rebecca Barr, 2016-11-18 In Volume III as in Volumes I and II the classic topics of reading are included from vocabulary and comprehension to reading instruction in the classroom and in addition each contributor was asked to include a brief history that chronicles the legacies within each of the volume s many topics However on the whole Volume III is not about tradition Rather it explores the verges of reading research between the time Volume II was published in 1991 and the research conducted after this date The editors identified two broad themes as representing the myriad of verges that have emerged since Volumes I and II were published 1 broadening the definition of reading and 2 broadening the reading research program The particulars of these new themes and topics are addressed

Writing Studies Research in Practice Lee Nickolson, Mary P Sheridan, 2012-09-10 An essential reference for students and scholars exploring the methods and methodologies of writing research What does it mean to research writing today What are the practical and theoretical issues researchers face when approaching writing as they do What are the gains or limitations of applying particular methods and what might researchers be overlooking These questions and more are answered by the writing research field s leading scholars in Writing Studies Research in Practice Methods and Methodologies Editors Nickolson and Sheridan gather twenty chapters from leaders in writing research spanning topics from ethical considerations for researchers quantitative methods and activity analysis to interviewing and communitybased and Internet research While each chapter addresses a different subject the volume as a whole covers the range of methodologies technologies and approaches both old and new that writing researchers use and examines the ways in which contemporary writing research is understood practiced and represented An essential reference for experienced researchers and an invaluable tool to help novices understand research methods and methodologies Writing Studies Research in Practice includes established methods and knowledge while addressing the contemporary issues interests and concerns faced by writing researchers today

Handbook of Research on Teaching Literacy Through the Communicative and Visual Arts James Flood, Diane Lapp, Shirley Brice Heath, 2004-09-22 In an era characterized by the rapid evolution of the concept of literacy the Handbook of Research on Teaching Literacy Through the Communicative and Visual Arts focuses on multiple ways in which learners gain access to knowledge and skills The handbook explores the possibilities of broadening current conceptualizations of literacy to include the full array of the communicative arts reading writing speaking listening viewing and to focus on the visual arts of drama dance film art video and computer technology The communicative and visual arts encompass everything from novels and theatrical performances to movies and video games In today s world new methods for transmitting information have been developed that include music graphics sound effects smells and animations While these methods have been used by television shows and multimedia products they often represent an unexplored resource in the field of education By broadening our uses of these media formats and genres a

greater number of students will be motivated to see themselves as learners In 64 chapters organized in seven sections teachers and other leading authorities in the field of literacy provide direction for the future I Theoretical Bases for Communicative and Visual Arts Teaching Paul Messaris Section Editor II Methods of Inquiry in Communicative and Visual Arts Teaching Donna Alvermann Section Editor III Research on Language Learners in Families Communities and Classrooms Vicki Chou Section Editor IV Research on Language Teachers Conditions and Contexts Dorothy Strickland Section Editor V Expanding Instructional Environments Teaching Learning and Assessing the Communicative and Visual Arts Nancy Roser Section Editor VI Research Perspectives on the Curricular Extracurricular and Policy Perspectives James Squire Section Editor VII Voices from the Field Bernice Cullinan and Lee Galda Section Editors The International Reading Association has compiled in the Handbook of Research on Teaching Literacy Through the Communicative and Visual Arts an indispensable set of papers for educators that will enable them to conceptualize literacy in much broader contexts than ever before The information contained in this volume will be extremely useful in planning literacy programs for our students for today and tomorrow

The Oxford Handbook of Qualitative Research in American Music Education Colleen M. Conway, 2014 While qualitative research has become increasingly popular in music education over the last decade there is no source that explains the terms approaches and issues associated with this method In The Oxford Handbook of Qualitative Research in American Music Education editor Colleen Conway and the contributing music educators will provide that clarification as well as models of qualitative studies within various music education disciplines The handbook outlines the history of qualitative research in music education and explores the contemporary use of qualitative approaches in examining issues related to music teaching and learning It includes 32 chapters and is divided into five parts Part I defines qualitative research and examines historical philosophical and ethical issues associated with its use in music education Part II discusses ways of approaching qualitative research including case study ethnography phenomenology narrative inquiry practitioner inquiry and mixed methods Ways of collecting and analyzing data are examined in the third part of the text observations interviews document analysis music as data and technology Part IV examines various music teaching and learning contexts that have been studied using qualitative approaches including early childhood general instrumental band instrumental string choral preservice and inservice teacher education adult and community settings student with exceptionalities underserved populations and world music The final section of the book tackles permission to conduct research teacher qualitative research publishing qualitative research and direction for the future An ambitious and much needed volume this handbook will stand as a key resource for drawing meaning from the experiences of students and teachers in music classrooms and communities

Teachers Doing Research Gail E. Burnaford, Joseph Fischer, David Hobson, 2000-11 Describes the process of doing teacher action research and provides examples from teachers themselves Textbook for pre service and in service teacher education courses Includes suggested activities sections

Methods of Literacy Research Michael L. Kamil, Peter

B. Mosenthal, P. David Pearson, Rebecca Barr, 2001-07 This volume packages the reading research methodology chapters from the HANDBOOK OF READING RESEARCH VOLUME III Intended as a text for upper undergraduate and graduate level reading research methods courses and as a resource for scholars in the field **Resources in Education** ,1999

Crossing Over Harold M. Foster, 2013-09-05 This text for secondary preservice and in service English language arts teachers offers a rationale for meaning centered English language arts teaching and practical strategies for application Its goal is to provide readers with an understanding of the issues involved in English teaching and specific examples of how to apply this understanding to classrooms Teaching strategies are presented through a series of stories depicting teachers from a variety of settings practicing their craft with secondary students Features A solid introduction and interesting personal narratives introduce the issues and ideas involved in English language arts teaching Case studies based on actual teachers and students realistically illustrate methods that can be used in secondary English classes Lessons are described in sufficient detail to be converted to teaching models Multicultural emphasis prepares teachers for the contemporary classroom Chapters and sections incorporate the new literacies of TV film and computers in the English language arts class Pedagogical aids include end of chapter questions and activities reproducible charts and worksheets an updated listing of young adult novels and annotated recommended readings An appendix on writing a personal narrative helps students develop as writers New in the Second Edition Updates All chapters the bibliographies and the references are thoroughly updated to reflect changes since the first edition was published Chapters 1 and 2 have been totally rewritten Standards Benchmarks The IRA NCTE Standards for the English Language Arts are incorporated into the text Benchmarks and Performance Assessment Measures are included in all the pedagogical chapters to address proficiency concerns A section on helping students prepare for state proficiency tests has been added Computers More is included on the use of technology both as a content to learn and as a process for learning New Sample Unit Plans Sections based on the instructional stories offer examples to help readers prepare for teaching Literature response questions These are now provided in Chapter 4 for use in journaling and discussions Glossary A chapter on important terms and useful strategies for the English language arts classroom has been added **Researching Teaching** John Loughran, 2002-11-01 A book for anyone who recognizes that teachers their teaching practice knowledge and skill should be a focal point of research efforts The contributions to this volume are internationally authored by leading academics A range of innovative research methodologies are represented and explained The book articulates the special professional skills and knowledge that teachers have and need It will inspire teachers and researchers alike in understanding the art of teaching Living the Questions Ruth Shagoury, Brenda Miller Power, 2023-10-10 Teacher research is an extension of good teaching observing students closely analyzing their needs and adjusting the curriculum to fit the needs of all In this completely updated second edition of their definitive work Ruth Shagoury and Brenda Miller Power present a framework for teacher research along with an extensive collection of narratives from teachers engaged in the

process of designing and carrying out research projects to inform their instruction This edition includes a greater variety of short contributions from a wide range of teacher researchers novices and veterans from all backgrounds and parts of the country who speak to the growing diversity in today s classrooms Threaded throughout the chapters and narratives is a discussion of the emergence of digital tools and their effect on both teaching and the research process along with an expanded number of research designs The book has three primary components 1 Chapters written by the authors explaining key elements of the research process finding questions designing projects data collection and analysis and more 2 Research activities that enable readers to try out the featured strategies and techniques 3 Teacher researcher essays in which teachers share details of completed projects and discuss the impact they have had in their classrooms Living the Questions Second Edition A Guide for Teacher Researchers will take you step by step through the process of designing implementing and publishing your research Along the way it will introduce you to dozens of kindred spirits who are finding new passion for teaching by living the questions every day in their classrooms You will be reminded of why you became a teacher yourself

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