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Volume 9, No. 1, Art. 34 " January 2008 . Cultivating the Under-Mined: Cross-Case Analysis as Knowledge Mobilization. Samia Khan & Robert VanWynsberghe. Abstract: Despite a plethora of case studies in the social sciences, it is the authors' opinion that case studies remain relatively under-mined sources of expertise. Cross-case analysis is a research method that can mobilize knowledge from ...

Cultivating the Under-Mined: Cross-Case Analysis as

Triangulation in Social Research: Qualitative and Quantitative Methods Can Really Be Mixed 1. Triangulation In social science triangulation is defined as the mixing of data or methods so that

Triangulation in Social Research: Qualitative and

Volume 11, No. 3, Art. 8 " September 2010 . Sample Size and Saturation in PhD Studies Using Qualitative Interviews. Mark Mason. Abstract: A number of issues can affect sample size in qualitative research; however, the guiding principle should be the concept of saturation. This has been explored in detail by a number of authors but is still hotly debated, and some say little understood.

Sample Size and Saturation in PhD Studies Using

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How many interviews are needed in a qualitative research

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Qualitative content analysis in nursing research: concepts

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Let's talk about writing: A case study on a successful

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Ethnography - Wikipedia

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Constructivist teaching methods - Teacher education

Flyvbjerg, Five Misunderstandings About Case-study research, 9.1 1 Five Misunderstandings About Case-Study Research Bent Flyvbjerg Full reference: Bent Flyvbjerg, "Five Misunderstandings About Case-Study Research," Qualitative Inquiry, vol. 12, no. 2, April 2006, pp. 219-245. DOI: 10.1177/1077800405284363

Five Misunderstandings About Case-Study Research

Chapter 3 Common Qualitative Methods. In this chapter we describe and compare the most common qualitative methods employed in project evaluations. 3 These include observations, indepth interviews, and focus groups. We also cover briefly some other less frequently used qualitative techniques.

Part II: Chapter 3: Common Qualitative Methods

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To complete the cycle of learning one must also look at how students' achievement of learning outcomes is assessed. Assessment is not just the rounding off of the teaching and learning period but to a large extent a central steering element in those processes, and directly linked to learning outcomes.

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Teacher Professional Learning and Development Helen Timperley, Aaron Wilson, Heather Barrar, and Irene Fung, University of Auckland Teacher Professional Learning and Development

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