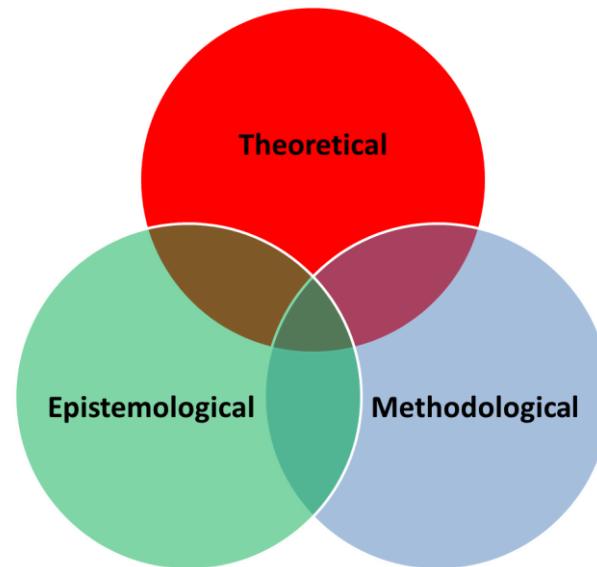


Designing Conceptual Frameworks for Qualitative Research Studies



Johnny Saldaña

Designing Conceptual Frameworks for Qualitative Research Studies

- An overview of qualitative research design with the conceptual framework as its template.
- Participants will explore the development of a study about identity, using the three-part template to compose theoretical, methodological, and epistemological premises.
- Targeted to graduate students and novices to qualitative research.

Materials Needed for the Workshop

- A hard copy printout (highly recommended) or the Word document of the “Conceptual Framework Worksheets” file
- Pencils (highly recommended) or pens
- Optional: a microphone for presentation and Q & A
- Optional: webcam

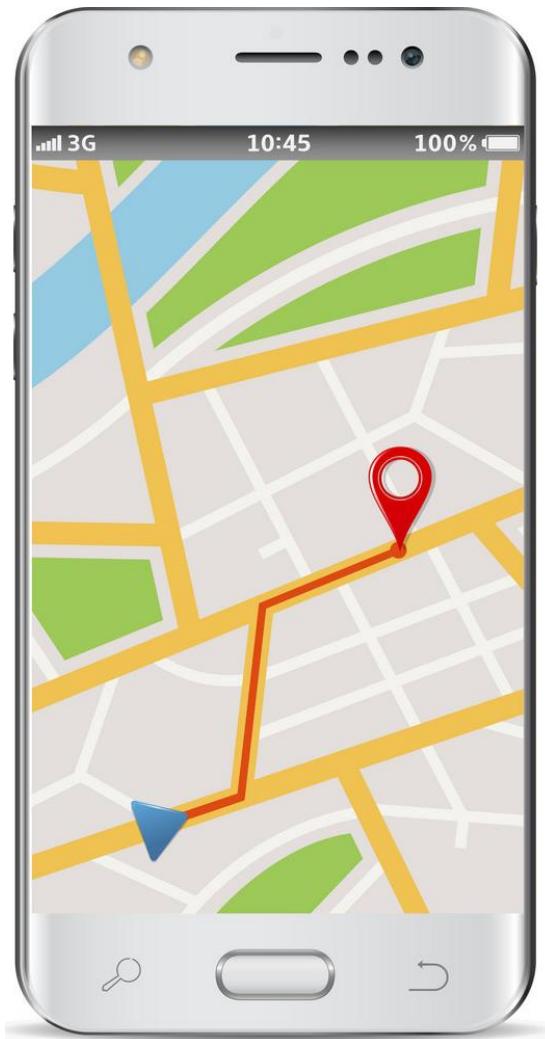
Conceptual Frameworks

- an **intellectual “game plan”** for the study; the research design in condensed, “Reader’s Digest” form
- a narrative (and sometimes a diagram) that consists primarily of the **theoretical**, **methodological**, and **epistemological** premises about a project
- the researcher's assumptions about **why** theories drive the study, **what** particular qualitative genre for the research design is selected, and **how** the knowledge is constructed
- an **investigative architecture** that suggests the researcher has thought through all preliminary decisions carefully to make everything “go together”
- a conceptual framework **evolves** throughout a study; you start and end up with one

Terms: Conceptual, Theoretical, Sensitizing, Analytical, Validity, and Explanatory Frameworks

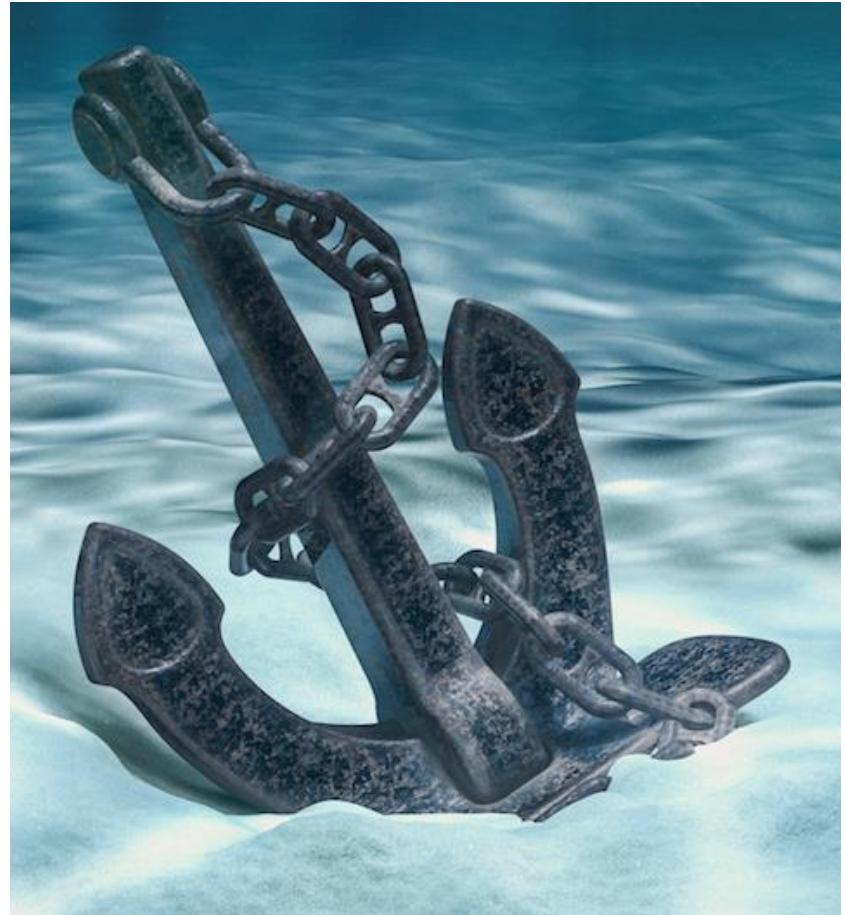
- A **conceptual** framework, like a concept, consists of constituent elements that, taken together, compose the total approach to the entire study, from research design to final write-up.
- A **theoretical** framework focuses primarily on previously established theory/theories as the basis for a study's data analysis and interpretation.
- A **sensitizing** framework is an emergent approach, based on the literature review and analytic reflection and reflexivity on the research design.
- An **analytical** framework describes a process of social action as the basis for confirmation or exploration during data collection and analysis.
- A **validity** framework describes how the data/evidence and analysis will support the credibility and trustworthiness of the findings.
- An **explanatory** framework is Elizabeth Creamer's umbrella term for an integration of grounded theory, conceptual, and theoretical frameworks.

An Analogy



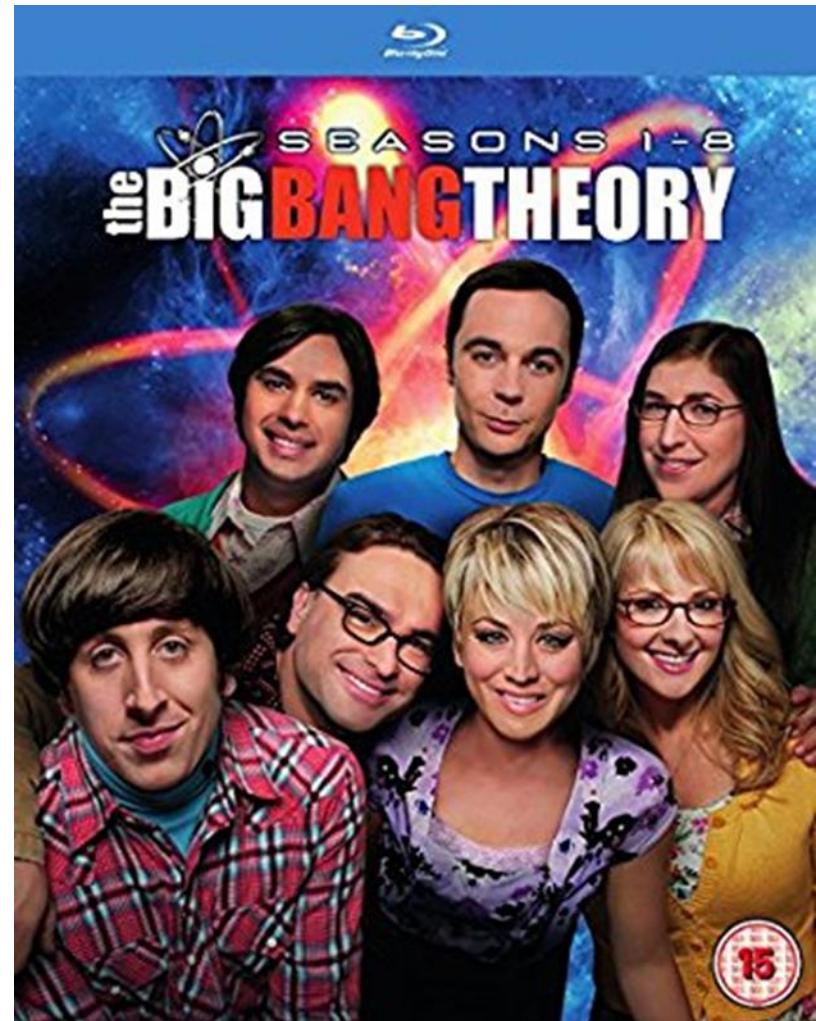
Think of a conceptual framework as part of a device with a GPS app that voices aloud to you, “Turn right,” “Proceed forward,” “Stop ahead,” and other specific navigational prompts. You’re driving to a specific destination with your research study, and the GPS app as a conceptual framework guides and advises you along the way as to how to get there.

A Conceptual Framework is a Compass, Not an Anchor



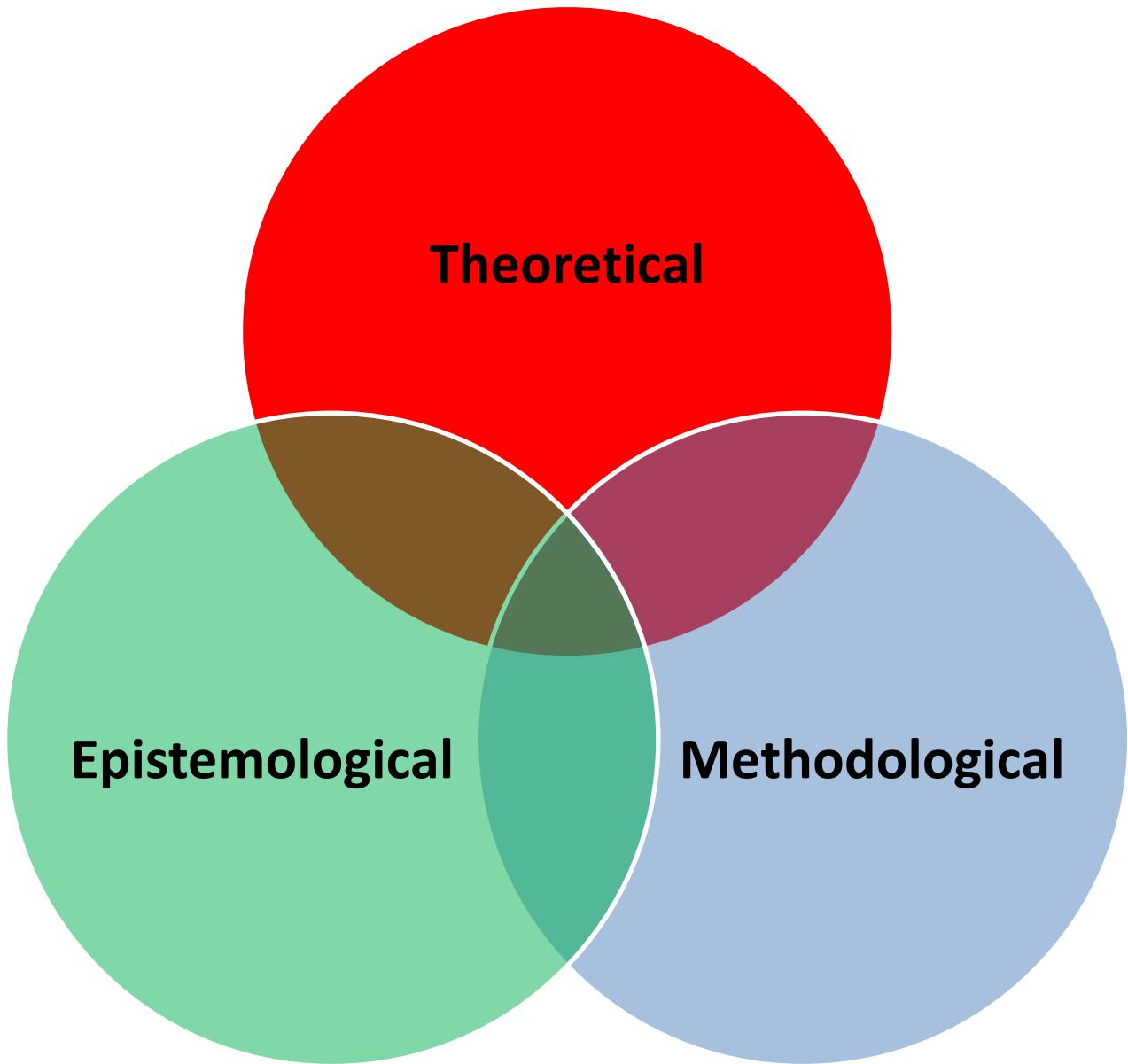
Conceptual Frameworks

The Big Bang Theory,
*“The Herb Garden
Germination”*



Framing for “The Herb Garden Germination”: Conceptual Framework Premises

- **Theoretical Premises** (the main ideas that serve as foundations for an inquiry; the literature review as a primary source for finding the major schools of thought about a topic)
- **Methodological Premises** (why and how she's going to investigate her topic in a particular way)
- **Epistemological Premises** (how the researcher perceives and experiences the social world and how she constructs personal knowledge about it; her lenses, filters, and angles that inform the reader of her positionality or standpoint)



Framing for “The Herb Garden Germination”

Given Circumstances:

- A group of friends has heard conflicting gossip about whether a marriage proposal is forthcoming from Howard to Bernadette.

Vocabulary:

- **meme / memetic** – an element or behavior passed on from one individual to another through imitation
- **algebraic** - letters representing numbers combined according to the rules of arithmetic
- **epidemiology** – the distribution of disease and other health factors



Amy's Conceptual Framework for “The Herb Garden Germination”

- **Theoretical Premises** (“Meme theory suggests that items of gossip are like living things that seek to reproduce, using humans as their host.”)
- **Methodological Premises** (“Do you have any ethical qualms regarding human experimentation? . . . We need to fabricate a tantalizing piece of gossip.”)
- **Epistemological Premises** (“We'll track its progress through our social group, and interpret the results through the competing academic prisms of memetic theory, algebraic gossip, and epidemiology.”)

Theoretical Premises

Theoretical premises offer the main ideas and purpose that serve as foundations for an inquiry. The literature review is a primary source for finding the major schools of thought about a topic.

Theoretical Premises (Why)



Methodological Premises

Methodological premises then present a description of why and how she's going to investigate her topic in a particular way.

Methodological Premises (How)

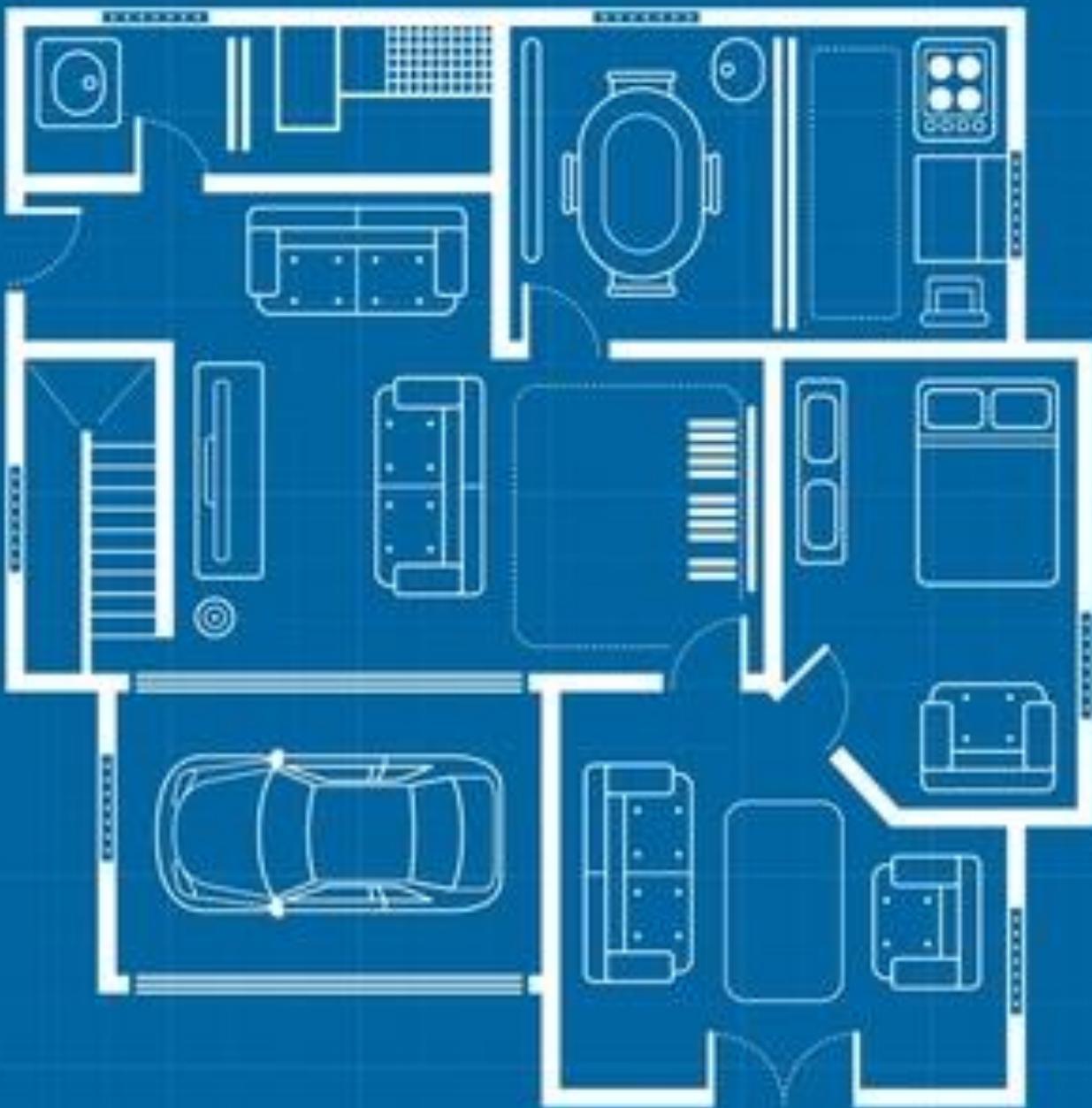


Epistemological Premises

Epistemological premises refer to how the researcher perceives and experiences the social world and how she constructs personal knowledge about it. Her lenses, filters, and angles inform the reader of her positionality and standpoint.

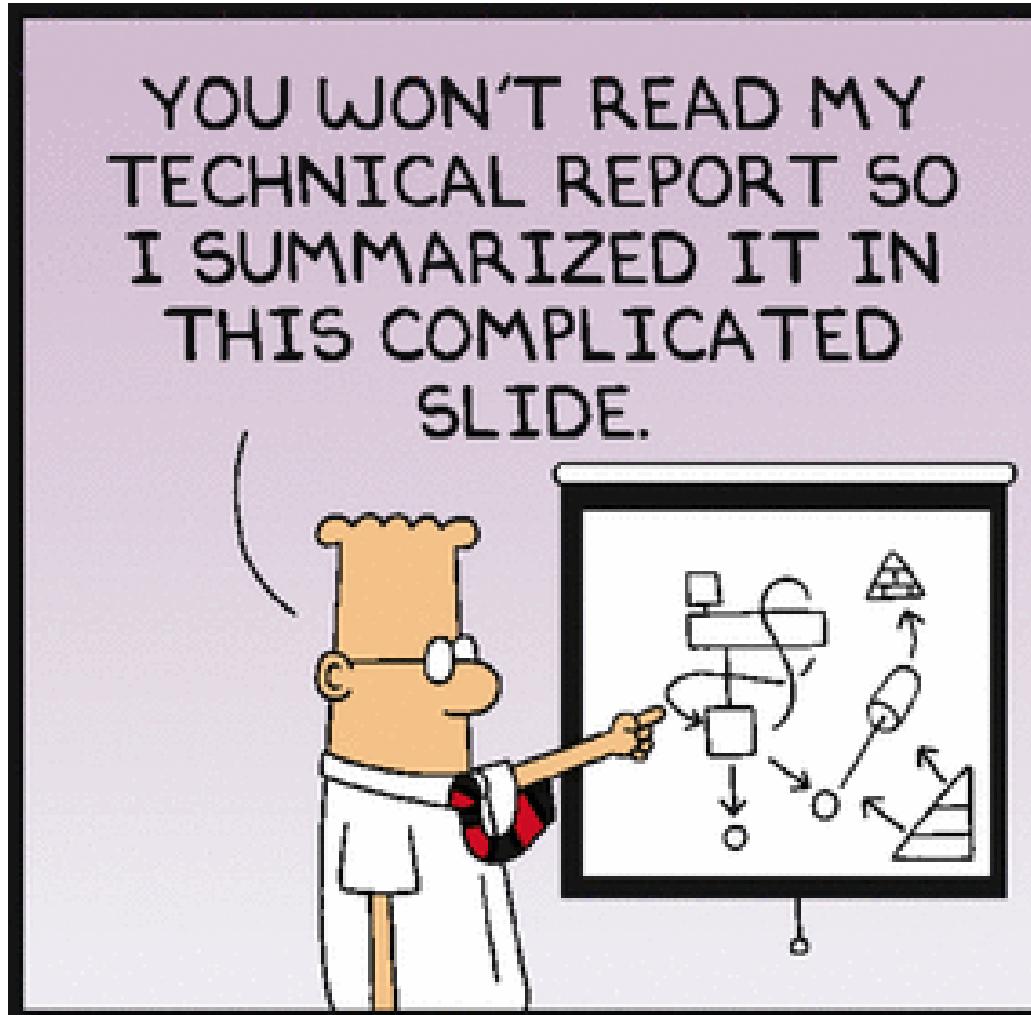
Epistemological Premises (What)



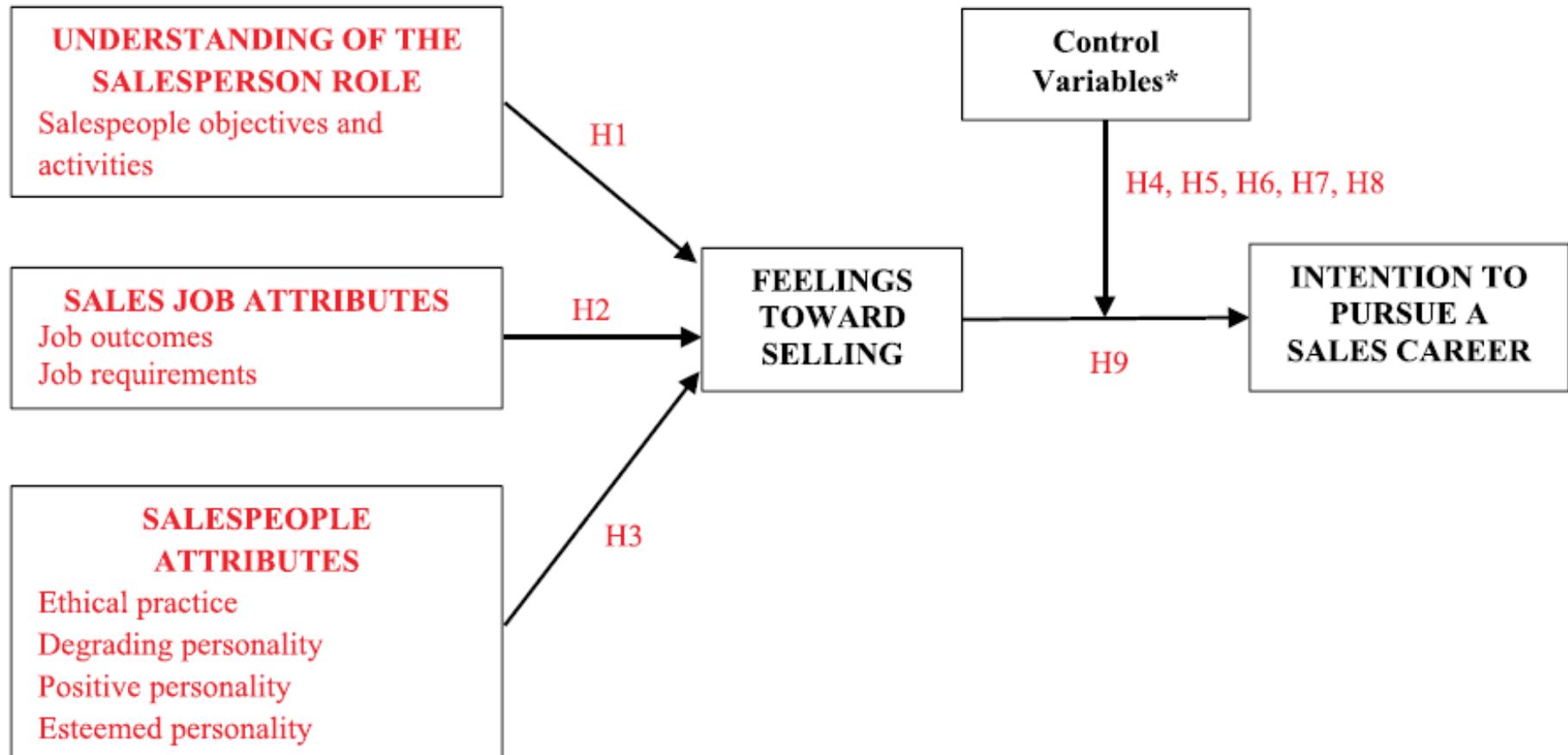




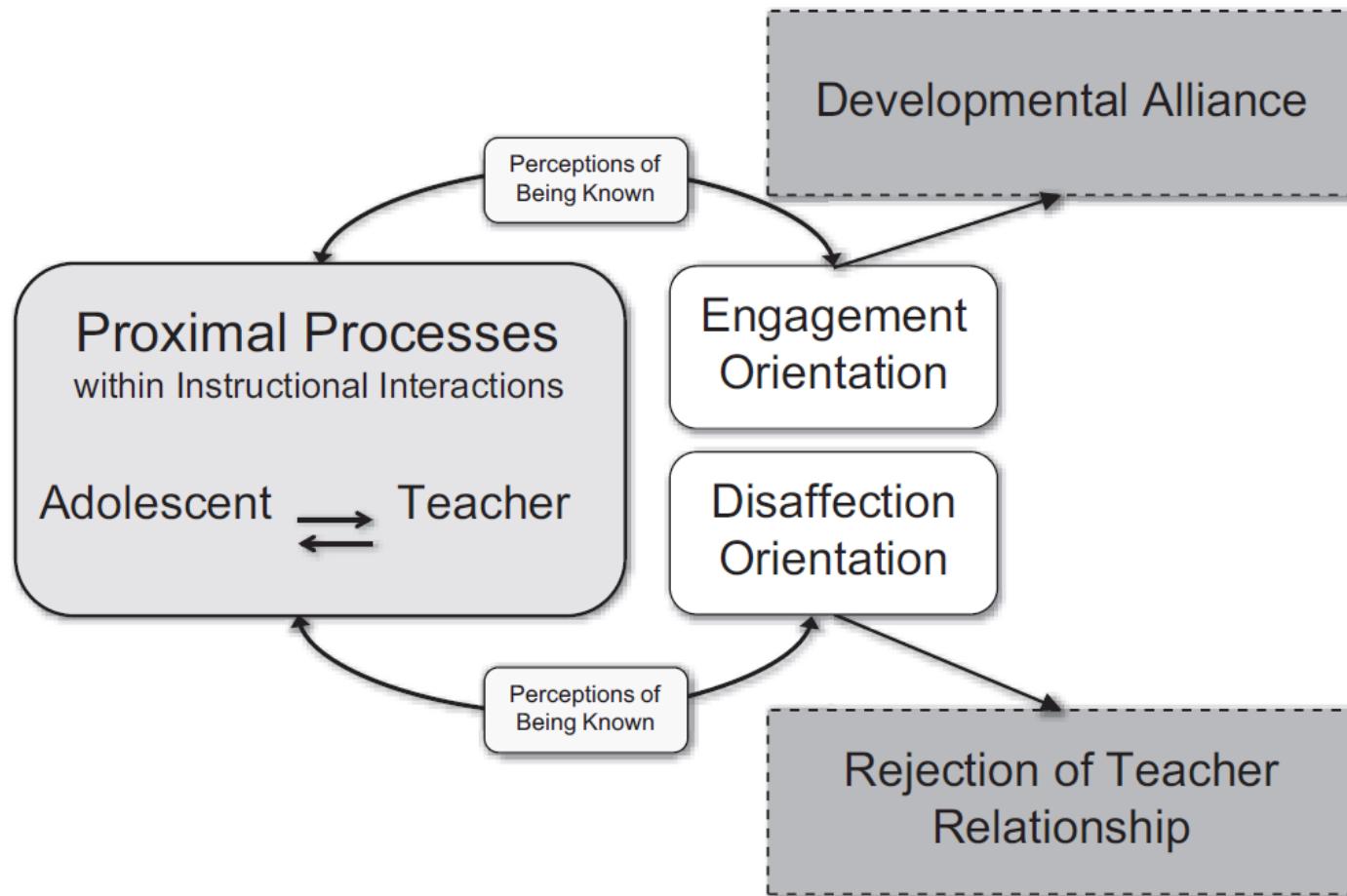
Visual Models as Conceptual Frameworks

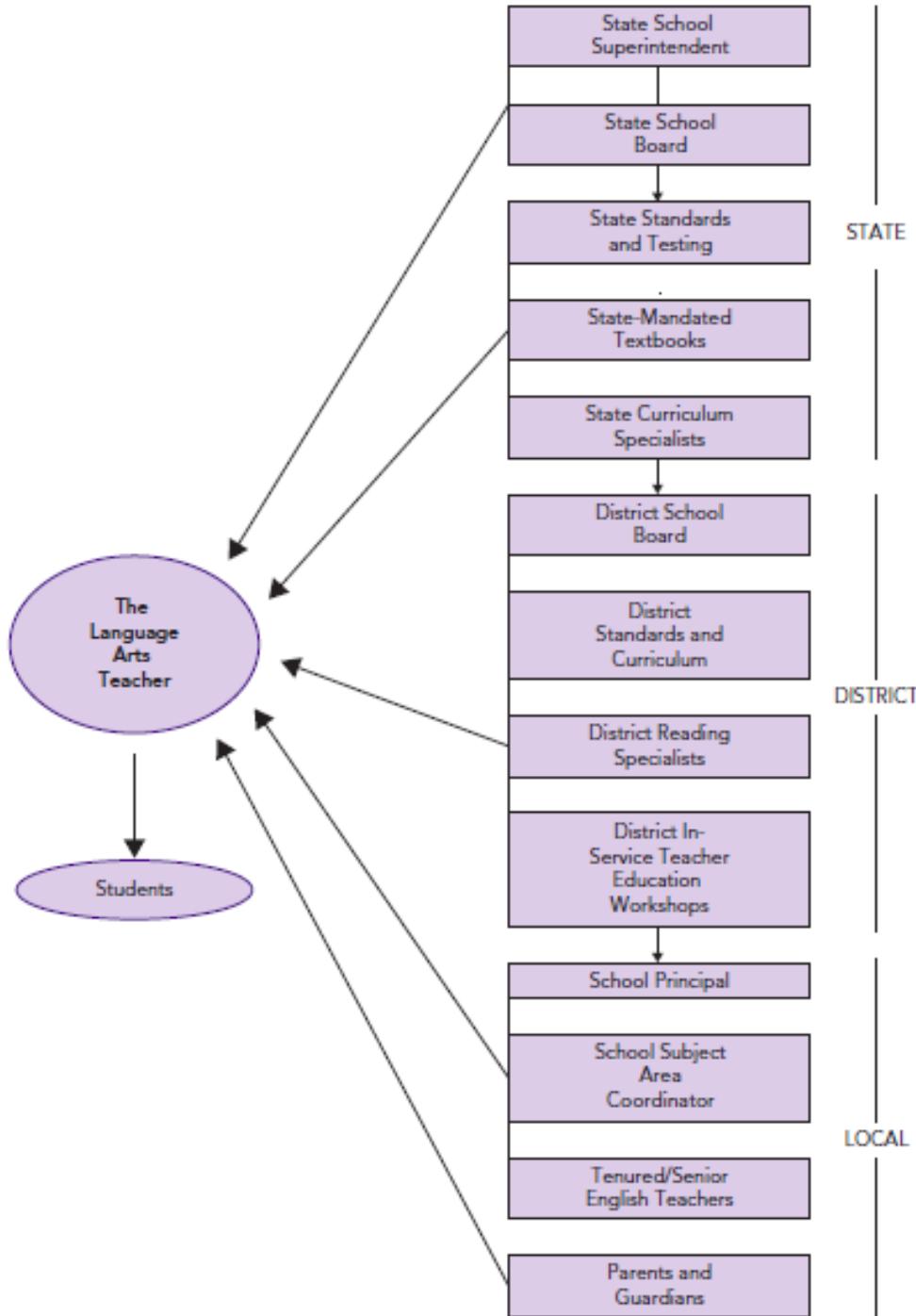


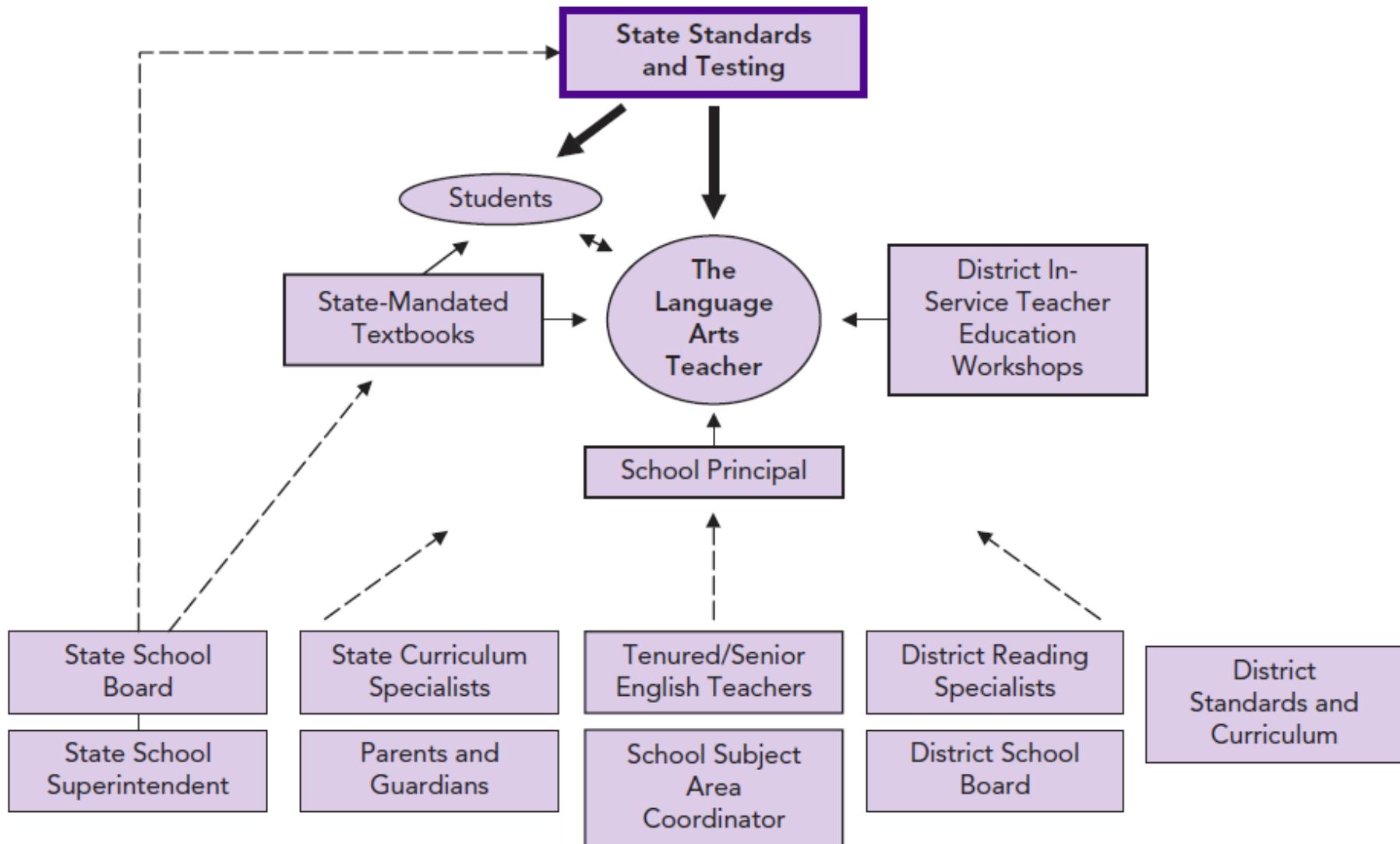
Visual Models as Conceptual Frameworks



Visual Models as Conceptual Frameworks







“No, please go on. Your conceptual framework sounds fascinating....”



A Conceptual Framework Example

“Survival”: A White Teacher’s Conception of Drama with Inner-City Hispanic Youth

Johnny Saldaña

Nancy¹ was raised in a white, upper-middle class, two-parent family in a mid-western region of the US populated mostly by people of German and northern European heritage. She attended a midwestern university during the late 1980s for a BFA degree in Theatre Performance. Nancy received intensive training in all aspects of play production and explored theatre education through a class in

1997, *Youth Theatre Journal*, 11, 25-46

Conceptual Framework Narrative

[Theoretical Premises] Teacher folklore and professional literature in education are replete with examples of beginning teachers who experience “culture shock” and learn how to “survive” in urban schools (Lancy, 1993, pp. 168–187). Nancy’s problems and perceptions as a White, first-year teacher in a predominantly Hispanic school were typical of those in similar situations reported in the research literature. . . .

[Epistemological Premises] This study adopts the interpretive inquiry paradigm and methods of Erickson (1986), which state that significant participant actions, embedded in social and cultural contexts, can be observed and interpreted by the researcher who attempts to make meaning of them from the participant's point of view.

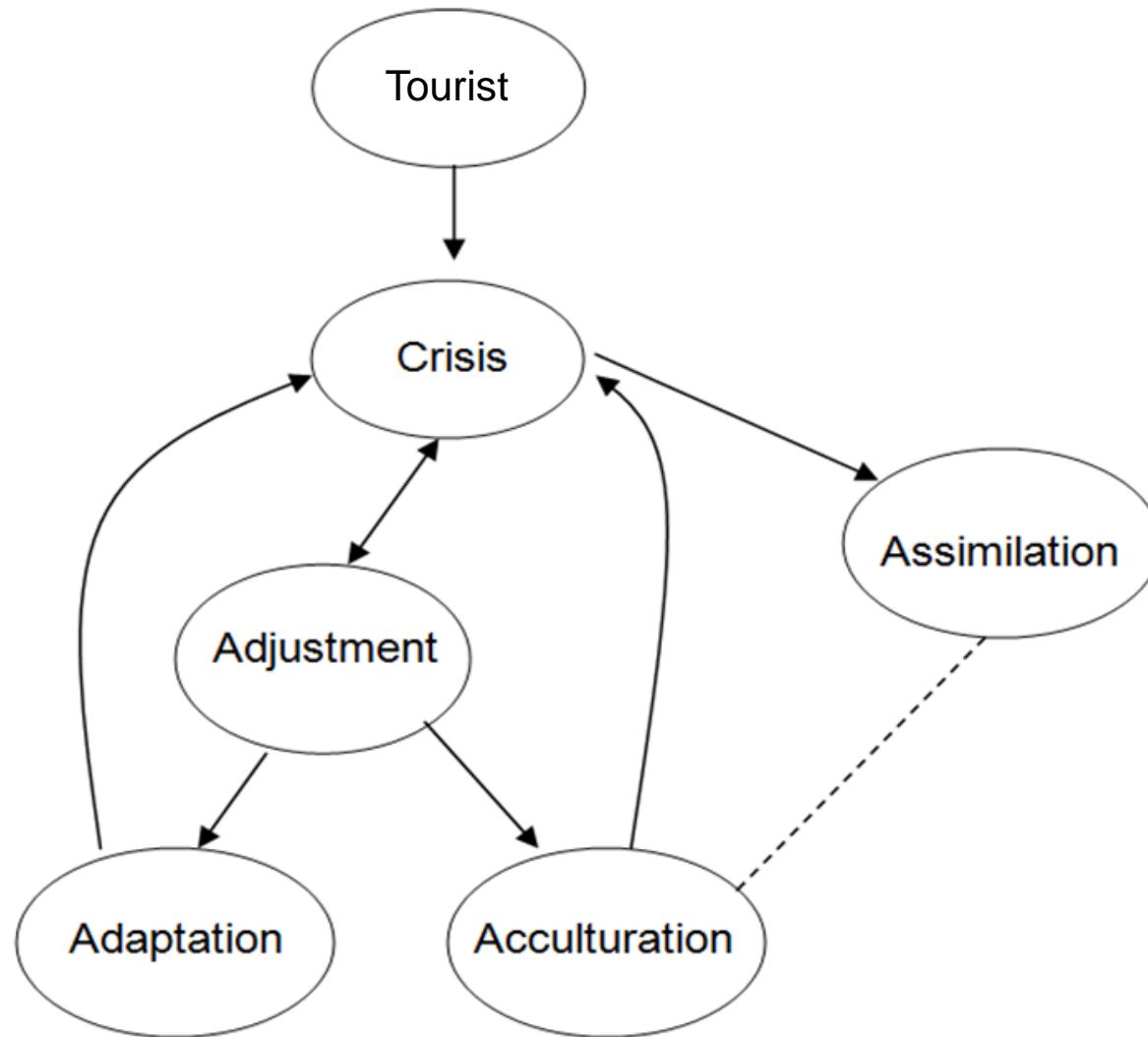
[Methodological Premises] Also adopted are the methodological caveats of Stanfield (1993) and Andersen (1993), which state that multiethnic qualitative research is inherently political and emotion laden for the participants, researchers, and readers. **[Epistemological Premise]** Thus, emotional engagement and self-reflection by the researcher of color during all phases of the study are not considered biasing but essential qualities for social insight. . . .

[Epistemological Premises] Admittedly, I develop this report with my cultural worldview—my knowledge, value, attitude, and belief systems—as an Hispanic raised in an environment not as impoverished as but somewhat similar to the Martinez School youths'. The ethnic lens I used throughout this process brought selected issues to the foreground into sharper focus for analysis. Consequently, some readers may perceive this analysis skewed and my interpretations “biased.”

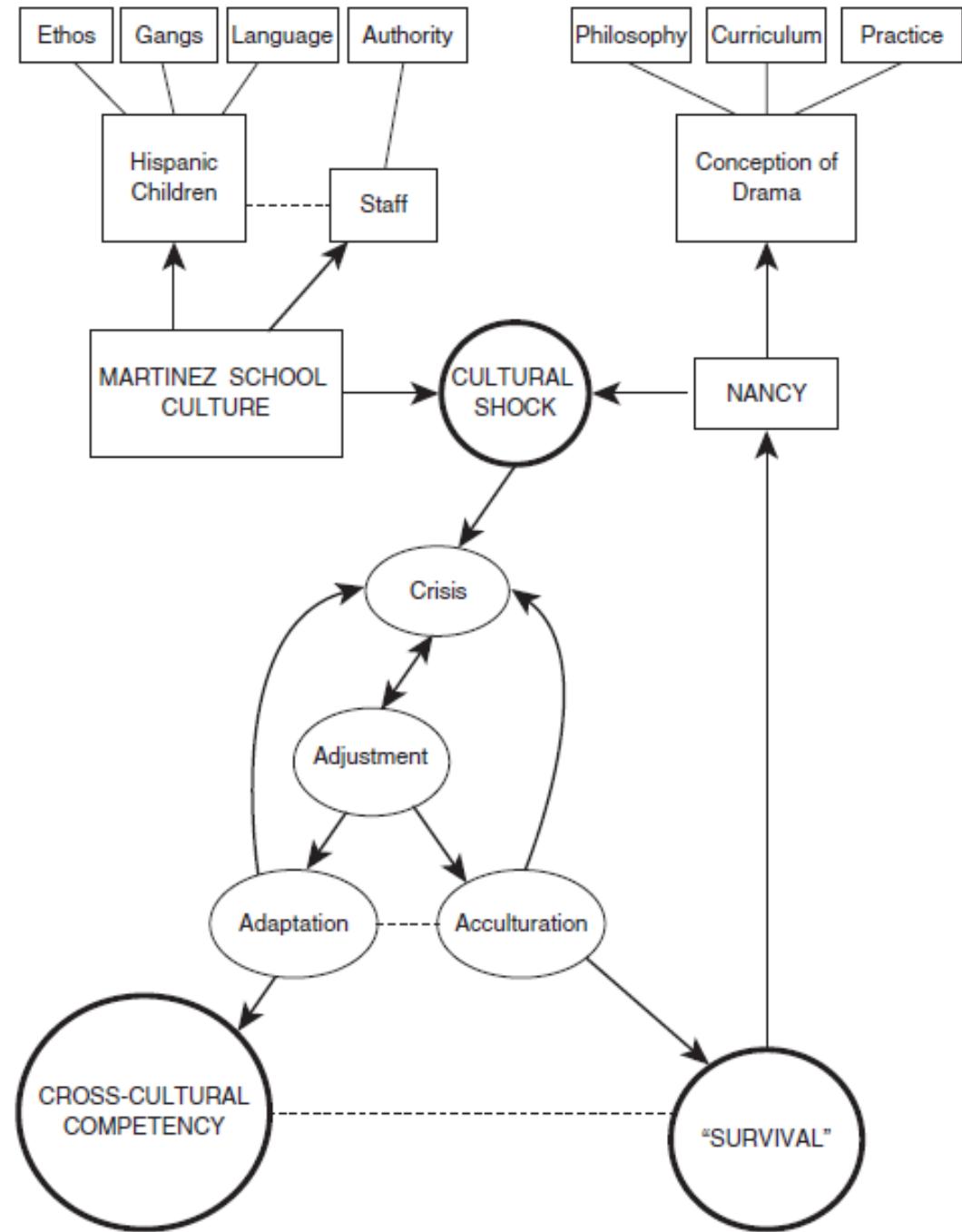
[Theoretical Premises] But researchers such as Grant and Tate (1995) and Marín and Marín (1991) consider my ethnic background an essential prerequisite for this particular case study.

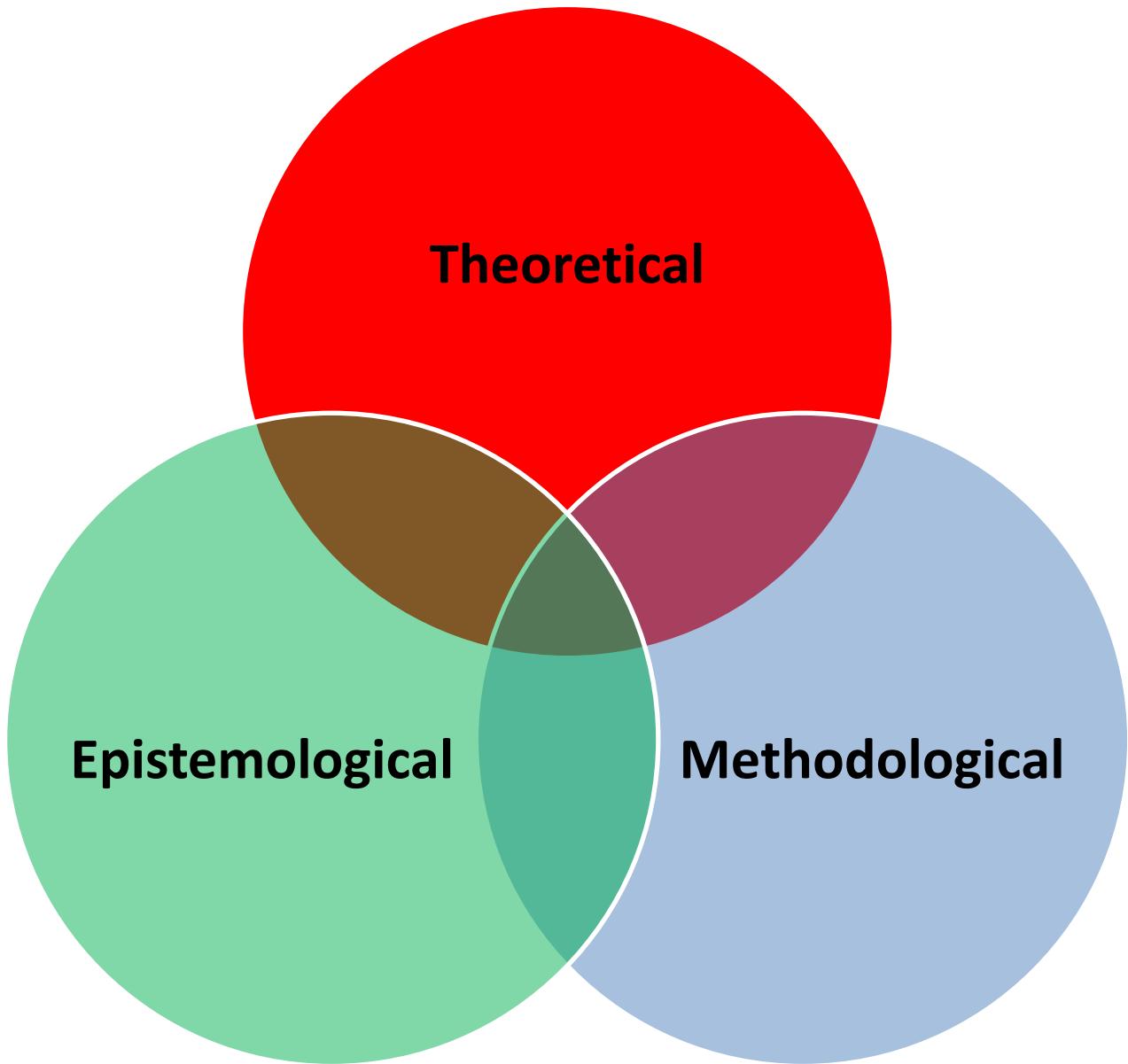
[Theoretical, Methodological, and Epistemological Premises] Andersen (1993) asserts that there can be no “color-blind stance” in qualitative work of this nature: “Minority group members have insights about and interpretations of their experiences that are likely different from those generated by White scholars” (p. 43). **[Epistemological Premises]** Since ethnic issues in qualitative research are, by default, emotion laden for researchers, participants, and readers, I openly proclaim my voice as a scholar of color and reject elites who would discount my worldview.

Culture Shock: Conceptual Framework Model



“Survival” Conceptual Framework Model





Identity



Identity is a concept (or construct, process, experience, phenomenon, etc.) that has multiple approaches to and definitions of it, depending on the discipline—if not the individual. The fields of psychology, sociology, anthropology, human development, education, communication, youth studies, feminist studies, cultural studies, queer studies, visual studies, etc., each have their own body of scholars, literature, theories, and oral traditions about what identity means and consists of.

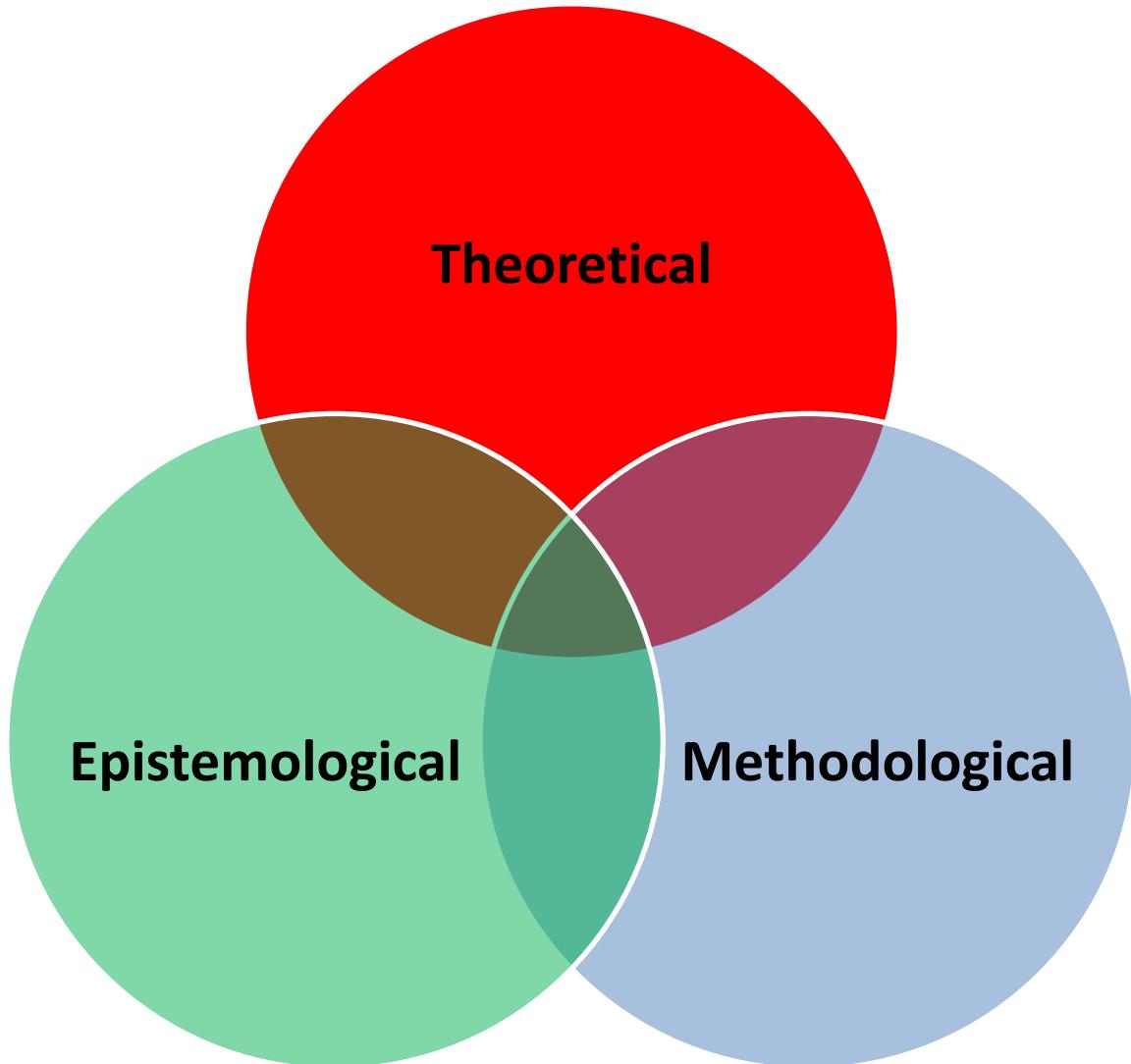
But what becomes more and less important after that depends on who is being researched and who the researcher is. Some will say identity is a state of being; others will say it is a contingent state of becoming. Some say identity is the accumulation of one's past; others say it is how we envision ourselves in the present and our possible selves in the future. Some say identity is your individual sense of self; others say it is how you are similar to and different from other people.

Some say identity is a label; others say it is a symbol or metaphor. Some say identity is composed of the personal stories you tell; others say it is composed of the dialogic, interpersonal relationships you have. Different identities of the same individual can exist both offline and online, suggesting that identity is both real and illusory. An identity can be ascribed by someone to someone else, yet that identity attribution can also be resisted. Personality is what you attribute to others, but identity is what you attribute to yourself.

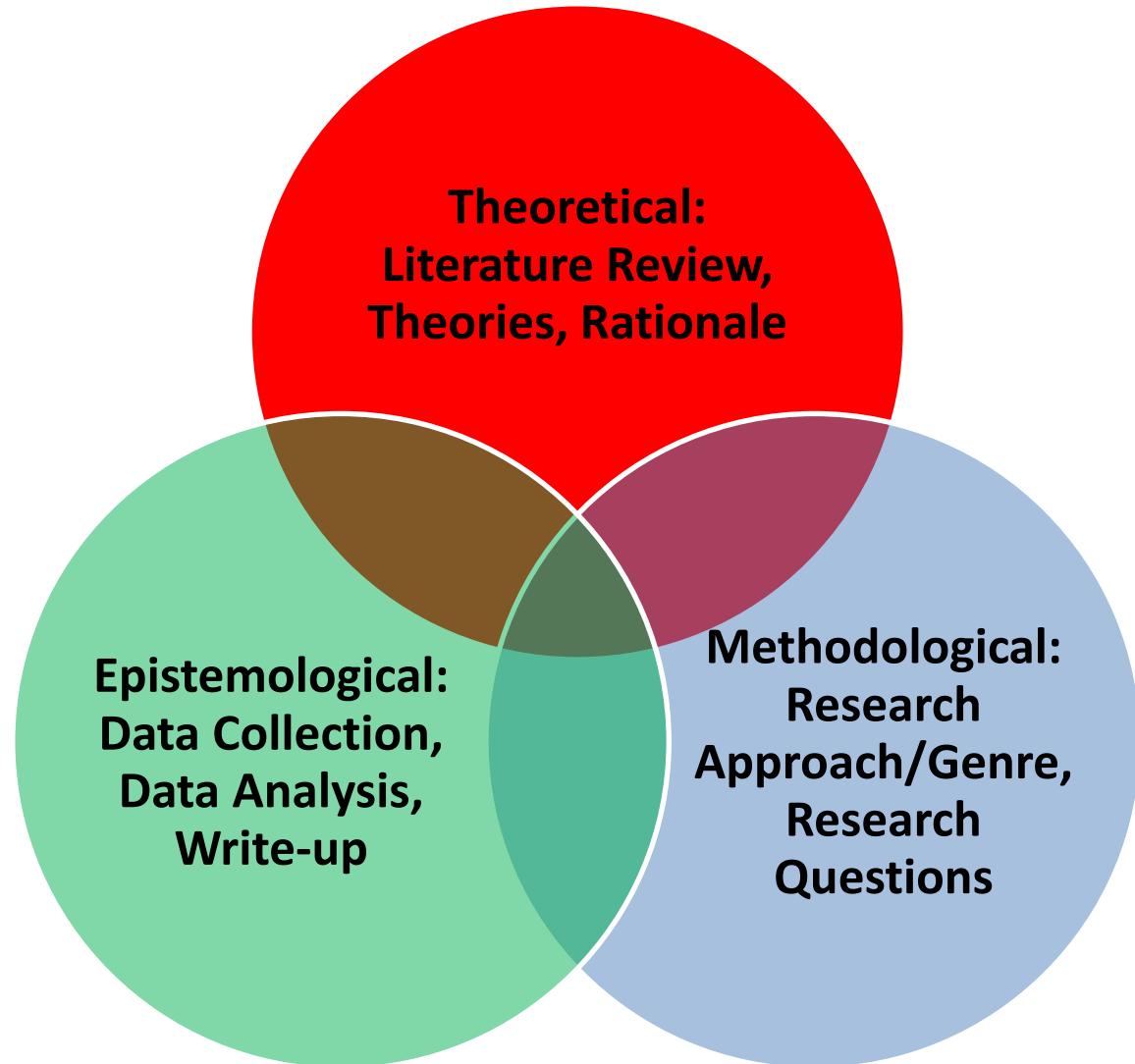
An identity can be lost, stolen, diasporic, fought for, adapted, or completely transformed. It can consist of discrete variables or inextricable assemblages and entanglements. The communities to which you belong influence your identity, making you feel like an insider or an outsider. Even an organization has an identity. Your field of study, work, and career shape how you think and what you are. Your body and perceptions of it influence your sense of self. Identity consists of thoughts, feelings, images, ideologies, behaviors, and nationality. You can feel self-assured with who you are, or conflicted and in identity crisis. Identity can be articulated through a selfie and by what you create from scratch. It is a dynamic social accomplishment. Identity takes work.

Some say identity is what you do; some say it is what you value and believe; some say it is how you perform; and others say it is what you own and consume. Some say identity can be categorized; some say it is holistic; some say it is constructed; some say it is a project; and others say it is composed of multiple and shifting forms in different social contexts. Some say identity is cultural; some say it is political; some say it is psychological; and others say it is sociological. Still others will say it is all of the above; and still others will say it is some of that but it is also something more, for the analytic components of identity are separate but not separable. The point here is that *identity exists by how it is conceptualized and defined.*

Develop a Conceptual Framework for a Qualitative Study about *Identity*



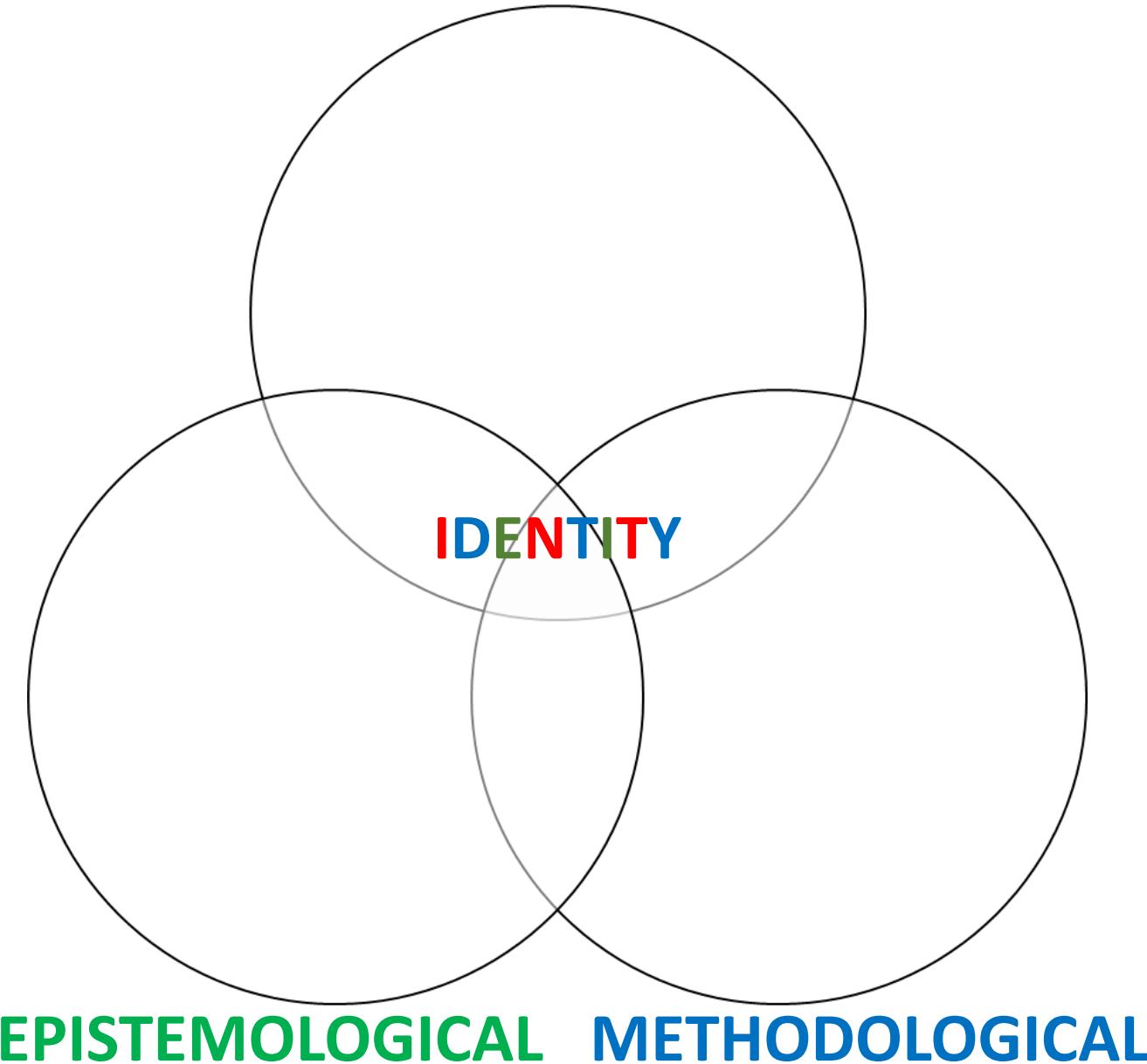
Develop a Conceptual Framework for a Qualitative Study about *Identity*

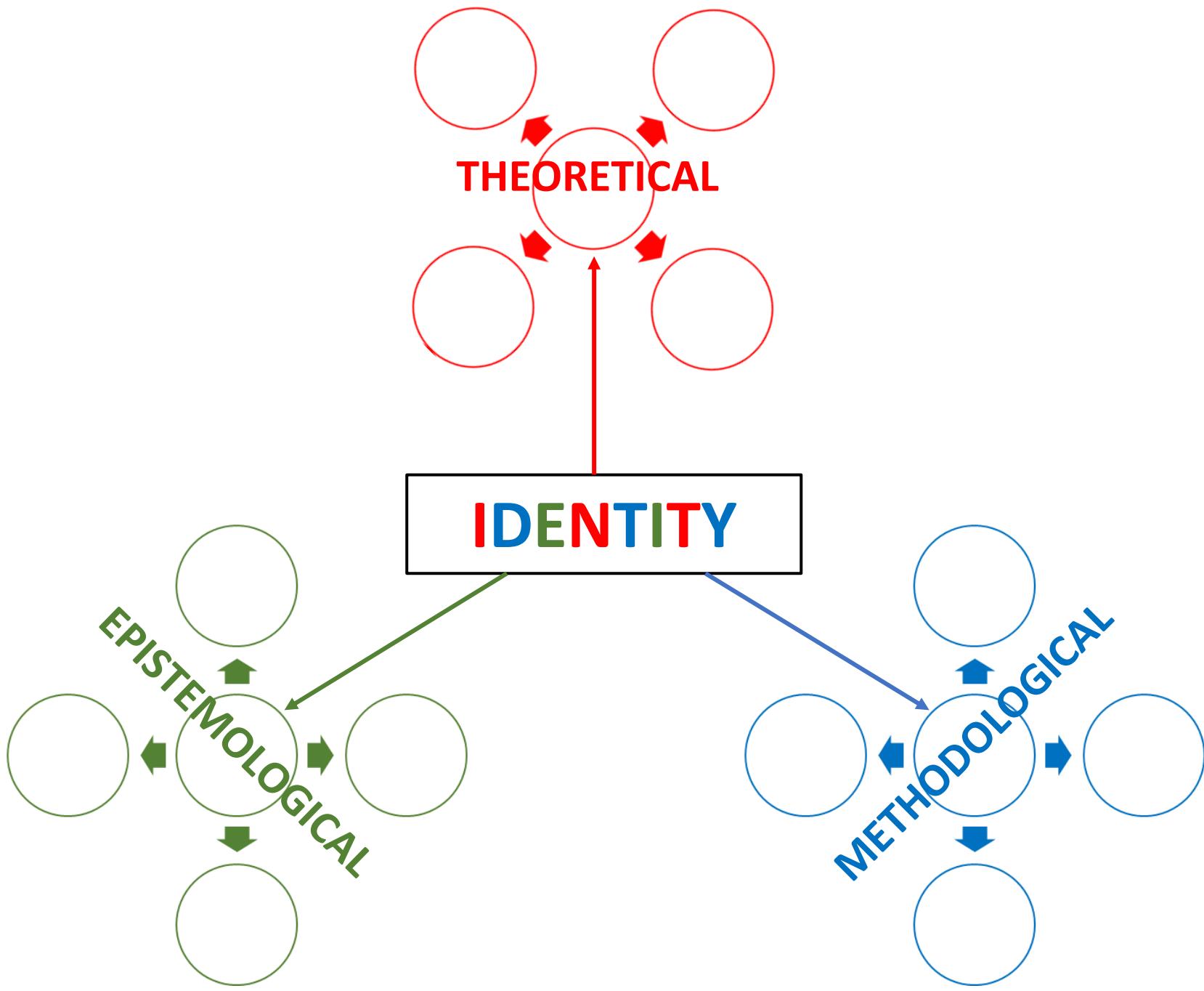


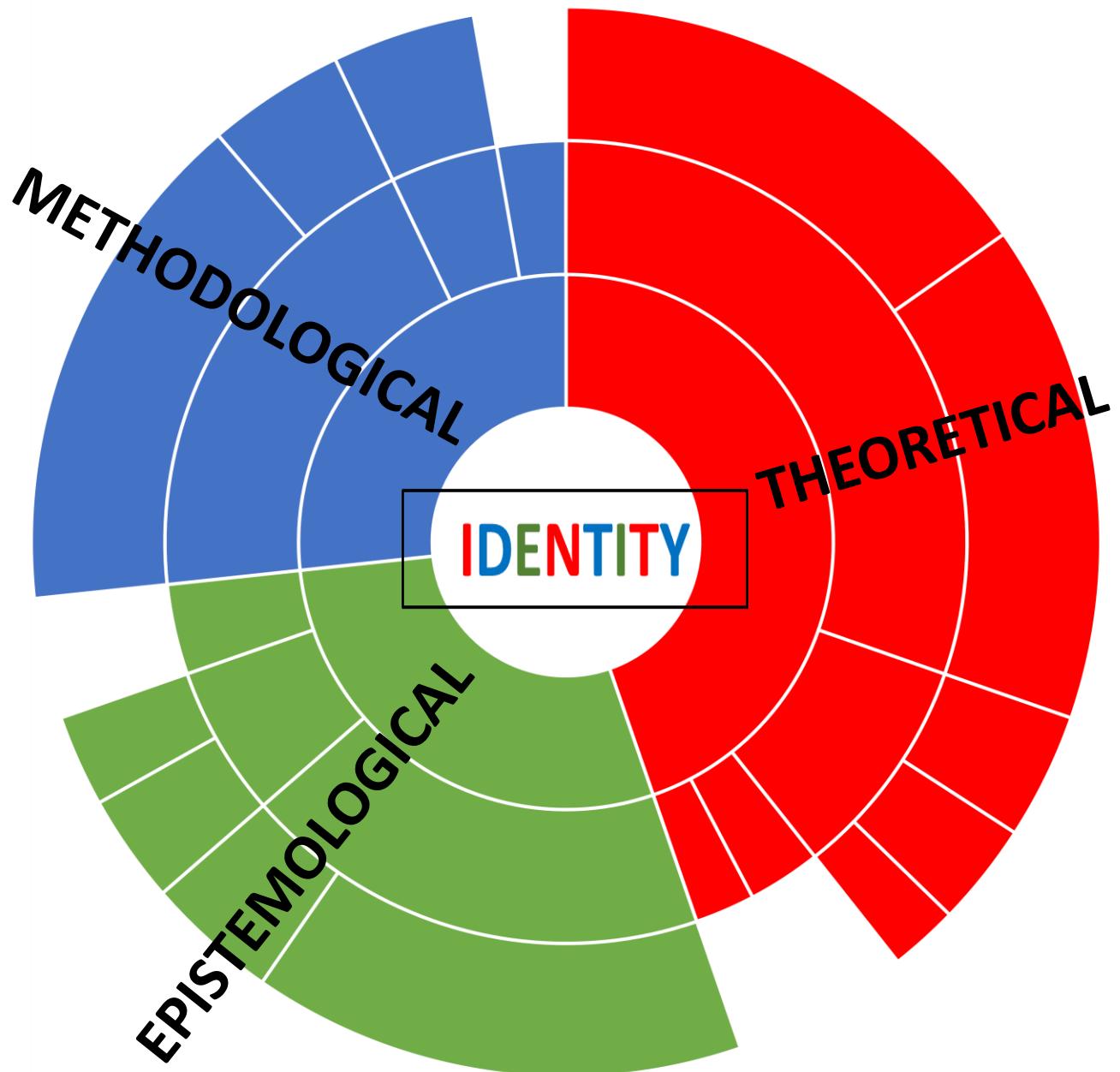
Conceptual Framework Premises

- **Theoretical Premises** (the main ideas that serve as foundations for an inquiry; the literature review as a primary source for finding the major schools of thought about a topic)
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THEORETICAL

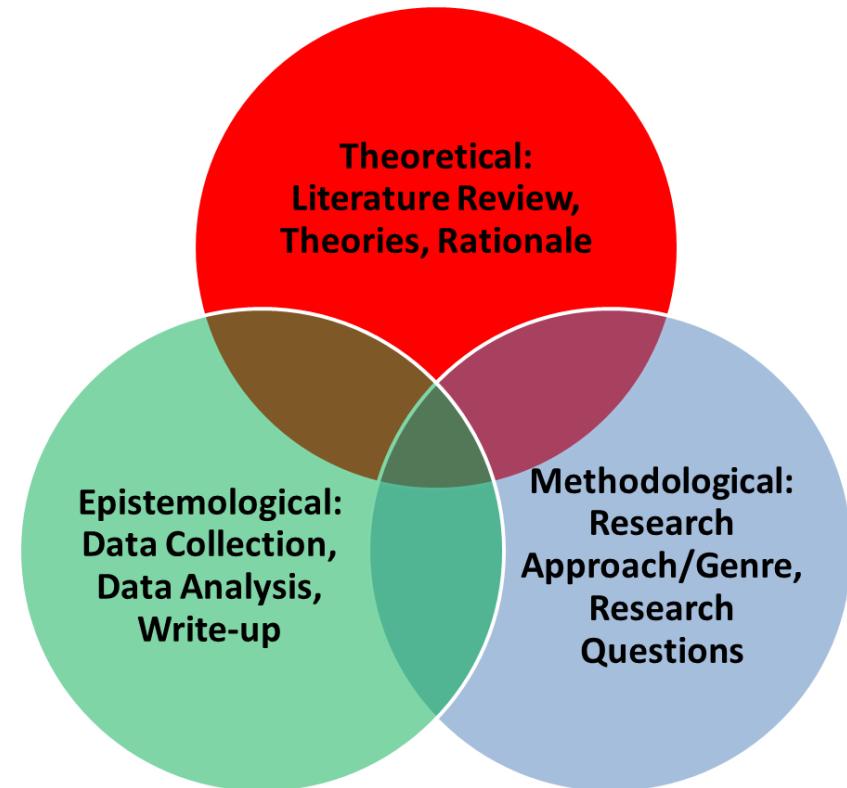






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Your Central Research Question About Identity

?

Or, Recommended Central Research Questions:

- What is “identity”?
- How does an individual perceive their identity?
- In what ways is identity constructed?
- What is the process of identity formation?
- In what ways does culture influence and affect a group’s identity?

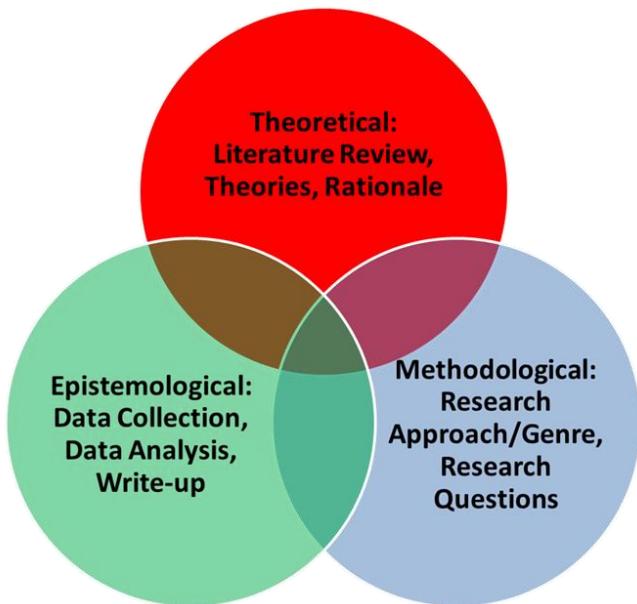
Selected Methodologies / Genres of Qualitative Research

- Ethnography
- Case Study
- Grounded Theory
- Phenomenology
- Autoethnography
- Content Analysis
- Discourse Analysis
- Action Research
- Evaluation Research
- Mixed Methods Research
- Arts-Based Research
- Poetic Inquiry
- Narrative Inquiry
- etc.



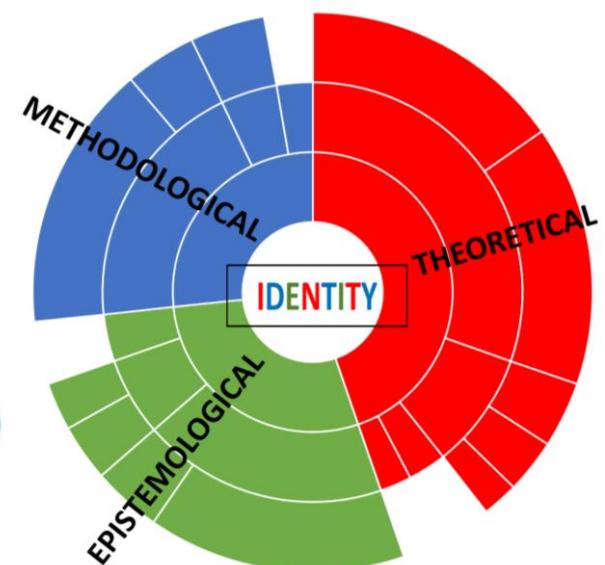
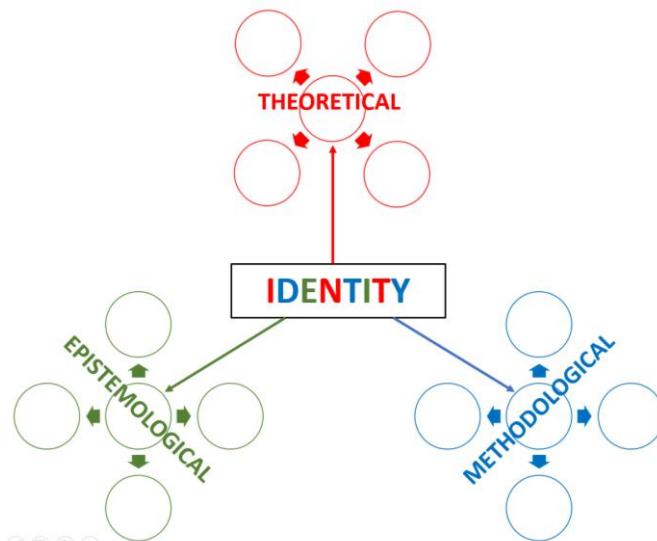
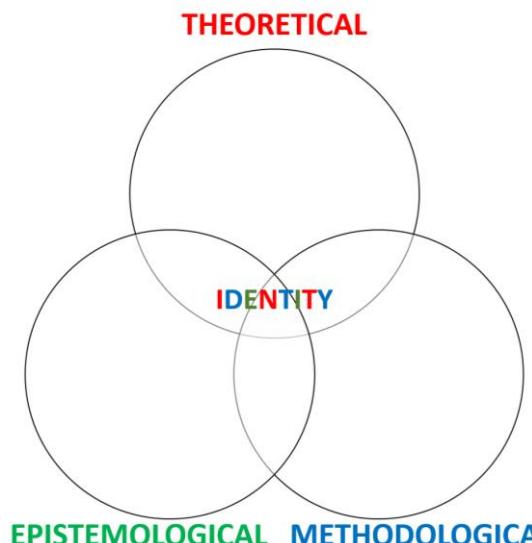
Qualitative Data Collection Methods

- **Participant Observation** (jottings, field notes, photographs, video recordings)
- **Interviews** (transcripts, field notes, audio recordings)
- **Documents** (paper/digital, email, etc.)
- **Artifacts** (material objects, personal possessions)
- **Visual/Digital Materials** (photographs, Internet sites, participant created artwork, social media, video, etc.)
- **Other** (surveys, statistics, eye tracking, related literature, personal experiences, etc.)
- “**All is data.**” (Barney G. Glaser)



- Ethnography
- Case Study
- Grounded Theory
- Phenomenology
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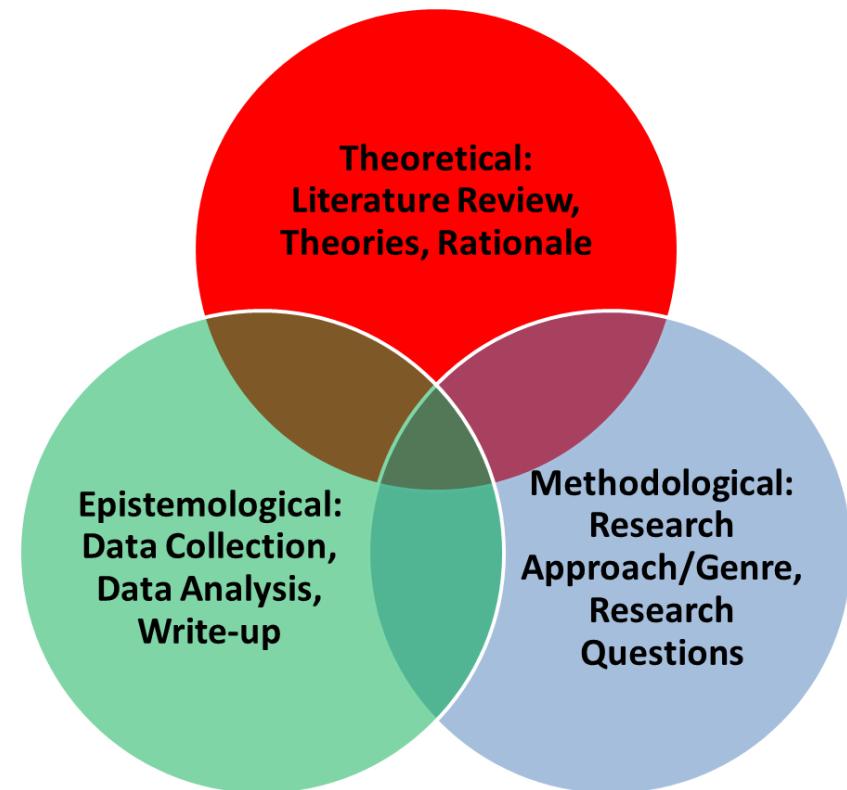


Selected Presentations of Conceptual Frameworks in Progress

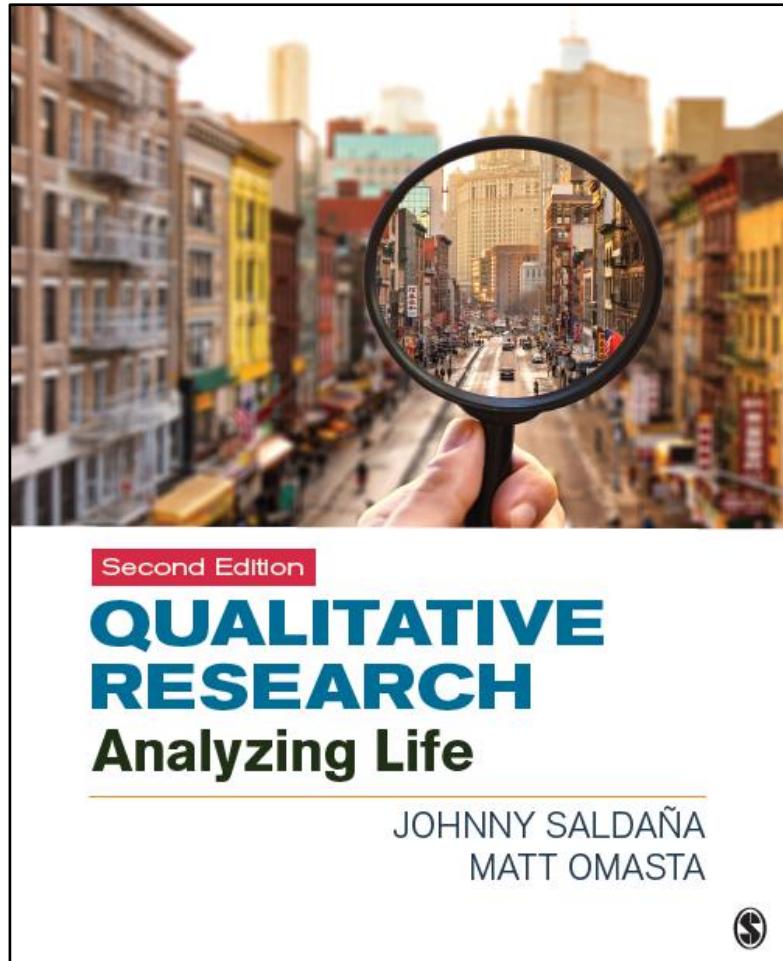
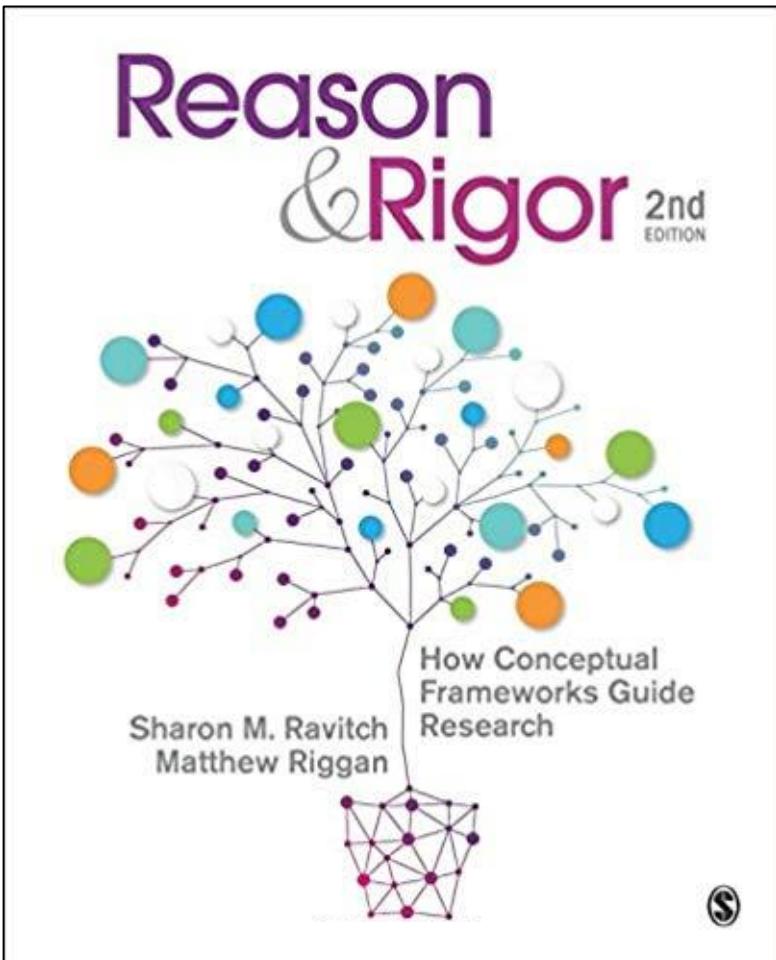


The Conceptual Framework for a Qualitative Research Study

- **Theoretical Premises** (the main ideas that serve as foundations for an inquiry; the literature review as a primary source for finding the major schools of thought about a topic)
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Resources



Q & A



Check Out Another Conceptual Framework Workshop at TQR:

Friday, January 21

11:15 a.m.-12:05 p.m. EST/USA

Breakout Session G, Room 4

Developing a Strong Conceptual Framework for Your Qualitative Study

Anita Pool

Elizabeth Brokamp

Lindsay Harman

An Extended 3-hour Virtual Version of This Workshop

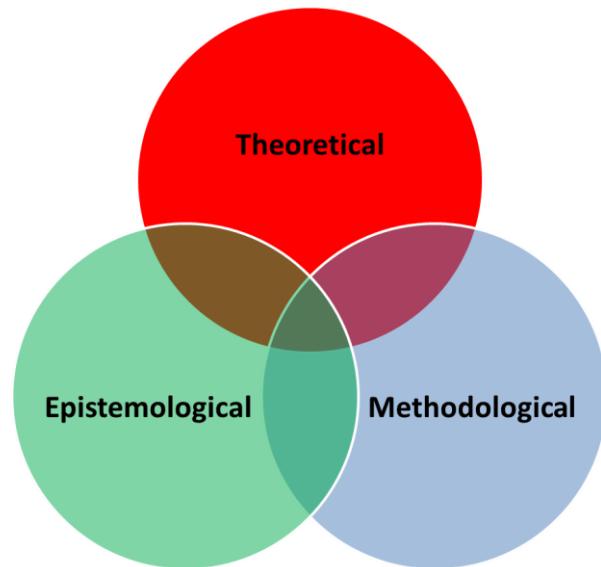
Designing Conceptual Frameworks for Qualitative Research Studies

Johnny Saldaña

Wednesday, February 9, 2022
10:00 a.m.-1:00 p.m. EST/USA

Information and Registration at:
tqr.nova.edu: Workshops

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