

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

Karin Nielsen-Saines



Seeing For Ourselves Case Study Research By Teachers Of Writing:

Writing Studies Research in Practice Lee Nickoson, 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 Nickoson 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 community-based 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 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

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

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

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

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 *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 *The SAGE Handbook of Early Childhood Literacy* Joanne Larson, Jackie Marsh, 2012-11-09 This new edition of the much loved Handbook of Early Childhood Literacy has been revised and updated to retain its cutting edge focus on emergent and important areas of research This comprehensive work guides the reader through current social cultural and historical analysis on a global scale The new edition contains a greater range of methodologies and chapters on space and literacy disabilities and early childhood literacy digital literacies indigenous literacy play and literacy policy In the Handbook readers will find coverage of all the key topics in early childhood literacy The exceptional list of contributors offers in depth expertise in their respective areas of knowledge The Handbook is essential for Undergraduate students Masters students PhD students CPD students researchers and literacy centre personnel The second edition of this internationally respected and widely used text encompasses a myriad of new issues and insights both through new contributions and thoughtfully revised chapters which raise fresh questions and challenges for research and practice In pushing the boundaries still further the handbook retains its rightful place at the forefront of research into early childhood literacy practice in the 21st century Professor Teresa Cremin Open University UK This handbook provides in depth knowledge of insights and theories about the dynamic process of how children come to know literacy as thinking humans in

social and cultural spaces There is a rich array of research perspectives of children s meaning making through family and digital liteacies play and literacy and in school and out of school literacy experiences Yetta Goodman Regents Professor University of Arizona **Handbook of Research on Science Education** Sandra K. Abell,Ken Appleton,Deborah Hanuscin,2013-03-07 This state of the art research Handbook provides a comprehensive coherent current synthesis of the empirical and theoretical research concerning teaching and learning in science and lays down a foundation upon which future research can be built The contributors all leading experts in their research areas represent the international and gender diversity that exists in the science education research community As a whole the Handbook of Research on Science Education demonstrates that science education is alive and well and illustrates its vitality It is an essential resource for the entire science education community including veteran and emerging researchers university faculty graduate students practitioners in the schools and science education professionals outside of universities The National Association for Research in Science Teaching NARST endorses the Handbook of Research on Science Education as an important and valuable synthesis of the current knowledge in the field of science education by leading individuals in the field For more information on NARST please visit <http://www.narst.org> *Resources in Education* ,1999

The book delves into Seeing For Ourselves Case Study Research By Teachers Of Writing. Seeing For Ourselves Case Study Research By Teachers Of Writing is a crucial topic that must be grasped by everyone, from students and scholars to the general public. This book will furnish comprehensive and in-depth insights into Seeing For Ourselves Case Study Research By Teachers Of Writing, encompassing both the fundamentals and more intricate discussions.

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 - Chapter 4: Seeing For Ourselves Case Study Research By Teachers Of Writing in Specific Contexts
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- The book is crafted in an easy-to-understand language and is complemented by engaging illustrations. This book is highly recommended for anyone seeking to gain a comprehensive understanding of Seeing For Ourselves Case Study Research By Teachers Of Writing.

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