Case Study

Prepared by:
Dr. Fariza Khalid
Faculty of Education UKM

1. What is Case Study
2. Features of Case Study
3. Sampling in Case Study
4. Types of Case Study
5. Resources of Data
6. Generalizability of Case Study

PRESENTATION OUTLINE

What is Case?

A bounded system (Smith, 1978)

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An integrated system (Stake, 1995)

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A phenomenon of some sort occurring in a bounded context (Miles & Huberman, 1994)

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A boundary – enables you to limit the number of people involved who could be interviewed or a finite amount of time for observations. If there is no end, then the phenomenon is not bounded enough to qualify as a case (Merriam, 1998)

What is Case Study?

- Case study research is an all-encompassing method that includes specific design, data collection, and data analysis.

- Case study research yields concrete knowledge that readers personally relate to their own experiences.

What is Case Study?

- Case study research is a qualitative approach.
- Case study research focuses on a unit of study known as a bounded system.
- Case study research is not a methodological choice. It is a choice of what to study.

What is Case Study?

The case study is an approach that focuses on one or a small number of groups to investigate a contemporary phenomenon within its real context (Yin, 2009), for the purpose of gaining an in-depth understanding of the 'events, relationships, experiences or processes occurring in that particular instance' (Denscombe, 2010, p. 52).

When to conduct Case Study?

• Case study research is appropriate when the researcher wants to answer:
• a descriptive question (e.g., what happened?) or
• an explanatory question
(e.g., how did something happen).

When to conduct Case Study?

•Case study can also be appropriate when the focus of the research focuses on process.

•e.g., What challenges does a department face as they integrate instructional technology for blended learning?

Features of Case Study

#1 Particularistics

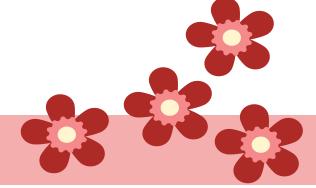**#2 Descriptive**

#3 Heuristic
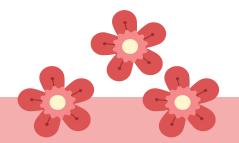
PARTICULARISTICS

- Focuses on a particular situation, event, program, or phenomenon.

- Concentrate attention on the way particular groups of people confront specific problems, taking a holistic of the situation.

DESCRIPTIVE

- The end product is a rich, thick description of the phenomenon

- Case studies include as many variables as possible and portray their interaction often over a period of time.
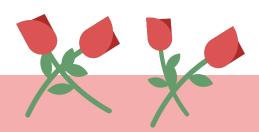
HEURISTICS

- Bring about the discovery of new meaning,
  extend the reader's experience or confirm what is known

- Previously unknown relationships and variables
  can be expected to emerge from case study leading
  to a rethinking of the phenomenon
  being studied. Insights into how things get to be
  the way they are can be expected to result from case studies"

TYPES OF
CASE STUDY

1.Single Case Study

2.Embedded Case Study

3.Multiple Case Study

Single Case Study

A single-case study is an appropriate design under several circumstances.

A rationale for a single-case study is when it represents the critical case in testing a well-formulated theory.

The single-case can then be used to determine whether a theory's propositions are correct or whether some alternative set of explanations might be more relevant.

Embedded Case Study

Involves more than one unit of analysis

This occurs when within a single case, attention is also given to a subunit of subunits

E.g. even though a case study might be about a single public program, the analysis might include outcomes from individual projects within the program

Multiple Case Study

Involve more than one case

Each case must be carefully selected so that it either (a) predicts similar results

Or (b) produces contrary results but for predictable reasons

Multiple Case Study

Multiple cases improve external validity

Multiple cases allows for greater understanding of contextual variations

Multiple case studies require cross-site analysis

Resources of Data

Documentation – letters, minutes of meetings, reports, articles etc

Archival records – service records, maps or charts, list of names, survey data etc

Interviews – open-ended, semi-structured, structured interviews

Resources of Data

Direct observation – observation of meetings, activities etc

Participant-observation – not merely a passive observer e.g being one of the staffs etc

Physical artifacts – tools, instruments, a work of art etc

conducting
CASE STUDY

Determine the research questions

•Determining the questions is a critical step in case study research.
•Case study research questions address who, what, how, and why.

Define the case under study

- In this step the researcher defines the variables under investigation educational innovation being implemented

Determine the role of theory development in case selection

- This step includes making a decision about whether or not to use theory development in selecting cases

Determine whether a single/multiple case study

- Increasing the number of cases does not correspond to increased rigor.

- Resistthe temptation to add subcases unless it will strengthen understanding or theorizing of the phenomenon under investigation.

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Sample Selection

• Case study research generally employs purposive or purposeful sampling.

• Cases are selected because they are information rich, and the researcher can learn about the research problem.

• Screening is used to determine if a potential participant has the necessary experience or knowledge of the phenomenon under investigation.

Sample Size

1. There is no accurate answer!!!

2. What is needed is an 'adequate' number of participants., sites or activities to answer the question posed at the beginning of the study

3. Lincoln and Guba (1985) recommended sampling until a point of 'saturation' or redundancy is reached.

Data collection

1. Case study researchers use the same data collection techniques as do other qualitative researchers.

2. The data collection techniques are selected to answer 'how' and 'why' questions.

3. Case study researchers triangulate their data through the use of multiple sources.

Data Analysis

Meta matrix can be used to analyze complicated data specifically the one that involves multiple case/embeded case

Meta matrix = Master charts with descriptive data from each site

Data Analysis

Causal models/causal network can also be used

Extends case study analysis

Presents possible cause-effect relations among variables

TRANSFERABILITY

Can we generalize the findings from Case Study to the whole population?

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Transferability replaces the concept of external validity for quantitative research (Lincoln and Guba, 1985).

Transferability relates to the extent to which 'the findings within one study can be applied to other studies' (Shenton, 2004, p. 7).

TRANSFERABILITY

The rich, in-depth data derived from multiple sources in the triangulation process may enhance the transferability of the findings (Linda, 2006).

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However, the findings in case study research are impossible to statistically generalise beyond the specific research context (Bryman, 2004)

TRANSFERABILITY

Analytical generalization = findings of case studies based on the theoretical propositions of a study can be projected onto a new situation (Yin, 2009)

Fuzzy generalisation = generalisation is done based on prediction rather than on calculation (Bassey, 2001)

Yin (2009) states: 'the basis of the generalisation is not the representativeness of the sample, but the fact that we discover a general principle about a phenomenon' (p. 128).

CONCLUSIONS

A case study is an empirical inquiry that involves:

- real-life context

- boundaries between phenomenon and context

- multiple sources of evidences

- not meant for generalization

Thank You!