

cases

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Case study

Three ways to teach with SAGE Research Methods Cases

Or find a case

Discipline

Academic Level

Methods used

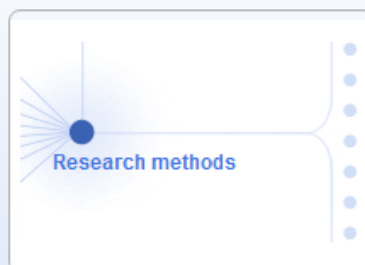
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By Discipline

Education
Sociology
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By Research Methods



SAGE Research Methods Cases complement other readings from textbooks or articles, and provide food for thought and conversation

"Because Cases offer students examples, and suggested readings, as well as discussion questions, they can be easily inserted into class work."

*—Janet Salmons, PhD,
independent scholar and teaching consultant*

Executive summary

Education consultant Janet E. Salmons, PhD, recommends 3 ways of using case studies to support learning in Research Methods:

1. Instructor-driven
2. Guided facilitation
3. Learner-driven

SAGE Research Methods Cases is perfectly suited to support each type or case study use.

Challenges

Undergraduate students often have little prior experience with research and the various ways of conducting research. With *SAGE Research Methods Cases*, students gain a researcher's perspective on the decisions made at each stage of the research process, including how researchers respond to unexpected issues.

The alignment of all the elements of inquiry is often one of the most challenging things to teach, since published articles and methods texts each focus on a single, specific aspect. The *SAGE Research Methods Cases* provide a holistic perspective, so students can grasp why each stage is important and how it fits in within the research process.

How *SAGE Research Methods Cases* can help

Dr Salmons suggests that *SAGE Research Methods Cases* can be used in different ways in the classroom, depending on factors such as the course goals and learning objectives, student knowledge and research experience, or the amount of time available.

“Cases can be used in nearly any research methods class. They can also be used in discipline-specific courses, to show examples of research conducted in fields such as sociology, education, and business” says Salmons.

Dr Salmons has identified three scenarios to put this in practice, each with its own advantages depending on the aims and skills of their students:

Instructor-driven	Guided facilitation	Learner-driven
Focus on content, and building new skills and competencies	Balanced focus between content and process, to practice skills and deepening competencies	Focus on process, and using and demonstrating new skills and competencies
Instructor provides structure, selects case(s) and readings, poses questions and shows the approach to use when analyzing the case(s)	Instructor provides parameters for students to work individually or in groups; provides a set of cases and readings for students to select; provides guiding questions and points to analytical techniques	Students work individually or in teams to define their research and set goals; students select cases and readings; students determine the best strategy for analyzing the selected cases

Author Profile

Janet E. Salmons, PhD, is an independent researcher, writer and consultant through her company, Vision2Lead Inc. She has extensive experience teaching,

Results

Students can benefit from using *SAGE Research Methods Cases* regardless of their discipline or level of study.

Undergraduates can learn to identify and familiarize with the basic steps of the research process. Later on, *SAGE Research Methods Cases* allows them to put that newly acquired knowledge and skills into practice as they further analyze a particular technique or method.

Finally, at a more senior level, *Cases* can help them refine specific methods required for their chosen research projects, or discover new ones.

“When assignments use methods texts, students learn about the elements of research design. When assignments use published articles, students learn about the methods and results. When assignments use *SAGE Research Methods Cases*, they learn how all elements of the inquiry fit together [...]with the *SAGE Research Methods Cases* students gain a holistic perspective and can grasp why alignment is important to a successful study.”

mentoring, and facilitating online. She previously served on the graduate faculty of the Capella University School of Business, and was honored with the Harold Abel Distinguished Faculty Award for 2011-2012 and the Steven Shank Recognition for Teaching in 2012, 2013, 2014 and 2015. She has written several books and chapters, including *Doing Qualitative Research Online* (SAGE, 2016).