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One of the key aspects of research is measurement. If we want to know if Dutch men are taller than Chinese men, then we can measure them and understand them. A tradition within social science research is to measure things. It is based on the belief that everything can be measured, and reliably measured. Of course, some people disagree, arguing that certain aspects of human behavior and experience cannot be objectively measured. These people take a qualitative approach to research, most of which is in the next chapter. We will focus on quantitative approaches at the moment. So, what kind of measurement can we do? First of all, we can do physical measurements. Samples include the height or width of something, or how much weight it weighs. We may even wish to include age measurements in this category. We can also measure fewer physical things, such as how often something happens, or people's attitudes toward something. In the first case we use observations, and we measure the number of times something occurs (or is observed, or how much weight it weighs). In the latter case, we may use scales. In this example we ask a series of questions about a person's attitudes, and then we turn the answers into a numerical value that expresses a positive or negative attitude. Some social scientists claim that we can also measure how much we love someone, or how strongly we feel about an event! The important thing about a measure is that it is reliable and credible. To be reliable means that if we measure the same thing again on another day (or if someone else does the measurement), then we get the same result. If someone is 62 today, and only 58 days later, then either something very strange is going on or our measurements are not reliable! Authentic means that it measures what it claims to measure. If you develop a series of questions to measure deaf people's attitudes toward mainstream education policies, then you need to make sure those questions actually measure that. While there are statistical techniques to check reliability, credit is harder to assess. Most of the time you'll evaluate facial credibility, i.e., in the case of inspection, does the scale seem valid? The concept you need to be familiar with is measurement levels. There are 4 different levels: 1. Nominal. This refers to the naming of things, therefore 'nominal'. An example of putting things in categories will be based on observations. If you see that there are 7 cows in the field, of which 3 are spotted and 4 are simple colored, then you have used a nominal measurement. All we know about any cow is which batch falls, we don't know how many points it has (unless it's in the simple handle, of course). 2. Ordinal. That is, we know about the order of things, but not the differences between them. 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It's very cold, but it's possible that the temperature will drop to -273 °C. So measuring something using the Celsius scale (C) is an interval measure, not a ratio. The weight scale using the gram ratio will be, as 0 gm indicates a complete weight loss. The difference is subtle, and not the one you need to worry about. The level of measurement you employ will determine the type of statistics you can use to analyze your data. For statistical reasons it is best to go for a distance or level of measurement ratio - certain tests can only be used than you measure using these levels. How do you want to make your own measurements? The way you choose to measure something is your methodology. Few methodologies include experiments, observations and interviews. Although there are others, these three are those you are likely to hire in a little thesis, so we focus on them here. How can we define an experiment? A useful definition is this: an experiment tries to measure the effects of X on Y by controlling X and measuring Y, while at the same time keeping everything else steady. What does that mean? That is, experiments are conducted in highly controlled environments. If you want to know the effect of consultation time with a doctor (X) on patient satisfaction (Y), then in an experiment you control the length of the appointment time and measure patient satisfaction. At the same time you try to keep other things steady that may also affect satisfaction. To do this, you may only choose males between the age of 35 and 40 who have muscle injuries. why? Well, maybe men and women are different in terms of their satisfaction, like younger and older people. Those with muscle injuries may have less time with the doctor than those in need More serious diseases. You may also decide to use only one doctor, as the doctor's personality may also affect satisfaction! At the end of the experiment you want to tell if appointments lead to more satisfaction. If your doctor's personality or illness may also have affected your results, you cannot do so. This is obviously a devised example, suggesting that testing is not always appropriate. How far could you control the status of the consultation? But experiments are very powerful research tools. So, if it's appropriate, then a test is a good bet. If you decide to run an experimental study, you have to decide what X and Y are. X is commonly called independent variable (IV), and Y is called dependent variable (DV). You control the IV. From the example above, you may decide to have 10 minutes and 20 minutes of consultation. These are called levels of an IV. Here the IV (consultation time) has 2 levels (10 minutes and 20 minutes). These levels make up your testing conditions - bet 1 consultation is 10 minutes, and bet 2 advice is 20 minutes. What about D.Y.? Well, you may decide to create a questionnaire that asks different questions about how satisfied the patient is. After consultation, you ask the patient to fill out the questionnaire. From this you can then calculate a measure of satisfaction. Viewing sometimes you can't control a situation, and a test is not a viable option. However, it is possible to see what is going on. Take the example of children's play. You may want to know what kind of behaviors children play in at different ages. This can be determined by observation. You can put a video camera in a kindergarten school/playing group, or view a child playing from behind a one-way mirror. Each time the child gets involved in a certain type of game, you place a tick in a suitable box on a viewing record sheet. After seeing a few children of different ages, they can then be compared in terms of how many times they played different types of games. Probably the most important concept for observational research is the concept of operational definitions. Let's say you say 'small-scale construction' in some kind of game. You see children and note how many times they are involved in the game 'small-scale construction', and possibly for how long. But what is small-scale construction like, and when you see it, how do you know? Well, you provide an operational definition. In other words, you say that in order for this research project 'small-scale construction' to play when a child 'combines two or three separate things into a bigger thing'. Every time a child does this, you record the event. If the definition is good, then another (independent) Should come with the same data as you. It is statistically possible to examine this and confirm whether your operating definition is a reliable definition (look at the previous discussion on reliability). The validity of the definition is another matter (see again the previous credit debate) and is the likely basis on which your research may be criticized. So you have to defend your choice of 'combining two or three separate things into a bigger thing' as a definition of 'small-scale construction' game. Why 2 or 3 things, and not 4 or 5? When does it become medium scale or large-scale? Make-up interviews if you want to know what people think of a topic, ask them! This is the principle behind the interviews. That's all structured interviews, interviews that have a structure that the interviewer follows. Open interviews ended in another extreme; There is no guide for the interviewer apart from the participant's responses - the interview flows like a conversation. Open interviews are hardly quantitative and discussed in the chapter on qualitative methods. Composed interviews are usually composed of closed questions. It limits the range of responses that are allowed, although the 'other' option is sometimes included to combine responses that are not suitable within the categories provided. The answer can then be little - such a percentage feels this, and such a percentage felt that; Answers to questions can be combined to form scales that measure a build, such as 'satisfaction' or 'enjoyment of work'. It is important to pilot all research methodologies, but this keeps twice as true for the built-in interviews. Interviewing multiple people, before running the original study, can highlight troublesome questions that have been unsealed or often misinterpreted, or questions that require different answers allowed on the interview form. The interview form can then be corrected before the main study is conducted. Questionnaires and survey design [Jim Kyle prepared this section.] by far the most common idea of starting out in research projects in the field of deaf studies is to propose the production of questionnaires. There is a general belief that with a questionnaire we can understand the answers to our questions. There are plenty of models in each magazine, each supplement colored Sunday. Answer these questions and you already have your skills, your stress levels, your appeal to the dream partner in your life, and the like. We always see the results of questionnaires. In Wales 25% of people said they wanted independence, but 56% in Scotland said so. Ninety percent of deaf people go to deaf clubs twice a week. Questions that lead to results telling us the truth. In research projects, in these, the main goal Obtain results quickly and easily. Just ask people in a questionnaire and there will be answers. These are common views that are raised by excessive use and misuse of questionnaires. But what should you ask? And how? And where? The basic assumption of questionnaires is that people tell the truth, no matter their mood or where they are questioned or by whom they will say the same thing. Such beliefs are false. In each of these settings, surveys, interviews or observation questionnaires are used. They can include scales, can be opened, can include coding and counting and can be purely descriptive. What makes them one or the other is not personal luck or preference, but assumptions about data and the question itself of research. What about these questions - what kind of study might they need? Which one can be checked through a questionnaire? How many deaf people attend Bristol Deaf Club on Wednesdays? What is the level of satisfaction of the deaf in the deaf club? What is the favourite beer for deaf men and women in Britain? What proportion of deaf men and deaf women order drinks for their partner in deaf clubs? Are deaf people or hearing people more likely to say please and thank you when asking for a beer or drink? How long does the average beer last in a deaf club when someone buys it? What improvements do people want to see in the bar area at Bristol Deaf Club? How do you want to deal with these questions? What are the observations, interviews and the like? You can probably expect Q1, Q4, Q5 and Q6 to be best dealt with by observation. They need facts to create, patterns of behavior that are visible. You can ask people but you don't expect the results to be accurate. Even Q1, where viewing (or counting) is done by someone else, you can ask the receptionist. 'How many people signed up as arriving every Wednesday for the last two months' - but this is still some kind of observation, though indirect. We can also say that some questions are unclear and this affects how results are obtained. However, we can expect Q3 to be done by survey as well as possibly Q2. That only remains the last question as an interview - a series of questions asked in a face-to-face scenario. At the moment, we need to focus on making questions in a way that answers the question that has been set. To help with this we will plan a study to review ... Whether deaf and hearing impaired people are able to install double glaze to the same extent and with the same degree of understanding.... Or more specifically, Do deaf people install double glaze and how do they manage access to information? we have the basic assumption that people can respond. The questions are constantly and they find the questions non-intimidating. In order to continue this, let's assume that they have solved all the questions related to sampling and other hypotheses, and we will focus entirely on how we might ask questions. So we must be direct, conscientious, clear and impartial. Simple. but... What you shouldn't ask is usually people asking the wrong questions, or questions that seemed right but later turn out to be restrictive or unsealed. Many textbooks start by explaining what can go wrong. 1. Avoid leading questions: You're not your double glaze? Do you prefer the double glaze to be explained simply and clearly to you or read it in a book? do you think deaf people have a fair deal on double glazing if they can't communicate with the seller? These are all likely to push the person to respond in a certain way. Undo the questions: Do you have double glaze? 2. Avoid fantasy and academic questions: What is the coefficient of heat loss in your double glaze system? Although you can ask about these topics... When you bought your double glaze, did you get information about the heat loss coefficient? 3. Avoid complex questions: Would you rather install to do the work in a short period, say two weekend days, and into the night, or are you happy to work the theme in a short burst over a few weeks (like every morning)? 4. Avoid annoying questions or vague answers: What helped you decide about glazing two, for example, the cross mark in the box, 'it was very cheap' as well as in the box, 'the most important to consider'. 5. Avoid negative questions: Are you the type of person you would like to disagree with the seller? 6. Avoid two questions when one does: Do you check your double glaze? How often? When you can say, How often do you check your double glaze? 7. Avoid vague questions that answer unreliable or given the mood: What do you think about double glazed vendors? 8. Avoid sexism, racist, etc. language: Do you think it's better for a man to fix a double glaze? [Unless he has a clear intention to investigate this area and has told the person filling out the questionnaire.] 9. Avoid two questions in one: How long did you save and plan for a double glaze? 10- Avoid hypothetical questions: If you decided to change your double glaze, would you choose the largest firm to do it? these questions usually produce I don't know or thought about it. 11. Avoid Questions that will change a person's attitude and lead to the termination of the interview or shutdown. Do you think deaf people are too mean with money to glaze twice as much? Do you think if deaf people could learn to speak more clearly, they would get a better deal than a double-glazed vendor? 12. Avoid casual questions: Do you happen to know how heavy glass may be? 13. Or questions that are too important indeed: Nowadays, everyone on your street double glazes, are there reasons why you have yours in yet? 14. Make sure people have the knowledge to answer the question: Do you choose parafax, penzang or twice as durable for your insulation features? 15. Avoid questions that test memory: What was the seller wearing? When the seller came, what was the first question you asked him? 16. Avoid overlapping questions: How old are you? Up to 30 years, 30-40 years, ... Every once in a while you come to your house: up to once a week, at least once a week, ... 17. Make sure honest questions can be answered: Do you really believe that deaf people can communicate with vendors? 18. Make sure you don't attack privacy? Did your wife ever break the window when you were arguing? Do you have a police record? 19. Just because you can avoid asking questions - make sure they are entirely relevant to your study: What kind of machine do you have? 20. Avoid options/choices in a single question that are on a different scale: Did you choose this glaze because it was best available or because you were tired of looking? Once installed, whether you were satisfied, not bothered, or unhappy. As you can see there is a long list. There are many mistakes that are evident in the questionnaires used by people and sometimes even with figures published in the research. Designing a questionnaire is not so easy. Considerations in the design of the questionnaire as well as avoiding all the above points, you need to make some basic decisions and then create the right questions. A fundamental decision is between questionnaires that will be sent to individuals and questionnaires that will be used in the interview. In both cases you have to follow all the rules above, but when completed at a distance there is less chance of getting errors and correcting misunderstandings. So questions should be simple and logical and impartial if they are to be sent to the individual like a survey. Open-ended questions are often drawn people to open-ended questions since they seem very simple to ask. Unfortunately, this simplicity may be its weakness when it comes to analyzing the results. Tell me about what you want to install double glaze. It is not very useful when it comes to analysis unless the researcher is confident in using qualitative methods. There are also problems with Qualitative answers are in the distance, as people are often reluctant to write long essays on their emotions. It's often that we can't determine whether people just aren't ready to write or have no specific opinion. Closed questions or fixed selection questions are more common in surveys or postal questionnaires. They can be of different kinds: yes/no/don't know the answers that the researcher just needs to know if something existed. They're so raw classification questions - male/female; Detached/Semi-Detached House/Bungalow/... Ranking questions where you ask the person to place numbers alongside a series of ideas, statements, objects and the like. These can be more complicated to analyze. Scale questions such as: How satisfied were you? Very satisfied/satisfied/good/not satisfied/very unhappy. Scale questions are usually simple and single-scale. Avoid different presentations on the same question. The Convention on the Use of Equal Distances is 3 or 5 or 7 points. Or What percentage did you pay the installers for their performance? %Or just simple numbers, how many windows have you glazed twice in the last 12 months? _____ They can also buy the rating scale or attitude scale: all deaf should buy two strictly agreed/agree/agree/don't know/disagree/strongly oppose back to the basics at the point where you start generating questions based on this instruction, you are highly likely to forget your original intention. So go back to your original goal and make sure that every question you ask has something to do with the main goal. This is often a weakness of the whole process. Now by making a questionnaire, give it a try. Experimental work is vital and should cover both the content and the government itself. Not only should the questionnaire work in terms of content and questions, but you researcher should be able to use it effectively, smoothly and with full confidence. You need to know exactly which questions that follow and should be clear about what you can explain and what you can't. Usually researchers can repeat questions but are not allowed to provide for samples. However, the limits of the information that can be given must be predetermined. You must follow your instructions. Make sure the questionnaire is simple to administer. A common problem is making interviews too long or too short. It can take too long because it is the first time you used it - you can expect it to be twice as long in first use. Or it can be too long, because the questions are too complicated. Use the experimental study to reduce overall length. If you find that the questions are irrelevant to the individual, it can be too short. Job questions may not be appropriate if a person is a student, at school or retired. Make sure they target your interviewees correctly. More on sampling surveys later. Translation is perhaps the biggest issue for us is how to translate a questionnaire into BSL. We have no fixed rules but after 20 years of doing so, I can explain what we believe to be the best practice. Simplifying the English form/written for the first time - making sure you keep the meaning of working out BSL translations on paper - consider all the problems and things that are in the English version to make sure it is culturally appropriate and within the experiences people are careful in using certain structures - as usual. The matrix is chosen to mark, if the questions write it in the BSL pilot it's the movie it's in BSL, and use this as a master - a fixed record to work out and to check again on. Conducting interviews - conducting postal surveys is possible but very difficult. You can't rely on respondents having the same level or at least the level of English. Capture an image of an example of interviews and check these against the master to make sure there is no deviation. By starting out in order to use a survey, the researcher should have a clear idea of the type of data and the underlying logic for the approach. Simply put, the polls are positivistic. This means that they mean a fact in the data. They assume that what you are told is truth and an objective and verifiable fact. In some ways, it's too simple but as an important starting point. It is a scientific approach because it expects work to arise in a theory. The theory is a set of expectations based on unifying principles - rules or rules. Using a survey, the scientist produces a hypothesis of the research question - deaf women move more than deaf men from a part of the country; or deaf young people are more likely to smoke if they go to deaf school than if they'd been in the mainstream unit. The survey is then built around certain assumptions. These are quite simple - that the answers people make are reliable (they will be produced in the same way on request in consecutive weeks) are more independent of thematic variables such as mood and disease, and that the differences that occur are due to the actual effects of underlying variables such as gender or occupation. These are assumptions, not truth. How strongly you can adhere to them varies according to your goal and context. There are 3 principles that we can identify: the questionnaire must be structured to ensure that the same questions are asked in the same way (even though different people interview) or the context of self-completion is the same. The goal is to ensure that the answers can be quantitative and aggregated (added together) in order to provide an overall picture. The poll needs to be repeated. Results should be the same Samples are collected on different occasions and when followed by various researchers in similar ways. This is a vital component of the scientific method. The poll should be representative. Examples or contributors should resemble the population they come from. they must be represented. Sampling from this aspect is a complete science of its own. It is highly statistical and is often governed by complex mathematical theory and calculation. Much more on it can be found in books in the library, with titles like Sampling Theory. For our purposes, there are some simple divisions. Sampling is designed to ensure we are represented and allow us to claim reliability. Random sampling where a population is available and easy to access, then a random sample can be made. The key here is in access. In a village you can contact all households from voter rolls (lists of eligible voters) stored in the public library. The researcher can select a fixed number of people and then select them with a set of random numbers and their position on the voter roll. Stochastic samples are vital in physical science and are achievable because variables are under full control. When we deal with people, it's not the same, and it's much harder to use this form of sampling. In order to bypass it, class sampling is sometimes used. It uses population-related information to make randomization less widespread - so maybe there are more people who are professionals than unemployed or people in unskilled jobs. So random samples are selected within these strata and not throughout the entire population. The sampling is then balanced to represent different types of jobs. Quota sampling there are different types of non-probability sampling. The common, and common that is appropriate for the deaf community, is quota sampling. This is a technique often used in market research, where the background characteristics of the population are known and these are used to extract quotas for specific comparisons. It's like class sampling, except for specific numbers, any type within the population or the types that are of interest are selected, and the researcher targets people on their own. One example may be the target of 20 mothers of children 5 and under and 20 mothers with children aged 6 and over - to verify their pattern of Christmas shopping now. Signs in European and DPIC projects are good examples of quota sampling. The disadvantage of this method is that interviewers tend to choose the easiest way to reach, and the quota is full of friends or people who are known to the researcher. Snowball sampling is another technique that is suitable for minority groups living in unusual situations (not in fixed locations) is to use a spreading search. In this way, targeted key people provide access to other members of the community. For example, deaf people list the names of people they know in that group, and those people, in turn, inform people they know. So the process of snowballs. The overall types of surveys are of different types. Traditionally, they assumed where hard facts had been obtained - the census is a good example, and the general survey is another household. It evolved, and surveys began to measure attitudes - people's perceptions and beliefs. These were taken to reflect some internal or social realities, and groups of people who were chosen can be compared in terms of their expressions. This type of principle evolved further to imply that attitude and behavior can be linked in a national way. People who believed one thing was more likely to behave consistently with this belief. These are very strong ideas of underlying the survey approach. There are three main approaches to data collection: electronic/self-completing; phone and face-to-face/interview. Mail/Postal Survey This approach has the advantage of simplicity and ease of data collection. It's also full of a lot of problems. It is very common and is a useful way to get a lot of data. Its advantages include: lower cost than other Anonymous methods, so people are often more prepared to deal with sensitive topics, it can be completed in one's own time, there is less bias caused by the interviewer effect can be reached to a wider geographic than otherwise. Disadvantages include: Questions often have to be so simple that it is insensitive to many respondents it cannot be explored effectively to further understand when there is something interesting or complicated in one answer. There is no control over who responds - people can do it in groups or ask someone else to fill it in at a response rate can be very low - less than 20% in some cases - and in order to raise the response rate, costs go up (frequent letters, reminders, phone calls, etc.) However, mailing questionnaires are common and an important means of obtaining information. One aspect of postal questionnaires is incentives. This is not so common in large-scale surveys but is a vital component of the work of smaller projects. No matter if there is a reward at the forefront, it is the sense of commitment that determines the rate of return. To create this, the cover letter must mean the importance and communication of the activity. Sometimes you use an influential face, or explain the importance; sometimes you can link to a person's specific situation - someone who has a disabled child, or someone with relatives who has had a certain experience and the like. Without these specific tags, it may be possible to offer a reward that Not linked to payment - it doesn't work unless it's something that's useful - pens, or stamp books. However, the bonus should be carefully tested to check that they have some facilitating effect. Telephone interviews with this format are relatively new but have become acceptable. People have been selected according to the mailing list/database information that is held, and the phone took place which is believed to be appropriate. Calls are made on nights or weekends. All calls can be signed in or registered. The benefits of phone interviews include: cheap, convenient and urgent people can sit in a more comfortable environment - their home response rate is more manageable - you can continue going until you finish there, of course, disadvantages: obtaining people's phone numbers may be difficult and the reasons for the former directory being in favor of the middle class And the higher socioeconomic groups weighing you may be the wrong person or the right person at the wrong time at some points there is class/gender bias in

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Well, you may decide to create a questionnaire that asks different questions about how satisfied the patient is. After consultation, you ask the patient to fill out the questionnaire. From this you can then calculate a measure of satisfaction. Viewing sometimes you can't control a situation, and a test is not a viable option. However, it is possible to see what is going on. Take the example of children's play. You may want to know what kind of behaviors children play in at different ages. This can be determined by observation. You can put a video camera in a kindergarten school/playing group, or view a child playing from behind a one-way mirror. Each time the child gets involved in a certain type of game, you place a tick in a suitable box on a viewing record sheet. After seeing a few children of different ages, they can then be compared in terms of how many times they played different types of games. Probably the most important concept for observational research is the concept of operational definitions. Let's say you say 'small-scale construction' in some kind of game. You see children and note how many times they are involved in the game 'small-scale construction', and possibly for how long. But what is small-scale construction like, and when you see it, how do you know? Well, you provide an operational definition. In other words, you say that in order for this research project 'small-scale construction' to play when a child 'combines two or three separate things into a bigger thing'. Every time a child does this, you record the event. If the definition is good, then another (independent) Should come with the same data as you. It is statistically possible to examine this and confirm whether your operating definition is a reliable definition (look at the previous discussion on reliability). The validity of the definition is another matter (see again the previous credit debate) and is the likely basis on which your research may be criticized. So you have to defend your choice of 'combining two or three separate things into a bigger thing' as a definition of 'small-scale construction' game. Why 2 or 3 things, and not 4 or 5? When does it become medium scale or large-scale? Make-up interviews if you want to know what people think of a topic, ask them! This is the principle behind the interviews. That's all structured interviews, interviews that have a structure that the interviewer follows. Open interviews ended in another extreme; There is no guide for the interviewer apart from the participant's responses - the interview flows like a conversation. Open interviews are hardly quantitative and discussed in the chapter on qualitative methods. Composed interviews are usually composed of closed questions. It limits the range of responses that are allowed, although the 'other' option is sometimes included to combine responses that are not suitable within the categories provided. The answer can then be little - such a percentage feels this, and such a percentage felt that; Answers to questions can be combined to form scales that measure a build, such as 'satisfaction' or 'enjoyment of work'. It is important to pilot all research methodologies, but this keeps twice as true for the built-in interviews. Interviewing multiple people, before running the original study, can highlight troublesome questions that have been unsealed or often misinterpreted, or questions that require different answers allowed on the interview form. The interview form can then be corrected before the main study is conducted. Questionnaires and survey design [Jim Kyle prepared this section.] by far the most common idea of starting out in research projects in the field of deaf studies is to propose the production of questionnaires. There is a general belief that with a questionnaire we can understand the answers to our questions. There are plenty of models in each magazine, each supplement colored Sunday. Answer these questions and you already have your skills, your stress levels, your appeal to the dream partner in your life, and the like. We always see the results of questionnaires. In Wales 25% of people said they wanted independence, but 56% in Scotland said so. Ninety percent of deaf people go to deaf clubs twice a week. Questions that lead to results telling us the truth. In research projects, in these, the main goal Obtain results quickly and easily. Just ask people in a questionnaire and there will be answers. These are common views that are raised by excessive use and misuse of questionnaires. But what should you ask? And how? And where? The basic assumption of questionnaires is that people tell the truth, no matter their mood or where they are questioned or by whom they will say the same thing. Such beliefs are false. In each of these settings, surveys, interviews or observation questionnaires are used. They can include scales, can be opened, can include coding and counting and can be purely descriptive. What makes them one or the other is not personal luck or preference, but assumptions about data and the question itself of research. What about these questions - what kind of study might they need? Which one can be checked through a questionnaire? How many deaf people attend Bristol Deaf Club on Wednesdays? What is the level of satisfaction of the deaf in the deaf club? What is the favourite beer for deaf men and women in Britain? What proportion of deaf men and deaf women order drinks for their partner in deaf clubs? Are deaf people or hearing people more likely to say please and thank you when asking for a beer or drink? How long does the average beer last in a deaf club when someone buys it? What improvements do people want to see in the bar area at Bristol Deaf Club? How do you want to deal with these questions? What are the observations, interviews and the like? You can probably expect Q1, Q4, Q5 and Q6 to be best dealt with by observation. They need facts to create, patterns of behavior that are visible. You can ask people but you don't expect the results to be accurate. Even Q1, where viewing (or counting) is done by someone else, you can ask the receptionist. 'How many people signed up as arriving every Wednesday for the last two months' - but this is still some kind of observation, though indirect. We can also say that some questions are unclear and this affects how results are obtained. However, we can expect Q3 to be done by survey as well as possibly Q2. That only remains the last question as an interview - a series of questions asked in a face-to-face scenario. At the moment, we need to focus on making questions in a way that answers the question that has been set. To help with this we will plan a study to review ... Whether deaf and hearing impaired people are able to install double glaze to the same extent and with the same degree of understanding.... Or more specifically, Do deaf people install double glaze and how do they manage access to information? we have the basic assumption that people can respond. The questions are constantly and they find the questions non-intimidating. In order to continue this, let's assume that they have solved all the questions related to sampling and other hypotheses, and we will focus entirely on how we might ask questions. So we must be direct, conscientious, clear and impartial. Simple. but... What you shouldn't ask is usually people asking the wrong questions, or questions that seemed right but later turn out to be restrictive or unsealed. Many textbooks start by explaining what can go wrong. 1. Avoid leading questions: You're not your double glaze? Do you prefer the double glaze to be explained simply and clearly to you or read it in a book? do you think deaf people have a fair deal on double glazing if they can't communicate with the seller? These are all likely to push the person to respond in a certain way. Undo the questions: Do you have double glaze? 2. Avoid fantasy and academic questions: What is the coefficient of heat loss in your double glaze system? Although you can ask about these topics... When you bought your double glaze, did you get information about the heat loss coefficient? 3. Avoid complex questions: Would you rather install to do the work in a short period, say two weekend days, and into the night, or are you happy to work the theme in a short burst over a few weeks (like every morning)? 4. Avoid annoying questions or vague answers: What helped you decide about glazing two, for example, the cross mark in the box, 'it was very cheap' as well as in the box, 'the most important to consider'. 5. Avoid negative questions: Are you the type of person you would like to disagree with the seller? 6. Avoid two questions when one does: Do you check your double glaze? How often? When you can say, How often do you check your double glaze? 7. Avoid vague questions that answer unreliable or given the mood: What do you think about double glazed vendors? 8. Avoid sexism, racist, etc. language: Do you think it's better for a man to fix a double glaze? [Unless he has a clear intention to investigate this area and has told the person filling out the questionnaire.] 9. Avoid two questions in one: How long did you save and plan for a double glaze? 10- Avoid hypothetical questions: If you decided to change your double glaze, would you choose the largest firm to do it? these questions usually produce I don't know or thought about it. 11. Avoid Questions that will change a person's attitude and lead to the termination of the interview or shutdown. Do you think deaf people are too mean with money to glaze twice as much? Do you think if deaf people could learn to speak more clearly, they would get a better deal than a double-glazed vendor? 12. Avoid casual questions: Do you happen to know how heavy glass may be? 13. Or questions that are too important indeed: Nowadays, everyone on your street double glazes, are there reasons why you have yours in yet? 14. Make sure people have the knowledge to answer the question: Do you choose parafax, penzang or twice as durable for your insulation features? 15. Avoid questions that test memory: What was the seller wearing? When the seller came, what was the first question you asked him? 16. Avoid overlapping questions: How old are you? Up to 30 years, 30-40 years, ... Every once in a while you come to your house: up to once a week, at least once a week, ... 17. Make sure honest questions can be answered: Do you really believe that deaf people can communicate with vendors? 18. Make sure you don't attack privacy? Did your wife ever break the window when you were arguing? Do you have a police record? 19. Just because you can avoid asking questions - make sure they are entirely relevant to your study: What kind of machine do you have? 20. Avoid options/choices in a single question that are on a different scale: Did you choose this glaze because it was best available or because you were tired of looking? Once installed, whether you were satisfied, not bothered, or unhappy. As you can see there is a long list. There are many mistakes that are evident in the questionnaires used by people and sometimes even with figures published in the research. Designing a questionnaire is not so easy. Considerations in the design of the questionnaire as well as avoiding all the above points, you need to make some basic decisions and then create the right questions. A fundamental decision is between questionnaires that will be sent to individuals and questionnaires that will be used in the interview. In both cases you have to follow all the rules above, but when completed at a distance there is less chance of getting errors and correcting misunderstandings. So questions should be simple and logical and impartial if they are to be sent to the individual like a survey. Open-ended questions are often drawn people to open-ended questions since they seem very simple to ask. Unfortunately, this simplicity may be its weakness when it comes to analyzing the results. Tell me about what you want to install double glaze. It is not very useful when it comes to analysis unless the researcher is confident in using qualitative methods. There are also problems with Qualitative answers are in the distance, as people are often reluctant to write long essays on their emotions. It's often that we can't determine whether people just aren't ready to write or have no specific opinion. Closed questions or fixed selection questions are more common in surveys or postal questionnaires. They can be of different kinds: yes/no/don't know the answers that the researcher just needs to know if something existed. They're so raw classification questions - male/female; Detached/Semi-Detached House/Bungalow/... Ranking questions where you ask the person to place numbers alongside a series of ideas, statements, objects and the like. These can be more complicated to analyze. Scale questions such as: How satisfied were you? Very satisfied/satisfied/good/not satisfied/very unhappy. Scale questions are usually simple and single-scale. Avoid different presentations on the same question. The Convention on the Use of Equal Distances is 3 or 5 or 7 points. Or What percentage did you pay the installers for their performance? %Or just simple numbers, how many windows have you glazed twice in the last 12 months? _____ They can also buy the rating scale or attitude scale: all deaf should buy two strictly agreed/agree/agree/don't know/disagree/strongly oppose back to the basics at the point where you start generating questions based on this instruction, you are highly likely to forget your original intention. So go back to your original goal and make sure that every question you ask has something to do with the main goal. This is often a weakness of the whole process. Now by making a questionnaire, give it a try. Experimental work is vital and should cover both the content and the government itself. Not only should the questionnaire work in terms of content and questions, but you researcher should be able to use it effectively, smoothly and with full confidence. You need to know exactly which questions that follow and should be clear about what you can explain and what you can't. Usually researchers can repeat questions but are not allowed to provide for samples. However, the limits of the information that can be given must be predetermined. You must follow your instructions. Make sure the questionnaire is simple to administer. A common problem is making interviews too long or too short. It can take too long because it is the first time you used it - you can expect it to be twice as long in first use. Or it can be too long, because the questions are too complicated. Use the experimental study to reduce overall length. If you find that the questions are irrelevant to the individual, it can be too short. Job questions may not be appropriate if a person is a student, at school or retired. Make sure they target your interviewees correctly. More on sampling surveys later. Translation is perhaps the biggest issue for us is how to translate a questionnaire into BSL. We have no fixed rules but after 20 years of doing so, I can explain what we believe to be the best practice. Simplifying the English form/written for the first time - making sure you keep the meaning of working out BSL translations on paper - consider all the problems and things that are in the English version to make sure it is culturally appropriate and within the experiences people are careful in using certain structures - as usual. The matrix is chosen to mark, if the questions write it in the BSL pilot it's the movie it's in BSL, and use this as a master - a fixed record to work out and to check again on. Conducting interviews - conducting postal surveys is possible but very difficult. You can't rely on respondents having the same level or at least the level of English. Capture an image of an example of interviews and check these against the master to make sure there is no deviation. By starting out in order to use a survey, the researcher should have a clear idea of the type of data and the underlying logic for the approach. Simply put, the polls are positivistic. This means that they mean a fact in the data. They assume that what you are told is truth and an objective and verifiable fact. In some ways, it's too simple but as an important starting point. It is a scientific approach because it expects work to arise in a theory. The theory is a set of expectations based on unifying principles - rules or rules. Using a survey, the scientist produces a hypothesis of the research question - deaf women move more than deaf men from a part of the country; or deaf young people are more likely to smoke if they go to deaf school than if they'd been in the mainstream unit. The survey is then built around certain assumptions. These are quite simple - that the answers people make are reliable (they will be produced in the same way on request in consecutive weeks) are more independent of thematic variables such as mood and disease, and that the differences that occur are due to the actual effects of underlying variables such as gender or occupation. These are assumptions, not truth. How strongly you can adhere to them varies according to your goal and context. There are 3 principles that we can identify: the questionnaire must be structured to ensure that the same questions are asked in the same way (even though different people interview) or the context of self-completion is the same. The goal is to ensure that the answers can be quantitative and aggregated (added together) in order to provide an overall picture. The poll needs to be repeated. Results should be the same Samples are collected on different occasions and when followed by various researchers in similar ways. This is a vital component of the scientific method. The poll should be representative. Examples or contributors should resemble the population they come from. they must be represented. Sampling from this aspect is a complete science of its own. It is highly statistical and is often governed by complex mathematical theory and calculation. Much more on it can be found in books in the library, with titles like Sampling Theory. For our purposes, there are some simple divisions. Sampling is designed to ensure we are represented and allow us to claim reliability. Random sampling where a population is available and easy to access, then a random sample can be made. The key here is in access. In a village you can contact all households from voter rolls (lists of eligible voters) stored in the public library. The researcher can select a fixed number of people and then select them with a set of random numbers and their position on the voter roll. Stochastic samples are vital in physical science and are achievable because variables are under full control. When we deal with people, it's not the same, and it's much harder to use this form of sampling. In order to bypass it, class sampling is sometimes used. It uses population-related information to make randomization less widespread - so maybe there are more people who are professionals than unemployed or people in unskilled jobs. So random samples are selected within these strata and not throughout the entire population. The sampling is then balanced to represent different types of jobs. Quota sampling there are different types of non-probability sampling. The common, and common that is appropriate for the deaf community, is quota sampling. This is a technique often used in market research, where the background characteristics of the population are known and these are used to extract quotas for specific comparisons. It's like class sampling, except for specific numbers, any type within the population or the types that are of interest are selected, and the researcher targets people on their own. One example may be the target of 20 mothers of children 5 and under and 20 mothers with children aged 6 and over - to verify their pattern of Christmas shopping now. Signs in European and DPIC projects are good examples of quota sampling. The disadvantage of this method is that interviewers tend to choose the easiest way to reach, and the quota is full of friends or people who are known to the researcher. Snowball sampling is another technique that is suitable for minority groups living in unusual situations (not in fixed locations) is to use a spreading search. In this way, targeted key people provide access to other members of the community. For example, deaf people list the names of people they know in that group, and those people, in turn, inform people they know. So the process of snowballs. The overall types of surveys are of different types. Traditionally, they assumed where hard facts had been obtained - the census is a good example, and the general survey is another household. It evolved, and surveys began to measure attitudes - people's perceptions and beliefs. These were taken to reflect some internal or social realities, and groups of people who were chosen can be compared in terms of their expressions. This type of principle evolved further to imply that attitude and behavior can be linked in a national way. People who believed one thing was more likely to behave consistently with this belief. These are very strong ideas of underlying the survey approach. There are three main approaches to data collection: electronic/self-completing; phone and face-to-face/interview. Mail/Postal Survey This approach has the advantage of simplicity and ease of data collection. It's also full of a lot of problems. It is very common and is a useful way to get a lot of data. Its advantages include: lower cost than other Anonymous methods, so people are often more prepared to deal with sensitive topics, it can be completed in one's own time, there is less bias caused by the interviewer effect can be reached to a wider geographic than otherwise. Disadvantages include: Questions often have to be so simple that it is insensitive to many respondents it cannot be explored effectively to further understand when there is something interesting or complicated in one answer. There is no control over who responds - people can do it in groups or ask someone else to fill it in at a response rate can be very low - less than 20% in some cases - and in order to raise the response rate, costs go up (frequent letters, reminders, phone calls, etc.) However, mailing questionnaires are common and an important means of obtaining information. One aspect of postal questionnaires is incentives. This is not so common in large-scale surveys but is a vital component of the work of smaller projects. No matter if there is

phone use or even the presence of phones at home may require a number of people to do interviews and it is possible that training is difficult or hard to monitor. Different interviewers will get different results. Clearly, it is harder to use telephone interviews on deafness, but the DPIC project has begun some early work on this issue with Nokia communicators and text messages. Face-to-face interviews benefits are usually taken into account flexibility and adaptability. The disadvantages of the interviewer's effects are time-based. Developing a coding system when questionnaires are entered, data must be coded for ease of use and will usually be entered into a computer. There are different database options, but the easiest approach is to use the spreadsheet. A coding sheet that is formal and complete is necessary when there is more than one encoding. To ensure that the data is imported properly, and continuously, there must be an agreed code tab. There are a range of ways to set up this. The easiest way often involves codes in the questionnaire itself, so that coders can form questionnaires directly with the return. A separate sheet can also be set up that can guide people who do coding. This should be in a way that is suitable for entering the computer spreadsheet. Surveys should discuss all of the above components in order to provide credible and usable data. Internet Resources Reliability & Validity Observational Field Research Measurement

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