

Learning Diary

Re-thinking Quantitative Research: From Discovery to Destiny

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1 INTRODUCTION

Nowadays more and more students decide to do their doctoral degree after finishing their studies. In order to have success and to achieve a good efficiency, it is important to understand several essential concepts that help in finding research questions, key objectives, data sources, neat points, challenges, threats and defense strategies. This report describes what has been learned and discussed in a two day seminar about "Re-thinking Quantitative Research: From Discovery to Destiny".

2 FIRST DAY

The first day begun with a discussion about alignment of personal style, preferences, objectives, needs, and opportunities. Afterwards the Model Building Workshop started where every course participant had to build a so called Champagne chair. In the discussion round everyone had to explain the steps that were required in order to build the Champagne chair. This exercise required a lot of creativity and should clarify how important it is to be creative when doing research. After this workshop the Learning Style Inventory (LSI) session followed. LSI is method for finding out in which ways a person learns and how this person deal with ideas and day-to-day situations. It should help a person to understand the following key points in a better way.

- How problems can be solved
- How to work in teams
- How to manage conflicts
- How to make career choices
- How to negotiate personal and professional relationships

The LSI model (see **Figure1**) illustrates the four phases of the learning cycle.

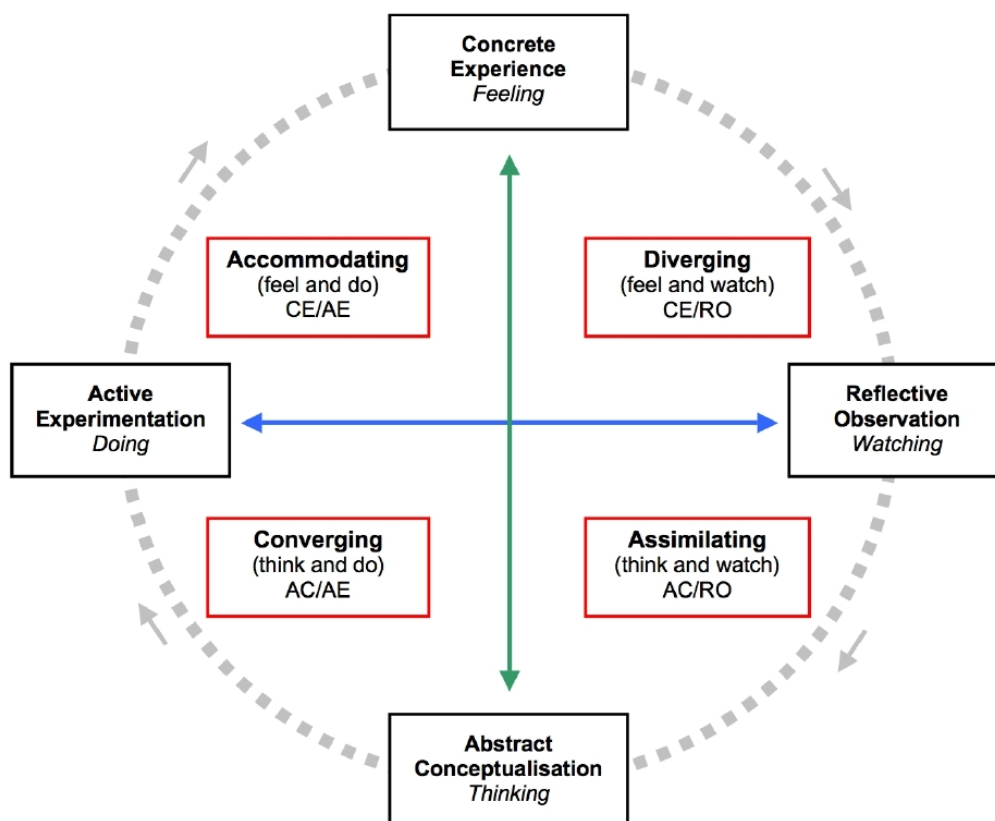


Figure 1. Model that describes the four phases of the learning cycle (Tozer 2007).

Being in the diverging area means that the person is more imaginative, understanding people, recognizing problems, brainstorming and open-minded. Being in the accommodating area indicates that the person has the following characteristics: Getting things done, leading person, taking risks, being adaptable and practical. In the converging area the person is more focused on solving problems, making decisions, defining problems and being logical while in the assimilating area the person is more creating models, developing theories and being patient.

Every participant had to fill out a questionnaire and giving marks to the predetermined answers. Afterwards everyone had to evaluate the questionnaire according to a certain method in order to determine his or her learning phase.

In the afternoon everyone did a presentation about his/her current research work. Everyone received a feedback with constructive comments and suggestions. (Avital 2012.)

3 SECOND DAY

The second day begun with a Research Development Workshop. In this workshop every participant was assigned to a group. Everyone explained his or her research work while the other participants in the same group played a devil advocated role by criticizing the scope, research question, data sources, key constructs, design rational, neat points, challenges, threats and defense strategies. In the second part of this workshop everyone had to discuss about the challenges and share insights concerning logistics like talking about testing, technological issues of a survey, the distribution of surveys, backup and data security, realistic timelines and quality control. After the Research Development Workshop a lecture was given about the "Quest for PhD" containing the "Top Seven Recommendations" for a PhD student such as nurture breadth, engage in scholarship as a community member, focus on the true, the good, and the beautiful, keep it practical, customize and fine-tune habitually and so on. (Avital 2012.)

4 CONCLUSION

In this seminar, we learned about our learning style, how to solve problems occurring in the research, how to find key objectives and research questions. The feedback given to everybody's research topic presentation helped us to improve our research in terms of the constructive comments and suggestions. In the Research Development Workshop hold on the second day, we discussed the objectives of our research in groups from a critical point of view. During this seminar, I have learned how to find the key objectives and how to do the phrasing of the research questions.

5 BIBLIOGRAPHY

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