

# Case Studying Educational Research: A Way of Looking at Reality

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**Abstract** This study has investigated the use of case studies, applied by Master's students in Educational Sciences. Given the increasing use of case study in educational research, key aspects of its construction were analysed, including literature review, methodological choices, data collection and analysis, the researcher's positioning and the applicability of the results. The research was predominantly qualitative and category-based, having as sample 42 Master's dissertations, including single and multiple case studies, from students attending a Portuguese university. The results show that mixed methodology, qualitative and quantitative, is predominant. However, not all students connect theory to their empirical study, nor do they look for the common and the particular. Even though students reveal awareness of the multidimensionality of social phenomena and the researcher's role, only a minority adds alternative perspectives and control mechanisms, so as to safeguard methodological rigour. Often, it lacks the researcher's reflexivity, usually implicated in the context research. In addition, the research report does not always present an appealing writing, capable of attracting the reader's attention and enabling forms of generalization, by approximation to similar contexts. Finally, the study shows Master's students need more training, to strengthen their knowledge of methodological approaches. University courses, about empirical research in education, should prepare students to design and conduct their research project, in order to achieve a new way of looking at educational reality.

**Keywords:** *educational research, mixed methodology, case study, dissertations, Master's students*

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## 1. Introduction

The case study approach is often used in educational research, either by experienced researchers or students. The choice of the qualitative paradigm, in educational research, owing to the multidimensionality of social phenomena, implies the intersection of perceptions, behaviours and attitudes, in a subject-object interrelationship. The intention of investigating reality, situated in the "here" and "now" of social interactions, privileges the case study for the research of practices and behaviours, in the educational community. The goal is a descriptive and interpretive understanding of the object of study. However, the case study is not always applied with the required methodological rigour. Often, it is just a choice of convenience, by belonging to the researcher's professional context. Therefore, it is of relevance to confirm whether the study design sets an effective case study, or whether it is the incomplete analysis of a case. Beginning with the literature review, we present an overview of distinctive aspects, in order to select some categories, to be applied on qualitative dissertations of Portuguese Master's students.

Presently, there are numerous case studies in Educational Science, which cover different areas and

school subjects. In contrast, there is a lack of research about their implementation. Our study intends to fill this gap in the existing research, contributing to the analysis of case study research carried out by students attending a Master's Degree on Educational Sciences.

## 2. Literature Review

Case study is a research method of a social phenomenon, through the analysis of a specific context of its reality. It is an approach that allows the in-depth analysis of a phenomenon, situation or problem. Case study answers the research questions "why" and "how", and facilitates the understanding of social phenomena, through the detailed analysis of the context. [1] Therefore, it is a study of a social phenomenon, within the unity and totality of a system, which is temporally and spatially limited. [2] This research approach involves systematic investigation of human behaviour, in natural settings, relying on verbal and visual communication, so as to answer research questions.

The distinctive characteristics of the case study include [1,3]: (i) the case should be complete, respecting three indicators: the boundaries of the case, namely the distinction between the phenomenon to be studied and its context; the comprehensive analysis of evidence,

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Case Study Methodology in Higher Education Baron, Annette, McNeal, Kelly, 2019-06-28 In higher education case studies can be utilized to have students put themselves into problems faced by a protagonist and by doing so address academic or career related issues Working through these issues provides students with an opportunity to gain applied perspective and experiences Professors in higher education who choose this method of teaching require navigational tools to ensure that students achieve stated learning objectives Case Study Methodology in Higher Education is an essential research publication that focuses on the history and theories relating to case study methodology including techniques for writing case studies and utilizing them in university settings to prepare students for real life career related scenarios This publication features a wide range of topics such as educational leadership case writing and teacher education It is essential for educators career professionals higher education faculty researchers and students *Using Case Study in Education Research* Lorna Hamilton, Connie Corbett-Whittier, 2012-11-19 This book provides an accessible introduction to using case studies It makes sense of literature in this area and shows how to generate collaborations and communicate findings The authors bring together the practical and the theoretical enabling readers to build expertise on the principles and practice of case study research as well as engaging with possible theoretical frameworks They also highlight the place of case study as a key component of educational research With the help of this book M Level students teacher educators and practitioner researchers will gain the confidence and skills needed to design and conduct a high quality case study Dr Lorna Hamilton is a Senior Lecturer in Education Research at the University of Edinburgh Dr Connie Corbett Whittier is an Associate Professor of English and Humanities at Friends University Topeka Kansas Drawing on a wide range of their own and others experiences the authors offer a comprehensive and convincing account of the value of case study in educational research What comes across quite passionately is the way in which a case study approach can bring to life some of the complexities challenges and contradictions inherent in educational settings The book is written in a clear and lively manner and should be an invaluable resource for those teachers and students who are incorporating a case study dimension into their research work Ian Menter Professor of Teacher Education University of Oxford This book is comprehensive in its coverage yet detailed in its exposition of case study research It is a highly interactive text with a critical edge and is a useful tool for teaching It is of particular relevance to practitioner researchers providing accessible guidance for reflective practice It covers key matters such as purposes ethics data analysis technology dissemination and communities for research And it is a good read Professor Anne Campbell formerly of Leeds Metropolitan University This excellent book is a principled and theoretically informed guide to case study research design and methods for the collection analysis and presentatin of evidence Professor Andrew Pollard Institute of Education University of London Research Methods in Education series Each book in this series maps the territory

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*Teaching and the Case Method* Louis B. Barnes,Carl Roland Christensen,Abby J. Hansen,1994 This third edition of Teaching and the Case Method is a further response to increased national and international interest in teaching teachers and learning as well as the pressing need to enhance instructional effectiveness in the widest possible variety of settings Like its predecessors this edition celebrates the joys of teaching and learning at their best and emphasizes the reciprocal exchange of wisdom that teachers and students can experience It is based on the belief that teaching is not purely a matter of inborn talent On the contrary the knowledge skills and attitudes that make for excellence in teaching can be analyzed abstracted and learned One key premise of Teaching and the Case Method is that all teaching and learning involve a core of universally applicable principles that can be discerned and absorbed through the study and discussion of cases

**Learning with Cases** Louise A. Mauffette-Leenders,James A. Erskine,Michiel R. Leenders,1997

*Writing about Learning and Teaching in Higher Education* Mick Healey,Kelly E. Matthews,Alison Cook-Sather,2020-09-08 Writing about Learning and Teaching in Higher Education offers detailed guidance to scholars at all stages experienced and new academics graduate students and undergraduates regarding how to write about learning and teaching in higher education It evokes established practices recommends new ones and challenges readers to expand notions of scholarship by describing reasons for publishing across a range of genres from the traditional empirical research article to modes such as stories and social media that are newly recognized in scholarly arenas The book provides practical guidance for scholars in writing each genre and in getting them published To illustrate how choices about writing play out in practice we share throughout the book our own experiences as well as reflections from a range of scholars including both highly experienced widely published experts and newcomers to writing about learning and teaching in higher education The diversity of voices we include is intended to complement the variety of genres we discuss enacting as well as arguing for an embrace of multiplicity in writing about learning and teaching in higher education

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conferencing systems electronic mail and office information communication systems It should be of interest both to students and researchers studying this new form of electronic communication and to organizations that are planning the installation of electronic mail or other computer mediated communication systems and that need to be aware of the information gleaned from the studies presented here The book is organized into four main sections focusing on the following issues 1 What are the important considerations in designing software or choosing a system from the many available options and capabilities 2 What factors determine whether such systems are likely to be accepted or rejected 3 What are the likely impacts of such systems upon the individuals groups and organizations which use them It is not the economic costs and benefits but the social problems and payoffs in the form of enhanced performance and organizational efficiency that should be the main considerations in deciding whether or not to use a computer mediated communication system 4 Given the conditional nature of many of the possible impacts no system should be implemented without formal evaluation and feedback from users to guide the implementation The major kinds of evaluational strategies that have been successfully employed are described in this book

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**The ID CaseBook** Peggy A. Ertmer,James A. Quinn,Krista D. Glazewski,2017-08-18 First Published in 2017 Routledge is an imprint of Taylor Francis an Informa company The Fourth Edition of this highly regarded problem solving text presents 30 realistic case studies in a wide range of authentic contexts from K 12 to post secondary corporate and manufacturing The cases and their accompanying discussion questions encourage ID students to analyze the available information develop conclusions and consider alternative possibilities in resolving ID problems

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Case Study Research and Applications Robert K. Yin,2017-09-27 Winner of the 2019 McGuffey Longevity Award from the Textbook Academic Authors Association TAA Recognized as one of the most cited methodology books in the social sciences the Sixth Edition of Robert K Yin s bestselling text provides a complete portal to the world of case study research With the integration of 11 applications in this edition the book gives readers access to exemplary case studies drawn from a wide variety of academic and applied fields Ultimately Case Study Research and Applications will guide students in the successful use and application of the case study research method      **Cambridge Handbook of Engineering Education Research** Aditya Johri,Barbara M. Olds,2014-02-10 The Cambridge Handbook of Engineering Education Research is the critical reference source for the growing field of engineering education research featuring the work of world luminaries writing to define and inform this emerging field The Handbook draws extensively on contemporary research in the learning sciences examining how technology affects learners and learning environments and the role of social context in learning Since a landmark issue of the Journal of Engineering Education 2005 in which senior scholars argued for a stronger theoretical and empirically driven agenda engineering education has quickly emerged as a research driven field increasing in both theoretical and empirical work drawing on many social science disciplines disciplinary engineering knowledge and computing The Handbook is based on the research agenda from a series of interdisciplinary colloquia funded by the US National Science Foundation and published in the Journal of Engineering Education in October 2006      *Case Studies in Education: Leadership and Innovation* Richard Smith,David Lynch,2012 This book case studies schools and universities in Australia and elsewhere as they respond to changes in society and the economy that are generated by the Knowledge

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How to Do Your Case Study Gary Thomas, 2011-01-19 This accessible text introduces students and researchers to the basics of case study research using a wide range of real life examples It deals with the core issues and methods that anyone new to case study will need to understand What is a case study When and why should case study methods be used How are case studies designed What methods can be used How do we analyze our data and write up our case

Case Studies on Educational Administration Theodore J. Kowalski, 2011-01 A collection of case studies for prospective school administrators that emphasizes problem solving decision making and effective management Based on the conviction that effective practice in school administration requires both leadership and management this text provides a mix of problems that require administrative decisions as presented in 24 open ended case studies In today's reform minded information based society practitioners must be able to frame problems correctly and then make effective decisions to ameliorate them As leaders district and school level administrators are expected to focus on what should be done to improve schools as managers they are expected to focus on how to do things successfully The cases in this book are designed to make students think about common problems of practice by encouraging them to bridge theory and practice Each case provides an active form of learning allowing students to demonstrate their ability to apply knowledge to common problem situations

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## **Table of Contents Journal Of Case Studies In Education**

1. Understanding the eBook Journal Of Case Studies In Education
  - The Rise of Digital Reading Journal Of Case Studies In Education
  - Advantages of eBooks Over Traditional Books
2. Identifying Journal Of Case Studies In Education
  - Exploring Different Genres
  - Considering Fiction vs. Non-Fiction
  - Determining Your Reading Goals
3. Choosing the Right eBook Platform
  - Popular eBook Platforms
  - Features to Look for in an Journal Of Case Studies In Education

- User-Friendly Interface
- 4. Exploring eBook Recommendations from Journal Of Case Studies In Education
  - Personalized Recommendations
  - Journal Of Case Studies In Education User Reviews and Ratings
  - Journal Of Case Studies In Education and Bestseller Lists
- 5. Accessing Journal Of Case Studies In Education Free and Paid eBooks
  - Journal Of Case Studies In Education Public Domain eBooks
  - Journal Of Case Studies In Education eBook Subscription Services
  - Journal Of Case Studies In Education Budget-Friendly Options
- 6. Navigating Journal Of Case Studies In Education eBook Formats
  - ePub, PDF, MOBI, and More
  - Journal Of Case Studies In Education Compatibility with Devices
  - Journal Of Case Studies In Education Enhanced eBook Features
- 7. Enhancing Your Reading Experience
  - Adjustable Fonts and Text Sizes of Journal Of Case Studies In Education
  - Highlighting and Note-Taking Journal Of Case Studies In Education
  - Interactive Elements Journal Of Case Studies In Education
- 8. Staying Engaged with Journal Of Case Studies In Education
  - Joining Online Reading Communities
  - Participating in Virtual Book Clubs
  - Following Authors and Publishers Journal Of Case Studies In Education
- 9. Balancing eBooks and Physical Books Journal Of Case Studies In Education
  - Benefits of a Digital Library
  - Creating a Diverse Reading Collection Journal Of Case Studies In Education
- 10. Overcoming Reading Challenges
  - Dealing with Digital Eye Strain
  - Minimizing Distractions
  - Managing Screen Time
- 11. Cultivating a Reading Routine Journal Of Case Studies In Education
  - Setting Reading Goals Journal Of Case Studies In Education



- Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Journal Of Case Studies In Education
  - Fact-Checking eBook Content of Journal Of Case Studies In Education
  - Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
  - Utilizing eBooks for Skill Development
  - Exploring Educational eBooks
- 14. Embracing eBook Trends
  - Integration of Multimedia Elements
  - Interactive and Gamified eBooks

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