Record Nr. UNINA9910824177303321 Autore Morehouse Richard (Richard E.) Titolo Beginning interpretative inquiry: a step-by-step approach to research and evaluation / / Richard E. Morehouse London;; New York,: Routledge, 2012 Pubbl/distr/stampa **ISBN** 1-283-46283-4 0-203-81824-5 1-136-73480-5 1-136-73479-1 9786613462831 Edizione [1st ed.] Descrizione fisica 1 online resource (153 p.) Disciplina 370.72 Soggetti Education - Research - Methodology Qualitative research Quantitative research Lingua di pubblicazione Inglese Materiale a stampa **Formato** Livello bibliografico Monografia Description based upon print version of record. Note generali Nota di bibliografia Includes bibliographical references (p. [128]-134) and index. Nota di contenuto Beginning Interpretative Inquiry A step-by-step approach to research and evaluation; Copyright; Contents; List of figures; List of tables; List of research exercises; Acknowledgements; Chapter 1 Introduction; PART I A philosophical foundation for interpretative inquiry; Chapter 2 Before beginning your inquiry project; Chapter 3 The interpretative stance: inquiry in medias res; Chapter 4 A closer look at what counts as interpretative inquiry; PART II From ideas to publication; Chapter 5 Transition: key terms to understand in the practice of interpretative inquiry Chapter 6 Where do ideas come from? Developing ideas for inquiry projectsChapter 7 Launching the inquiry: literature search and review, problem statement, design, and sample; Chapter 8 Data collection and data analysis; Chapter 9 Ethics and the Institutional Review Board (IRB); Chapter 10 Writing for publication; Appendix A: An electronic way to conduct qualitative data analysis; Appendix B: Informed consent form;

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Sommario/riassunto

Beginning Interpretive Inquiry importantly makes the distinction between the use of 'inquiry' rather than interpretive research or interpretive evaluation. Richard Morehouse explores how inquiry is a far more inclusive concept that allows for a detailed understanding of both research and evaluation. The author draws on his personal experiences and observations that many academics and practitioners in education, psychology and many other academic disciplines are successfully engaged in both research and evaluation and that in practice these enterprises share much in common. This boo