

September 2024 | Version 2

Training on Religions and Development Research Course

Module 2:
Doing Research

Session 3:
Data Collection



Joint Learning Initiative
on Faith & Local Communities

Homework (pre-session)



Essential reading

(everyone is required to read this)

Please choose one from the following lists (each student reads two readings—one from each of the two lists), make notes on the key points, and prepare to present these to the other students in a five-minute presentation.

Essential resource 1 (pick one from the list) - Qualitative vs. quantitative data collection

- Grand Canyon University (2023): Qualitative vs. Quantitative Research: What's the Difference? <https://www.gcu.edu/blog/doctoral-journey/qualitative-vs-quantitative-research-whats-difference>
- McLeod, Saul (2023): Qualitative Vs Quantitative Research Methods & Data Analysis. <https://www.simplypsychology.org/qualitative-quantitative.html>
- National University (n.d.): What Is Qualitative vs. Quantitative Study? <https://www.nu.edu/blog/qualitative-vs-quantitative-study/>

Essential resource 2 (pick one from the list) - Sampling and recruitment of research participants

- McCombes, Shona (2022): Sampling Methods: Types, Techniques, & Examples. <https://www.scribbr.co.uk/research-methods/sampling>
- O'Donnel, Jonathan (2013): Lazy sampling. <https://researchwhisperer.org/2013/01/22/lazy-sampling/>
- University of Bath (n.d.): Sampling in research. <https://www.bath.ac.uk/guides/sampling-in-research/>

Engaging with the readings

(1 hour)

This part of the session aims to engage with the readings that the students did as part of their homework in more detail. It aims to give the students a chance to discuss the readings, share their reflections, and consolidate their understanding of the texts.

1. **Introduction (5 min)**: The instructor explains to students that they will focus on data collection today. They link the topic to the topic of the previous session (research design) by reminding students that the type of data collection they choose will depend on the research design they have opted for. They also explain that the topic of the last session (on research design), this one (on data collection) and the next one on (data management and analysis) are all directly linked to each other, so some overlap in the topics covered in class is not unlikely.
2. **Presentations - prep (10 min)**: The instructor explains to the students that they will now hear presentations on the texts that were part of the homework readings. The instructor asks who has done what reading and nominates one student per text. Students will have prepared the presentations as part of their homework, but they now get another 10 minutes to review their notes again and prepare for the presentations. If not all texts have been read by the students, the instructor can allocate a text to the remaining students now and ask them to quickly read the text now and prepare to present.
3. **Presentations (30 min)**: Students give their presentations on the six homework readings (one student per reading). Before students start to present, the instructor reminds them that they have five minutes per presentation.
4. **Big group discussions (15 min)**: The instructor thanks students for their presentations and then asks the group if they have any more questions: have they understood all the different concepts and strategies? Can they explain them in their own words? Which form of data collection do they think is “the best”? What are the advantages and disadvantages of different types of data collection? Do they think different types of data collection would work for different types of research or groups of people? If yes, why? If not, why not?

Contextualising the learning

(1 hour)

The aim of this part of the session is for students to apply what they learned from the readings and the first part of the session to their local contexts. It encourages them to think critically about the extent to which the debates from the readings are relevant to their everyday lives, studies, or work.

1. **Break (5 min)**
2. **Individual work (10 min)**: The instructor asks students to go back to the readings and make a list of the advantages and disadvantages of using (1) qualitative and (2) quantitative forms of data collection.
3. **Group collection (10 min)**: The instructor draws a table with the advantages and disadvantages of (1) qualitative and (2) quantitative forms of data collection on a Manila paper/whiteboard. They then ask the group to tell them what they have on their lists and add this to the Manila paper/whiteboard. If anything needs adding, the instructor asks the group what is missing and/or adds things themselves.
4. **Small group discussion (20 min)**: The instructor asks students to discuss the content of the table with regard to the situation in their organisations or communities. For example, if a disadvantage of qualitative research is that it requires more time, would this be relevant when conducting research in their communities on a topic that is important to them?
5. **Big group discussion (15 min)**: The instructor asks students from each group to share some of the key points from their discussion. If anything interesting, surprising, or controversial comes up, the instructor uses this to discuss with the students, asking other students about their opinions, whether they have the same experience, and/or sharing their own thoughts.

Creative task

(1 hour)

The third part of the session is aimed at engaging with the content covered in parts 1 and 2 of the session in a creative manner. This part of the session acknowledges the fact that there are different types of learners. It also aims to expose students to creative and arts-based forms of learning and teaching.

1. **Break (5 min)**
2. **Collection of topics (5 min)**: Without telling students what exercise they are going to do next, the instructor asks them to tell them what some of the key issues in their diocese/local community are. The instructor writes all of the suggestions on a Manila paper/whiteboard. They then ask students to vote on which topic they would like to work on today.
3. **Debate - prep (15 min)**: The instructor divides students into four groups - one focusing on qualitative data collection, one on quantitative data collection, one on mixed methods research, and one that is categorically against all research (because it is not needed/too expensive/too time-consuming etc.). Students are given some time in their groups to prepare the main task - a debate about which form of data collection should their diocese adopt for a future research project on the topic they have chosen in the previous step. Students can consult their readings/notes during the prep. Each group should collect all the reasons why their allocated form of data collection would be the best in this case, and why the other approaches are not suitable/not an option.
4. **Debate (15 min)**: Students get to debate the topic. Instructor facilitates the debate, encouraging all students to contribute, asking prompting questions if necessary, praising students for their contributions, asking for clarification, examples and counterexamples, playing "devil's advocate" where appropriate.
5. **Debate - debrief (partner work) (5 min)**: Students discuss in groups of two which of the four groups had the most convincing arguments and who "won" the argument in their eyes.
6. **Debate - debrief (group work) (5 min)**: The Facilitator asks students from each group to share what the outcome of the discussions with their partner was.
7. **Individual reflection (10 min)**: Each student is to take some time to think about the following questions and write the answers down: Which form of data collection is the best? How do I choose the most suitable form of data collection for a project? Which form of sampling is the best? How do I choose the most suitable form of sampling for a project? What is the most important thing that I learned today? What do I still have questions about? How could I find out more about this topic?

