

Conceptual Framework Essentials

And I wanna welcome you to our, uh, uh, research Enterprise webinar.

We are focusing on conceptual theoretical frameworks, and we are lucky to have, uh, Dr.

June Lane and Dr. Karen Johnson that will be tag teaming on this particular presentation.

And I believe we might have a guest appearance by Dr. Rice as well.

So, lots of, um, support and lots of knowledge related to conceptual, you know, theoretical frameworks.

So, without further ado, I'm gonna turn this over to Dr. Lane to get us started.

Yeah. Hi everyone. Thank you.

Uh, you probably heard us chatting.

I, I think it does show the camaraderie that, that we have among us.

Uh, uh, it's good.

We're friends and even though we, we, we, we meet virtually most of the time.

Uh, we meet in person periodically, and in fact, uh, Dr. Rice, uh, and Drella Smith and I met in, uh, Phoenix.

Not what, just a few weeks ago. So that was fun.

And, and this is actually a, a modification of a presentation that I gave there, so that, that's why the title is such, um, clear windows or clouded lenses viewing data through ethical frames.

So, um, I think it'll, it'll provide the overview that we want.

Uh, we also supporting, we, we have Dr. Johnson, uh, uh, who, who's gonna help us.

And she's, she's a good friend also.

And we've seen her at TQR.

Sometimes TQR is a conference in Fort Lauderdale, uh, sponsored by Nova Southeastern.

And it's a nice friendly conference, and it is way down in South Florida.

So that may not be convenient for most folks.

It is convenient for me 'cause I live in, um, just north of Tampa.

But, um, but if not, if you need a good, good, if you're in the winter, it's cold and you need a place to, to thaw out, go down to TQR.

And we have Dr. Rice here who I think is calling us from, um, um, um, he's very relaxed and a source of, uh, entertainment.

So, uh, uh, he's gonna support us as well.

So, um, let's see. Why is it? Okay, here we go.

So, here's our overview.

Uh, of course we remember the scholar, practitioner leader model.

That's what, uh, everything hinges on in CDS, uh, right? Uh, uh, of course, we, we focus on the scholar.

Your, your study has to be supported by, uh, data, uh, data for you.

We stand on the shoulders of others always.

And, and then data that you collect and you analyze.

And that's part of what the theoretical framework is.

Uh, we are practitioners, we're all practitioners.

We, we, we, we do stuff.

Uh, I I was a middle school principal, uh, I know that Dr.

Uh, Johnson wa wa was a dean, uh, uh, Dr. Rice is, is a, is a major figure and an international, um, international firm.

So that's pretty impressive.

So, you know, I mean, we do stuff and you do stuff as well.

So that's what the scholar, practitioner leader model, uh, represents.

Uh, we wanna look at some definitions of theoretical conceptual frameworks, uh, talk about finding framework, give some examples of frameworks, and then, uh, really want it to be time for you to talk about the way that you've used frameworks and, and if you have any questions.

Okay? So, um, let's, let's go.

Uh, it's kind of the objectives we just talked about that.

Um, I always like to show books that I think are good resources.

Um, of course, plenty of books, uh, more than we can discuss, but some books that I think it's good.

And I'm, I'm a qualitative researcher.

Dr. Rice is a quantitative researcher.

Uh, these are books that I find useful and books that I reference here.

Uh, this, uh, qualitative data analysis is, um, it's the latest version Johnny Salana has linked on to, um, miles and Huberman, uh, who have passed on.

And it really is an excellent workbook.

So, um, highly recommend it.

Uh, reason and Rigor, uh, by Ravage and Riggan, they talk about conceptual frameworks, uh, easy to follow, good book intersectionality.

If you're, if you're gonna do social theory, uh, you really need to understand Patricia Collins and intersectionality.

And, um, that's in the news lately, a lot.

We're gonna talk about that in a minute.

So you need, you need that book.

Uh, research and Design by Creswell.

I, I really liked Cresswell, and, uh, I was telling, uh, Dr. Johnson earlier today, I was like, stumbling in the dark for my dissertation.

And, uh, I didn't feel like I was well prepared methodologically.

And, uh, I got a new mentor and she said, read this book.

And I, it wasn't this book, it's a much earlier edition, but, you know, it just made things clear to me.

Now, now we understand that, that cresswell is, is is the beginning.

Okay? You can cite Crestwell, I think you can cite Creswell, but, but if you're gonna do case study, you've gotta cite Y and Miriam other people, you don't just cite Creswell.

But I just think Cresswell is a great place to start.

And I think he does. A mar for me, did a marvelous job of explaining, going down from 30,000 feet of theory and worldview to exactly what kind of study you want to do.

So, I, I recommend Cresswell. I like Johnny Salana.

Uh, this is, uh, this qualitative research analyzing life.

I find him very easy to follow, and I need something that's easy to follow.

Uh, he makes the abstract pretty concrete.

Uh, he does a lot of workshops, which, uh, Juan can link on to.

Um, so I recommend Salana this, uh, Sage Handbook of Qualitative Research is the latest one out.

And, uh, you may have heard, uh, Patricia and I chatting about, uh, international Conference of Qualitative Inquiry in, um, in Champaign University of Illinois, where we've been, uh, several times.

And the reason I mention that is that Norm Denson, who's the editor of, uh, the Sage Handbook, uh, ran, you know, originated, um, that conference in Illinois, and he just passed away.

And I'm sorry to, uh, to hear that doesn't have anything to do with this presentation, but I do, I'm sorry about it.

And he's a major voice in qualitative research.

And anyway, uh, you ought to get the Sage Handbook of Qualitative Research if you're gonna do qualitative stuff.

And then Miriam and Tisdale, of course, here's a pretty abstract book, um, which you don't necessarily need.

It's just throw it in there. Okay? So we know that we're gonna talk with scholar, practitioner, leader.

These are interactive and, uh, always remember that in everything we do.

Um, Dr. Johnson, did you wanna add anything before we move on? I, I know I kind of ramble on here.

No, I just wanna support your, your thought that it's a good idea to really do a lot of reading and own the books or, you know, either electronically or the hard copy books, because so many of the things that we see in the literature about conceptual frameworks, particularly, but also sometimes theoretical frameworks are approached differently by different experts.

They're, none of them are wrong.

You know, it research evolves and comes from many different directions and backgrounds.

But I think it's important that, that all of us as faculty and students do a lot of reading about the concepts and about how to use them before we dive right into trying to design the research study.

Because too many times I see students in particular, uh, wanna write the proposal almost in its entirety, and then go find some framework that they can say it was based upon and when, and it, it never really works well that way because you need to know the framework that you're using or f you know, the theories and concepts that you're using for the framework, because you, you're going to use it in every aspect of the study.

So, so I just really, really support the idea that, that we need to be avid readers, not just on our topic, but on the methodologies as well.

Yeah, thank you. And, um, you gotta build a library.

And I, I know we spend a lot of money.

I know you spend a lot of money, you don't wanna spend any more money, but, um, you, you really do have to invest in your, your, your library.

And, um, Dr. Rice, uh, right here, we're talking about who our slide is, quantitative research.

Uh, did you wanna talk? I know that's your thing.

Did you wanna talk a little bit about, uh, the way theories work in quantitative research? I don't know if he's still there. Not sure.

Um, I dunno.

Dr. Johnson, did you wanna know your, were do quantitative as well? Uh, did you wanna say anything about quantitative research? Uh, um, of course we need theory variables, hypotheses, null hypotheses, right? Um, and, and, and of course, it's just like what I had mentioned while ago is that, that the, the framework that you decide to use for your research, um, it is important in helping you design the problem statement, the purpose statement, the research questions.

And it's extremely important in the data collection and the data analysis.

You want to be able to go back when you get to the data analysis phase and describe how you analyze the data based on the lenses that you've said you were going to use to undergird your study.

So it's just, it, whether it's quantitative or qualitative, every element of the study is impacted by the framework that you choose for your study.

And, um, yeah, often I'll have students early on, uh, they will say they wanna choose a conducted quantitative study, but then they'll present qualitative questions.

And, um, so we talk about alignment.

So of course you wanna reference your, uh, dissertation guide, uh, for examples of that.

Um, so, so Creswell talks about qualitative research is more broad, deductive talks about behavior.

Um, often qualitative will focus on gender, class, race, other marginalized groups.

Um, some people think qualitative can be transformative to bring about change.

Uh, we're gonna talk about that a little later.

But, uh, qualitative is what digs into, uh, hidden assumptions of individuals.

So, um, question is, what do you wanna do? Qualitative or quantitative that drives everything? Uh, this is one of the things that I, that I really liked about, uh, Creswell is kinda broke this stuff down.

So, so Creswell talks about your worldview.

What's your worldview? What's your philosophy? What's your perspective? What do you, what do you want here? Uh, if you're post positivistic, which means you think that you can approach the truth and, uh, you wanna do an empirical quantitative study, and, uh, I think those are grand.

You know, when I go to the doctor about something, I wanna know that there have been a lot of empirical positivistic studies that, uh, look into whatever my ailment is.

Alright. Um, I also wanna know that the guys or the woman has, uh, read or, or conducted some qualitative studies to really understand what it is to have whatever it is that I'm dealing with.

Okay? So I think they're both, uh, necessary important.

Uh, but anyway, what, what, what are you looking for? Constructivism. Where, where, where people, uh, seek understanding of the world and kind of construct meanings.

A lot of people like that approach, uh, transformative.

A lot of people say they're transformative leaders, or they like to look at transformative leaders, maybe, uh, that's often inter intertwined with politics and social change.

Uh, as we settle, uh, the qualitative research really goes toward, towards social agenda.

And, um, again, we were talking about, um, uh, conference, uh, in a University of Illinois international conference of qualitative inquiry.

There's a lot of politics and social change stuff going on there, so it's just interesting to watch.

Okay. A lot of discussion.

Uh, it can be a tool against social oppression.

Uh, mixed methods, uh, is more pragmatic.

Uh, you can do both.

Gonna do quantitative, qualitative, it, it's, it's harder.

I don't necessarily recommend it.

We, we do, uh, Phoenix does allow it, uh, but before you grab a mixed methods, um, and I really look at involved, 'cause you're doing, you're doing two studies at once.

Um, this is from the dissertation, uh, handbook.

Uh, I think it's from the, the, from the, um, um, template actually.

And, uh, just talks about the, the framework here.

And, um, highlighted theoretical framework is typically used for quantitative, uh, conceptually typically used for qualitative and consists of several theories that underpin the topic.

So, um, you wanna look for several theories, uh, or concepts, frameworks that will support, uh, what it is that you, uh, start studying.

And I will always refer you to the dissertation handbook and to the dissertation template.

Those are two different things, but, but you, you, you, you must consult those for examples of frameworks and, um, the, the whole, uh, study design, Hey, Dr. Lane.

Yeah. So can you go back one slide for a second please? So what happens with a Delphi study, since a Delphi study could potentially use both quantitative and qualitative in its design? Wow. I'll take that one, Jim.

The honest answers, I don't, I dunno. You know what? I don't know. I had, I was doing, uh, office hours the other day, and, and a guy asked me a very excellent question about Delphi, and I referred him to, um, Dr.

Davidson's, uh, presentation.

So what would you like to say, Dr. Johnson? Well, well, I guess in one sense, it depends on how you are designing the Delphi study.

Delphi studies typically are, um, they're not usually considered mixed method, although the data collection includes both quantitative data and qualitative data, typically qualitative first when you're getting the general information and quantitative when you're trying to rate it and get consensus.

So, so, so it's kind of like mixed methods, but it's not entirely that, uh, so if you consider your study as qualitative, then you would include conceptual framework.

If you consider your Delphi as a qualitative, Delphi, which includes quantitative data, which is a, an an absolutely okay way to design the study, you likely would do conceptual just because you can use more theories and concepts.

If you consider your Delphi more quantitative and qualitative, you might have one theory only that you are using as the lens for your study.

And that's really what makes a difference.

How many theories or concepts are you using? And I keep saying typically, and most of the time, because you know, you're gonna find something contrary to everything we tell you because literature is written by many, many different people from different backgrounds, different experiences, different outlooks, different worldviews.

So you could, um, have one specific lens that you were using, one theory that totally underpins your study.

And if you only have one, then it's typically considered a theoretical framework.

Okay? Most Delphi studies that I see, the, the researcher author writes about a conceptual framework because it's seen through more than one lens.

It's seen through the intersection of those multiple lenses, which is conceptual.

Okay, thank you. My, it will be more qualitative.

So that's what I'm gonna use as the lead in, but was just curious on that.

Okay. Yeah, that's a marvel. Thank you for that question.

And, uh, Dr. Johnson raised a point that I, I see a lot is that, uh, and, and she's the expert on, on this, but people will say they're doing a quantitative study because they use quantitative information, they use numbers, they use statistics from something.

And, uh, that's, that's quantitative data.

But that does not mean that's a quantitative study.

Quantitative study is going to have a hypothesis and a null hypothesis.

Uh, am I right Dr. Johnson about that? Right? And there are many research designs that are more one method than another.

And there's nothing wrong with saying that your study is qualitative with quantitative data or quantitative with qualitative data.

And that doesn't necessarily make them mixed methods because there's one set of research questions that you're trying to answer with all that data.

So that, so, so it's, that's different from a truly mixed method where you might even have different research questions that you're answering with quantitative data.

And then another set of qualitative research questions that you're answering with qualitative data, that's mixed method, but I was talking about with the Delphi, is whatever your design is, if it can be primarily one method with additional data, that's different.

And, and I think what also happens a lot with, particularly with our students, is that they want to gather some demographics quantitatively at the beginning to kind of make sure the people qualify to be in the study as part of their recruiting process.

And, and they want to call that part of their data collection.

And unless they're doing some testing against those different demographics, that's not even part of the data collection.

So if you're doing, if that's the only thing you've collected that's quantitative, you still have a strictly quant qualitative study, you probably see that too, Jim, where students wanna call their demographics part of their data.

And I think, you know, certainly Delphi would be example of that case study, I think would be a good example of that.

Where, where you're gonna support that with different, you may support quantitative data, but it's qualitative.

Alright. Marvelous question. Let's move on.

So, so I, I have just assuming that people may look at this later, uh, I've got a variety of statements that, that describe frameworks.

Miriam and Tisdale is important.

They talk about the scaffolding, that framework is a scaffolding of your study.

Uh, uh, Siona talk about how the researcher perceives experiences in the world.

Um, Baran talks about, we are a part of the nature we seek to understand, which means we're just immersed in the world, so it's hard to separate ourselves from it.

Um, conceptual framework.

What, what I like about this statement from Miles, Huberman and Sya is talk about the, that, uh, framework can be graphically or in narrative form.

And, uh, we're gonna see some examples of, of graphic representation.

WW which I like, uh, I like to see it.

Uh, I think that's important and to see how, just a, just a visual, uh, of how, uh, factors interact.

Uh, and, and it's evolving.

I think certainly for conceptual frameworks and, and qualitative, uh, research, uh, it's gonna evolve as you move through your study, as you read more, as you think about it, uh, as you get different ideas, as you, uh, start to, uh, talk to people, uh, analyze your data, it, it, it may evolve.

And, uh, you may, you may, uh, very well end up with, with something different than, than you thought you started with.

Um, uh, frameworks has developed at the beginning of the study and they evolved.

It's just what I said, that kind of a template for your data, but it can change.

They can be elaborate, they can be simple.

Um, the overarching thing is it lies in your interests and goals.

Go back to the worldview. What, what do you believe? What do you want? How do you, how do you view your study? This is from

Patricia Collins.

I just put this in because social theories are, uh, very powerful and a lot of people are turning to social theories, um, social justice theories.

And so again, Patricia Collins is important.

Uh, she, she talks about intersectionality where we take ideas from disparate places and, and put 'em together, uh, often for marginalized groups.

That was where, uh, the concept of intersectionality of source applied.

Um, I'm arguing intersectionality can be applied in a lot of different ways, uh, just showing where, where different things come together. Um, Dr. Lane, there's a question from Stephanie Harris.

Yeah, Go ahead.

Hi, Dr. Lane. Um, and Dr. Johnson, um, you mentioned a couple of slides back about the conceptual framework being seen as a visual, um, visual interpretation, or you can use the, the, the visual frame for the conceptual framework.

Um, is there a place in the, in our dissertation where we can put that visual, um, representation of the conceptual framework in our dissertation? Uh, let John, Dr. Johnson, what do you think about that? Absolutely. Um, I have, I've had a few students who've done that extremely well.

Um, one of the examples I often use is a student who looked at a number of theories and, and drew like a Venn diagram of, uh, key elements of each of the theories.

And then showed where they overlapped in the middle and showed that, as, you know, the major underpinning of her study.

And we were able to present that at a conference not too long ago.

And it was very well received.

And I think we might have that in here, Actually. Yeah. And just a few months ago, I had a student who did a similar thing, and she'd had faculty and students both can appreciate this.

She kept, she kept losing committee members through no fault of her own, people were leaving or moving on or whatever, you know, and or being promoted to something else.

And, and so finally, Dr. Boone just stepped in and said, I'll just be the other person on her committee so she can finish.

And, and at her oral defense, when she was finished, and we were telling her, she had done a really good job because she had, and, and he said, I really wanna say something in particular about your framework.

And she had, um, she hadn't used a Venn diagram, but she just, uh, almost like a flow chart, kinda like a cross between a flow chart and a mind map.

And, um, she said, I'm gonna look at my notes and see what I wrote down when she was presenting the conceptual framework.

And then he got all excited and he said, I found it.

This is what I wrote down. She nailed it.

And I think he was talking in part about how well she was able to talk about it as she was showing it visually at the same time.

So, and I, when, when that happens, I see those published, um, not typically in chapter one, but in chapter two, where you're expanding the discussion of the conceptual framework you've introduced in chapter one.

Yeah, that's what I, yeah. Perfect. Yeah. Thank you.

Great. Well, marvelous question.

We're, we're gonna show some of those, um, uh, in just a minute.

And I, I just saw Donya talks about how when you're a researcher, you're really filtering, uh, this is what a framework is.

You're, you're filtering, how do you view the world, how are you filtering? And part of that depends on your biography, your experience, your individual patterns, and so on.

So here, here's something before we move on to showing some examples.

Um, I really think this is important as, as you mull over your data, okay? First of all, thinking things through, think about it and think about it and think about it.

Know, you can get, think about it too much, but, but you thinking about it all the time, uh, maybe you're dreaming.

If you're dreaming, maybe you're thinking about it too much.

I don't know. Maybe you think things can come to us in dreams.

I think you need to ask yourself, why do I care? Why is this important? Why do I care about this? Uh, I think it's important that you journal and, and take, make personal memos, note to self.

Uh, I, I just, you know, keep a pad of paper by the bed in the car, uh, and I got maybe, you know, you do it on your, on your phone.

I don't know. I, I like, I like, of course, we can do, uh, or, or verbal oral notes o over the, the, um, over your cell phone, which didn't exist when I was doing my dissertation, but, but just now.

And I do that when I'm, when I'm driving or whatever, any the point is, make notes, make memos journal, because that, that can be part of your data analysis.

And you think, oh, I see how this fits in.

Oh yeah, this, this works here. So talk to other people.

Talk to your, oops, sorry. Talk to your colleagues.

We, you know, we set that up in classes for you to discuss things with your colleagues.

And then the question is, why should anybody else care what I'm doing? Who cares? And the framework is part of that.

Does this matter? Of course, it matters.

You're a scholar, your practitioner, you're a leader.

But, and so that's where the SPL model comes in.

Uh, how many theories are there, Dr. Johnson? A bazillion, perhaps.

Yeah, I think at least a gazillion, right? Let's use accurate and, um, uh, some antics here.

There are a lot of theories.

Um, and, uh, the, the point is that, that, that you, you gonna read stuff, okay? And you're gonna find something.

They say, oh, may, you know what? Maybe Bandura will work.

Bandura is popular. Look into that. Read about Bandura.

And, and here's what I tell students, you know, alright, you're gonna use Bandura.

Don't just cite, you know, Smith and Jones 2023, who you mentioned, Bandura.

See if you can go back as far as possible to find out when Bandura first did, did, did his stuff, okay.

Or Bloom, or, or whatever. Okay? Try to go to the, the primary, uh, uh, source, okay? Rather than secondary stuff.

All kinds of, all kinds of theories.

Um, you know, more theories here, organizational theories, bazillion theories.

Okay? You choose one that's right for you.

Here are some examples.

You know, you talked about, uh, um, these, these graphics, uh, I'm no good at graphics, but I have learned, but I can find them from, um, from Microsoft is happy to provide them.

So, um, you know, you know, you know this, uh, so this, I I thought this was an interesting, uh, indigenous conceptual framework, uh, indigenous people.

And, um, it just kind of caught my eye.

And so I, so I, I put it in here.

This is actually, uh, published in the, uh, the, the most recent sage handbook of qualitative inquiry, where if, if you were to view your data through, um, uh, a framework, uh, of indigenous people, uh, you would view your data, your, your data through ethics.

Uh, the, the, the, the, the community, the land, the place, the people, the self and relationships, all of those actually shape your epistemology actually.

Uh, that, that all of those turn, uh, are represent how you see the world.

And so, um, more important than any, any other one.

I just thought it was interesting, uh, to see indigenous, um, uh, here's another conceptual model.

And Dr. Johnson, I don't know if this is the one you were referencing. Um, it, it is, it is. This is, um, if you wanna see her dissertation. This is Dr.

Stephanie SimMan, C-I-M-P-E-R-M-A-N.

First name's Stephanie. Yes. It's, it's in the CDS database.

No, this, this is hers. Um, uh, uh, Dr.

SimMan was a business student, and she looked at, um, how these different theories, uh, um, helped with social socialization in the business community.

And she was able to look at, it's really small, like social self, as that's a theory.

Social identity is a theory, social learning and organizational socialism.

And as she looked at all of those, she found places where, um, phenomena that occurred within those topics, theories, if you will, intersected and impacted the individuals socialization in the business place in their business relationships.

And, um, she, she's, um, a highly organized person, so it was easy for her to, um, look at those theories.

But, but again, I remember working with her when she was doing this.

She spent a great deal of time, you know, research takes time, whether we have it or not.

And she spent a great deal of time reading and understanding those series.

And that's such an important key because in this slide and in the slide that Jim just showed us, if you look at the things that are there, that the, the theories, the topics, the ideas, you will use those, when you analyze your data, they will help you begin to see the themes.

So like, so, like so many things that we do, if we spend the time upfront when we're designing the study and finding the right theories and the right conceptual model for our study, these things are already in place, and they help us to make sure we're collecting the right data in the data collection process.

They help us more easily see the themes and, and code toward those themes or, or as the codes begin to emerge, we see that they relate, they relate to those themes.

So it, it is just really, I just can't stress enough how important it is to, um, not just kind of gloss over this as something that needs a paragraph in chapter one and two or three paragraphs in chapter two.

It really has to be here in your mind.

So, you know, this is what I'm looking for when I'm trying to answer these research questions. Yeah.

Yeah. The framework really guides it, it, it is framework.

It guides a study. And so, really, what do I mean by social identity? What does that mean? Mm-hmm.

Social learning, what does that mean? Yeah.

And so you internalize that and, and, and through that internalization, you better understand the data, what people are telling you. So, right.

And, and Dr. Dr. Johnson, there's a question from staff.

Okay? Yes.

Again, thank you so much for this visual representation.

It really helps clarify the conceptual framework model in my, in my mind.

Um, my core, my next question is where it says informal socialization.

Is that the theory that she developed from her conceptual framework? Or, um, is that another theory on top of that? Um, which, like, so when we creating our conceptual framework or our model, are we creating a new, new theory based off our research, or, I'm, I'm looking in her dissertation now, as, as I recall, um, what she's has there in the center and considers, you know, the, the, where everything intersects actually came from the other four theories.

And I think that's what she called the commonalities in those theories.

Got it. Yeah. Got It. That's a perfect, that's a perfect example, perfect example of what we're talking about. And So in her, in her dissertation, you know, even though she pub she included this, um, graphic as part of the publication, she has a fairly lengthy section in literature too, that talks in depth about the theories and then talks about how they relate to one another and form this, you know, there it is, like the synergy of all of them that, that she used.

And so, if, if you get a chance, you know, be sure and, and pull that.

If you're, as you're getting dissertations from, uh, the CDS database, be sure you pull that one if you're looking at additional information for conceptual framework.

Dr. Johnson, what is her name again? Stephanie? Mm-hmm. SimMan. CIM, Uhhuh.

PER mm-hmm. MAN.

Okay. Thank you. I'm gonna see if I can pull it in and put it in the chat.

Yeah.

Oh, I can do that. I have it open.

I'll put it in the chat.

Marvelous. Perfect. Thank you.

Sure. Marvelous. Question. Here's a, this one is, is tiny.

I don't know if we can look. It's just under an example of a theoretical frame, um, and the, the description of a customer satisfaction model.

So, um, I, I don't know, Dr. Johnson, this is something that, that you had had as well.

Do you, do you, did you want to add any light into this? I'm sorry, I was working in the chat and I didn't catch what you said.

I apologize. This was, uh, another, uh, example of theoretical framework, thomason's customer satisfaction model.

And there's a description of it here.

Um, but, um, just as an example, I think this was a, a single theory used in a quantitative study.

So when you, when you're using a single theory, then you know, you're, you, you can still, you know, do some of the, uh, the graphics and, and show as well as write about, uh, what you use to undergird your study.

But, um, well, Jim, I can't see that at all.

It is hard to see. I'm sorry about that. Yeah, I think, I think this is Medgar's example, but Yeah, I think you're right. Uh, that's exactly, Um, yeah. But, but this is, but the difference here is this is based on, in a theoretical framework, not always, but typically in a quantitative study with a theoretical framework, there's only one theory, but that's not always, this is the thing about research, that's not always going to be true, because you might be looking at your research question from more than one direction.

So you, you, you can have more than one theory in a, in a quantitative, it's, it is gonna depend on things like, um, uh, your view, you know, what is it that you already know? What is it you want to know? What will you know when you're finished that you don't know when you begin? And, and what helps you get there? So if that's one theory, it's one theory.

If it's multiple, it, it's multiple.

It's just that it's, it's very not uncommon, but not nearly as common as to see multiple theories in a theoretical framework.

And, and we'll, we'll share this, uh, uh, later. Yeah.

Uh, we understand this. It's pretty abstract.

Uh, can I show you some, some other examples of the graphics? These are actually some that I've used.

Um, this is actually a framework that I like.

Uh, the, it's the, uh, ethical, uh, ethics of the profession by stat.

Uh, and, um, because I was a, a school principal, this is what interests me.

And, um, it is the different ways that, uh, educators, uh, serve, um, serve and actually administrators.

Uh, sometimes you're a, you're a human being.

You're a leader, uh, you're a public servant, uh, have to take care of those administrative, uh, tasks.

All of that, uh, works into ethics of caring communities.

So it's, it's one way to interpret data.

And, uh, uh, I use that WW in a study of, um, of, uh, burnout among educators and how they, they, they get, they got overwhelmed.

Um, this is ethic of care.

Noddings and Steroid also does a lot of, uh, uh, ethics of care.

But, but Noddings is, is a key, uh, author of, of that.

Um, what gives them the care for the teacher.

Uh, I, I did a study, uh, of, of, uh, novice teachers, one to three years experience.

And, uh, you use this framework to interpret their, um, experiences at, at the basis of everything is care.

They care. They wouldn't be there.

Uh, happiness, are they happy? Some words, some were not productivity.

Often they felt like they were not productive.

Energy often felt like they were just exhausted.

Satisfaction depended, you know, it depended on, on where they were and what their experiences were.

Pride. Uh, they took pride in what they did.

Uh, and, and so those were different lenses to interpret the experiences, the perceptions of novice teachers.

And from that, using that framework to understand, uh, understand their life, understand what the stories they told, uh, this is Maslow.

We, we know this. Uh, I, I like it, you know, it's good, good basic, uh, framework, uh, going from physiological needs to self-actualization.

Uh, I and some colleagues started a a did a study on, um, school, uh, on, on educators in the Virgin Islands and their experiences, uh, uh, after a hurricane, and how the hurricane destroyed the community, and how it affected schooling.

And, uh, we, we, we, we started with, with Maslow, 'cause we thought, oh, yeah, that's pretty, that works, uh, from, from your physical physiological needs to your, uh, you know, to the top.

And then we, we, we changed it.

So this is a way that we morphed, uh, something standard Maslow into, uh, something that we felt fit, uh, the, the apocalyptic experiences of these people who, uh, had gone through this hurricane that destroyed everything.

And, uh, just begins again with physiological, the turbulence, destruction.

Uh, I remember one guy said, he walked outside and looked like Armageddon.

It a great quote, uh, had destroyed everything.

And you can't do anything if you don't have a roof.

And so you work from that to your psychological needs, resilience, legal, and social justice.

Is the government gonna help us? Probably not up to care 11 community, uh, which they found out they really, uh, uh, dependen on each other.

And people came together and through that, uh, instead of self-realization, um, self-esteem and freedom, and realized that they could be, um, independent.

So anyway, there was a way that we, that, that some colleagues and I applied that theoretical framework, uh, intersectionality is, uh, increasingly popular.

Talked about Collins, uh, some colleagues.

And I did a study. And, and, um, I, we became, this was a study on African American women, uh, leaders.

And, um, what emerged was, uh, spirituality emerged as, as an, as something we hadn't, I hadn't anticipated.

Uh, we thought gender would be important.

Uh, we thought race would be important.

Power in class leader social justice, uh, emerged as very important.

It, this was a time when Black Lives Matter, um, you know, was key also COVID-19, how they deal with COVID-19.

That's something you would anticipate that, right? So, so you begin with a basic framework.

And, uh, intersectionality is good because, uh, one, it, it can morph, uh, according to, uh, what you find.

Um, there's another one we used, uh, in, in analyzing, um, the way that, uh, kids use, uh, social media and, um, cell phones and, and, and it be digital devices.

Uh, and how they reinforce, um, uh, really violence between school and community.

And so how school and home and community interact, uh, together, uh, to cause problems and solve problems as well.

Uh, and this is just another one with artists interacting.

And, and we, we, we saw, this is something that kind of emerged a process that we saw, uh, as they artists take input and kind of depends on their background traits, observation skills, and, and there's kind of a catalytic, uh, process that happens with an artist.

And, uh, you get an output, which has symbiosis expression, self-realization.

So this is a graphic example of the way we interpreted our data as we looked at the experiences of visual artists.

So, um, I'm really done, Dr. Johnson, what would you like to add before we get comments from our, from our group? Dr. Johnson? I'm sorry. I'm sitting there on mute talking to myself, and I'm sure I said something really brilliant.

I, I have no doubt You know, that everybody missed.

And now I don't know what it was, but in the chat, see if I can get back to the chat now that I'm back here.

Uh, Angela asked, um, to fully understand the purpose of the conceptual framework, it should align or tie back to which population of my study.

And then she says, the dependent variable or the independent variable, for example, should it tie back to educators? If my study is about educators or the students who are impacted by the educators, well that's, that's a lot.

Um, so, uh, the, the theoretical, uh, which is likely what you are using, because he's talking about independent and dependent variables.

In a quantitative study, the, the theory really e everything should tie back to, to that theory.

Um, you would wanna make sure that you selected the population that, uh, related to the theory.

Your, your variables then would come from, you know, both the independent and the dependent variables would, would relate, would have some type of relationship with the theoretical framework, your data collection, your data analysis, as I mentioned before.

So it really isn't just one element of the study when we're talking about underpinning or undergirding the study.

That's really what we mean by the, the framework that you hone in on and that you choose to use.

Um, really will help guide you toward all of those things, towards selecting the population to, um, writing research questions and selecting the variables and writing the hypotheses.

And, and again, they're just really important in that data analysis space.

So it isn't just just one element, it's, it's the entire research study.

Does that help? Okay. She said thank you.

Alright.

You're welcome. I, I, I think that what you described is a process that this, and, and I, I, I guess I, I, I cannot speak for quantitative, but certainly qualitative.

That's how this can, this can evolve, grow.

It's an organic process.

And as you, as you think about your data, as you see your data, things can change like that.

Like, uh, just think for example, those teachers, uh, with, uh, you know, care, pride, everything, anger, maybe anger comes up as a theme.

Maybe they're all angry. Uh, this was a few years ago that I did this.

I'm, I'm, I'm wondering, I'm, I'm interested in repeating it to find out what would come out today.

Uh, anger may, may, may be a, be a, a key, um, element that shows up.

So I don't, you don't know what's gonna show up. Okay.

Um, just reflections.

As, as you, as you think about your framework, uh, what's your world view? Uh, what do you wanna do? How does it shape your research? Everything is gonna shape what you do.

This is your framework. What are your problem and purpose? What's the problem you're studying? What do you wanna do? You

gotta nail those things.

And then choose your frameworks to choose several to help you understand your data.

Um, you can have bias.

We kind of touched, well, we did talk about that.

Uh, everything, all of your experiences shape shape your view.

Yes. I know you're, you, you check your biases at the door.

No, no, you really don't.

So, so have you accounted for your own biases? And, uh, so my question is your frame a clear window or a clouded lens? Meaning how, how do you, is it helping you understand your data? Uh, or is it just confusing? So hopefully it, it's, uh, gonna be a window into, um, understanding your, your, your participants and, and your problem and, and accomplishing your purpose.

So, um, Hey, Dr. Lane.

Yeah. So on the question on, have you accounted for your own biases, you know, I I'm of the same, uh, opinion, if you will, that we all carry biases, right? And it's hard to, you know, identify them until they're right there, right? As you are working through something.

Do you have any suggestions on ways to check your bias? Um, I've read a variety of different ways, such as get others to look at your questions, get others to, you know, once you've figured out the themes in your research, have someone else look at it with a, with another set of eyes.

But are, are those good? And, and do you have any others? And then even the who, like who do you get to help you check your bias? I, I think it's a great question.

You know, and this is one of the things we, we way back and, and, uh, doc 7 0 9, 7 14, we, we talk about these things and, um, uh, it's hard, you know? Yeah. Uh, I try to challenge myself all the time.

Uh, and, and I, I think the, the, the, uh, the, the strategies you mention asks somebody else.

And, and I think often, you know, we, we just want somebody to agree with us.

And, um, I, I want somebody to disagree with me. Yeah.

So I can, you know, wait a minute. No, no.

Here's, here's what I think, here's why I think it, uh, am I biased? Am I, yeah. Because I am. Okay.

You know, and, and, you know, so I, to be real honest, I, I, um, have done a lot of work where I admit that I am, um, middle class white male.

Okay? And I, I, I don't know how I, how I separate myself from that.

I really try to see things from other points of view, and I try to find examples of my bias.

And I try to find, uh, sometimes, you know, historical, uh, uh, documents can, can help reveal biases that, that, that you didn't want, we didn't even understand.

Okay? So, um, I'm gonna give you an example again that's kind of off from the presentation, but maybe not.

So, um, my sister-in-law does a lot of, uh, she's really good at this genealogy research stuff.

Really. She's gifted.

And so she was doing some research on, um, the subdivision where my, my brother and I lived when, um, I don't know, we were in high school, junior high, I dunno, it was just regular subdivision.

And she found that in the, in the, uh, deed restrictions, I guess, that it said that, um, you had to be a Caucasian to live there.

What? I had no idea.

But see, that's an example of how that environment was shaped, and I didn't even know it.

Right? And, uh, I would argue that we need to teach that kind of stuff in our schools and, and show, show how, um, our society is shaped by factors, uh, of which we are often unaware.

Unaware, okay? Yeah. Yes. Aware. And so that's right there.

Wow. How about that? And that wasn't my bias specifically, but it certainly shaped that culture.

And, uh, so anyway, yeah, because it, Yeah, it, it, what it goes back to for me, and I know we're coming up on time, is, um, when, when, when I hear many, um, instructors say, choose something you're passionate about, well, if, if I do that, then I'm coming from a place of my perspective, my bias about it, my right.

And so it, it feels weird for me to be told to.

And then when I do, I'm always questioning, right? As I'm looking at it, building the study, you know, I'm like, okay, I gotta, I gotta find a way to continue to check my bias because I am so close to it.

You know? I think that's exactly right.

And I, I think it, it prence presents, I dunno if it's a paradox or conundrum.

I think you have to do something you're passionate about.

It's too hard. Why do you wanna do, you're not interested? Of course, of course. You know, this is passion.

You wanna change the world, okay? Yeah. Right? And, um, you're, you're, you're, you're not gonna change the world, but, but you might make an impact, right? And, and so that's what we, at the same time, you needed to, uh, need to check your bias.

Uh, I don't know. For example, I was reading an article just a while ago, uh, in the local, uh, St.

Petersburg, Tampa Bay Times, uh, ridden by a guy who's retiring from teaching after 30 years.

And he was talking about how he had disgruntled about a lot of things, and he took a jab at, at school administrators.

And I kinda said, wait a minute. I was at school administrator.

I don't exactly agree with you, but, you know, he kind of prodded me.

And so I thought, well, am I, is that my bias? Is he right? Is he, so, I don't know.

I, I think you have to, you have to intentionally seek out things that, that poke at, uh, your deep seated beliefs.

It's not easy, right? Not easy. And, you know, Dr. Lane, I think one way that we do that is, if we think about, I know we're all using that dissertation criteria, self-assessment tool, the DCA, and what in the literature review, there are criteria there that ask about, have you shown both sides of the issue that you're studying? Perfect. And, and I'm, I've had many students over the years who have been quite surprised to be told that they were supposed to show, you know, we call it tensions in the literature, but, you know, we're really talking about opposing views.

You can't just go re you know, go gather research, uh, literature and, and, and put it in your literature review that relates to your thoughts on the topic.

It has to be everybody's.

And if you, it's once you get students to or others to do that, once you show the different viewpoints on something, and then show why you know you are approaching your study the way you are.

It doesn't take away from your study.

Your study isn't a persuasive paper.

Although sometimes we'd like to be able to use our research that way.

Let's be, you know, candid.

Um, it, it is it, when you show the different viewpoints in, you know, and then discuss how people have used them in different ways and synthesize all that information, it makes your study much, much stronger, but it doesn't take away from it, Right? I think, And, and I think in that literature review is where you can first begin to maybe become aware of your bias if you're not already, but then also address it.

And then I also think you, uh, look for bias and mitigate it in your research questions, and certainly in your interview questions and your survey questions, so that none of them are written in a leading manner.

That's where we really get all of our own bias. If you Yeah, that's a great point there.

Um, how you guide your research mm-hmm.

Through what questions you ask. Love that. Thank you. Right? Yeah. And just try, just, I don't know, be aware that, that, that you're biased and do your best to look at other points of view to understand.

Uh, I, I, I had a failed, uh, proposal, alright? Failed. I was ultimately successful.

But my first proposal was to look at, uh, at, at the, uh, uh, I, I was fortunate to be an assistant principal when we opened a, a school, middle school, and, um, had a lot to do with it.

And, and we did some innovative things.

And so my first study proposal was to study the process of all of the things we did in that first year.

And I just could not do it, couldn't do it.

And, uh, there were a lot of conflicting views, as you can understand.

Teachers thought different things.

Kids thought different things.

Parents thought that I, I never could bring it together.

Okay. Failed. So I finally ended up doing a different study, different school, all worked out.

But as I look back on that now, I was so close to that data now, I, I, I, I'm more, I am, um, separated from it by time.

And so I'm more able to look at it and say, wow, this is what these teachers thought about what we did.

Um, this is what the parents thought about what we did.

So, um, sometimes distance, you know, talk about bracketing putting, uh, emotions aside, uh, sometimes distance will help with that.

Uh, help you shape your bias. Reading.

I, I think just read, read, read, understand what other people are saying, uh, and, and be, be able to talk about that.

And, uh, oh, the last thing I wanna say is fre, uh, talks in the pedagogy.

The oppressed talks about, uh, uh, establishing a dialogic in which people to actually talk to each other.

How about that in schools.

And, uh, I, I think we're not there, but we isn't, it wonder, wouldn't it be wonderful to have a dialogic in which you talk with people with whom you probably don't agree and, and kinda sort out, um, sort out this biases.

Um, So there we are, are there Quest marvelous questions, Dr. Johnson.

Marvelous.

They have been. Yes. Other questions? Something? Will there be a part two? I dunno. You know, you know what? There are some previous, uh, webinars on, um, conceptual and theoretical frameworks, and Dr. Smith probably can tell us where to find those on the research hub.

There are other previous recordings and slide presentations that might also be of somehow, Yeah, I Agree. So those, uh, presentations are actually in the research hub.

So on the events calendar, uh, if you scroll down to the bottom, it has past webinars and you can, uh, past years and you can see those.

And, and Dr. Lane, if you stop sharing, I can probably try to share and show that, um, in just a moment.

Um, I just gonna do one, a commercial for our or, um, A PSA for our, uh, survey.

So I've posted that several times in the chat.

Please remember to, um, tell us how we did, tell us things you want, uh, tell us who you wanna part two, tell us all of all of the things in this webinar.

Um, it said zero members.

Um, let me try to send the link to the teams again and see why it's saying there's zero members.

'cause I just let somebody in, someone just used the link to join.

So there must be some kind of miscalculation with that.

Uh, but so please do the webinar. Please, uh, do the survey.

Uh, please join the team site in which I'll be showing you in just a second after I show you where those old our prior webinars are.

Um, so that you can get the information about future webinars.

Just, um, so everyone knows they're all in Zoom.

There's a technical thing with teams that creates that teams link.

I can't get the teams link to go away, but just so you know, when you're, when these webinars are coming up, they're in Zoom.

So if you don't have a Zoom link, then send me a message and I will be able to, to provide that for you.

Uh, let me share my screen real quick and I can show you where these other webinars are.

And while I'm doing this, if we want to give a round of applause in whatever way that you'd like to do it for Dr. Lane and Dr. Johnson for their amazing work with our webinar today.

Uh, so congratulations. Thank you for that.

And let me, Johnson, yay. Which one? Okay, I think it's screen one.

Alright, so I'm on, hopefully you could see screen one.

Do you see which screen? Do you see Research Hub? Yes.

Okay, good. Good, good, good.

So Research Hub, if you scroll down, uh, well, I'm sorry.

If you go to events, click events and go to the events calendar.

And then you'll notice right here, these are the current events that are in this Google calendar.

But if you scroll all the way down to the bottom, it says Past events.

And so the webinars from 2023 are actually posted on the research hub.

So if you click any of these boxes, I think they're posted here.

Let's see. You'll, uh, what's supposed to be posted? Oh yeah, there is here, there's a video here for, for that, this particular, uh, webinar on, uh, appreciative inquiry.

So let me go back here.

So the ones for conceptual framework, if it was in 2023, you would just load more to see more of these boxes.

If it was in a past year, you would click one of the, so we've been doing webinars, or the webinars are loaded, um, all the way back to 2019.

So you can click any one of these years and then go through and, um, see the list of webinars that we've done.

And if there is a recording or if there is a PowerPoint associated with that, that was captured, it'll be on the side.

So that's where the old ones are.

Any of the new ones, the ones for 2024 are gonna be posted in our, um, in our teams site.

Oh, no, that's Zoom. Hold on, let open my teams here.

Okay, which is this, hopefully, oh, oh Lord, I just closed it.

Lemme open it back up. Um, to pull it closer to me, y'all, it's too much being on the computer.

So I messed up my vision. So here we go.

So this is the teams site.

What you would do is go on our homepage, which is right under, uh, well, in this version of teams, I know there's several versions of teams.

So in this one, the homepage is right under the title.

And you'll see on that main page, all the recordings and PowerPoints are posted on the front page.

So there's a couple that I need to post, um, the last couple, but everything will be here.

So it, it, they should be in pairs.

So it will be the PowerPoint and then it'll be the recording for each one of those webinars.

The other thing that's here, that's, that I think will be helpful as well, uh, and Dr. Johnson and Dr. Lane alluded to this is the channels.

So let's say you're doing case study and you have an additional question about case study.

You can click on the case study channel that it's possible there be some resources here.

There might not be, but what's most important is that you can post a message here to a methodologist to ask a question.

So if you at that person, so I'll just give you an example here.

So if you say at, oh, nope, that's a pound, uh, at and I'll at myself, will it let me at myself? It might not. Let me at myself.

I'll add, I'm gonna, I'm gonna add you, Jim.

Um, okay. Why wouldn't lemme add, oh, because I'm in the wrong place.

Hold on. Let me put it in the message at, oh, there we go.

It's letting me at, okay, so Jim, or I'll, I'll just add one of these channels.

What channel is this case study? Well, you had me when you did, Did I have you, You had me do it again.

Okay. Okay. There we go. Okay, good.

So, so I do, if you do this then, um, Dr.

Cabrice and this channel will get a note that you sent a message.

This is important 'cause sometimes folks aren't hanging out in the research methodology group's, teams, so I'd hate for you to post a question and then not get a response because they don't know that something is there.

So make sure that you add them, uh, when you, uh, when you come in.

So someone asks me for the team code.

Uh, let me see if I can, so this is the team link.

Uh, I'm gonna try doing the link again and then I will also, uh, everyone do the code.

Uh, and then I think, I think I can get the code from here.

Are there any other questions? I don't see any others in the chat.

No others in the chat? Okay. Um, Unless I missed someone, if I did just open them, I can speak up, but I don't think so.

So It says, what was the primary topic of the webinar? You attended research, design, research, dissemination, and so on and so forth.

So this is a research design, um, webinar.

Thank you for Thank you, thank you for asking that question.

It's really important that you pick that so you get the right questions.

Thank you so much, Lizette. Appreciate the feedback.

We listen to the feedback, believe me.

So let me, somebody ask for the, the code. Here we go.

Here's the team code. Let generate a code.

Okay, I'm gonna copy it and let me see.

I'll put that in here too and see if that helps.

And if after the webinar, um, you're still not able to, to get in, you can email me and I will, I can add you.

How do we know if we're in? Because um, I don't see it yet.

Um, so you should have gotten a message that said that it was added.

Uh, it should send you an email. Okay.

But if it doesn't, uh, if you email me your email, I'll go in and check and just make sure you're added and add you manual.

Okay? Okay. Alright. Thank you everyone.

Thank you again, Dr. Lane, Dr. Johnson for fabulous, um, and helpful webinar.