ISEG
Lisbon School
of Economics
& Management
Universidade de Lisboa

Gaining information on your topic of interest…

Inês Faria

27/02/2024, 18:00-19:30

FRANCESINHAS 2, Room 2.03

Previously…

Objectives:

- **Sources of inspiration for choosing your topic**

- **How to choose a supervisor**

- **Conducting an exploratory bibliographic search**

- **Writing an annotated bibliography**

- **Referencing rules**

The Masters Project

I.   **What to do?**

II.   **Planning how to do it**

III.   **Doing it and reflecting upon it**

A research project

I.   **Research Question or Hypothesis**

II.   **Planning the project**

III.   **Project implementation**

An action-research project (the Project)

I.   **Problem Diagnosis**

II.   **Planning the project**

III.   **Project implementation**

Internship (the Internship Report)

I.   **Choice of organization**

II.   **Definition of theoretical framework**

III.   **Articulate tasks and role in internship with theoretical framework and academic background gained at MIRS**

Phases of Masters Projects

I.   **What to do? - Research Question or Hypothesis; problem diagnosis and choice of organization**

II. **Planning the project**

III. **Project implementation**

Common ground...

i.   **Choose the area and topic**

ii.   **Exploratory bibliographic research**

iii. **Refine topic**

iv.   **Learn referencing rules appropriate to various Master Project's contexts**

A research project

I.   **Research Question or Hypothesis**

II.   **Planning the project**

III. **Project implementation**

i.   **Definition of research design**

ii.   **Definition of data collection methods (Primary or secondary data, bibliographic/media, digital/actual)**

iii. **Define Sample and/or Case Studies**

iv.   **Write Research Proposal**

An action-research project (the Project)

I. **Problem Diagnosis**

II. **Planning the project**

III. **Project implementation**

i. **Participatory diagnosis design and tools**

ii. **Define Sample/stakeholders**

iii. **Co-identification of problems/selection of project's subject**

iv. **Co-define possible sets of solutions**

v. **Write Project Proposal**

Internship (the Internship Report)

I.   Choice of organization

II.   **Definition of theoretical framework**

III. Articulate tasks and role in internship with theoretical framework and academic background gained at MIRS

i.   Define central subject to write about within internship

ii.   Define, throug systematic review of the literature the theoretical framwrok suitable for the activities

iii. Cross-cut internship exeprience with literature

iv.   Prepare and structure report

A research project

I. **Research Question or Hypothesis**

II. **Planning the project**

III. **Project implementation**

i. **Data Collection**

ii. **Data systematization and analysis**

iii. **Research Reporting**

An action-research project (the Project)

I. Problem Diagnosis

II. Planning the project

III. Project implementation

i. Structure project proposal

ii. Develop project in real/life context with the stakeholders

iii. Measure impact and monitor project actions

iv. Assess effects and improvements for the project

Internship (the Internship Report)

I.   **Choice of organization**

II.   **Definition of theoretical framework**

I.   **Write report: articulating description of tasks and role in internship with theoretical framework and academic background gained at MIRS**

i.   **Doing the internship and journaling (writing, pictures, diagrams, etc.)**

ii.   **Identify main issues and (re)structure report with data from internship**

iii. **Register internship experience in report and discuss against MIRS background [theoretical framework identified**

From topic…

…TO RESEARCH QUESTION/HYPOTHESIS

From area to research question/hypothesis.
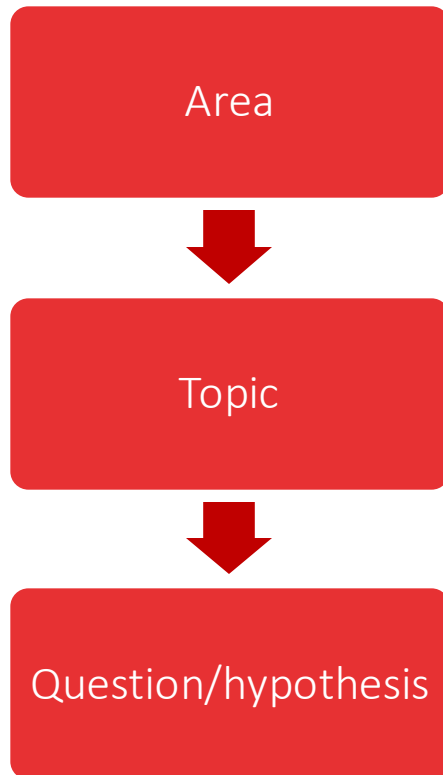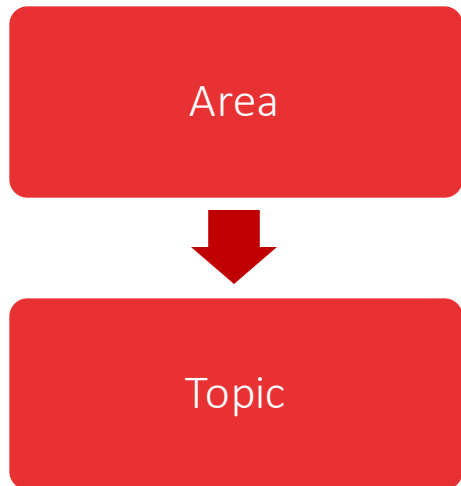
From area to research question/hypothesis.

Area

Inspiration:

i.   Personal experience and interests;

ii.   News and media;

iii. Organizational life and innovation;

iv.   Societal matters;

v.   Theoretical and scientific interests;

vi.   And more...

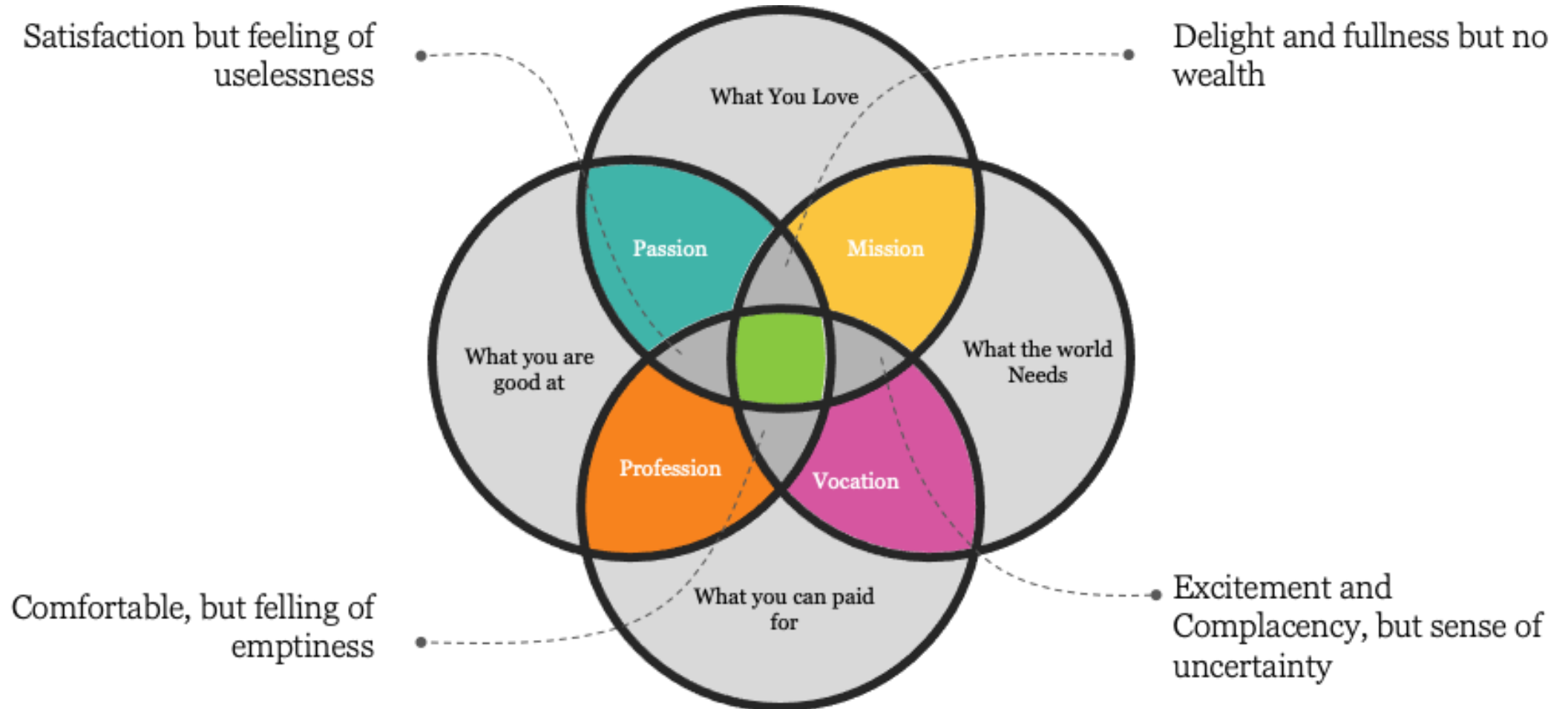**From area to research question /hypothesis.**

Area

↓

Topic

The first step: narrowing it down from the area chosen for the Masters Project towards a more specific aspect of that general issue - Topic.

Some ways to this in a systematic manner – basic problem tree that may be done alone or in co-definition with interlocutors (prioritization) and Ikigai diagrams...

From area to research question/hypothesis: the Ikigai diagram (General idea)

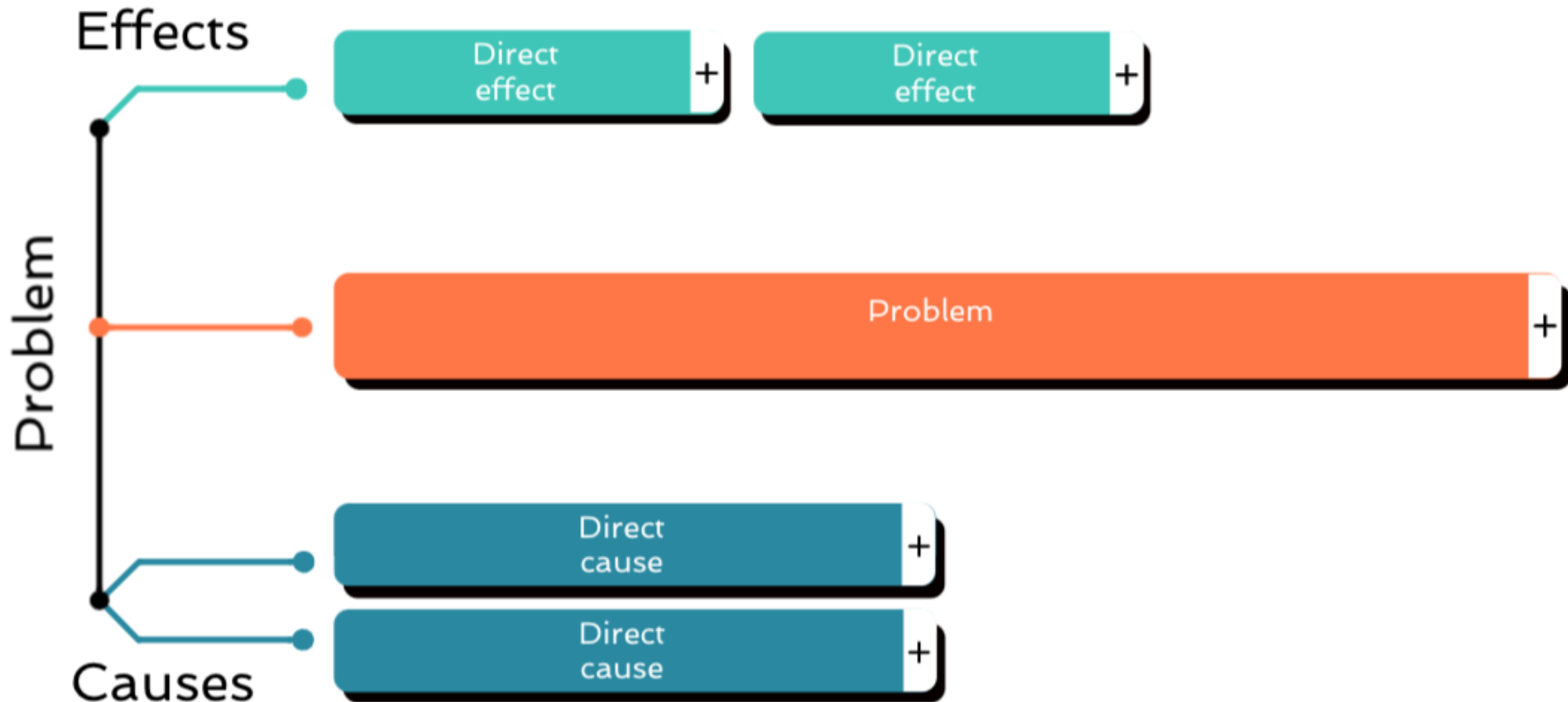**From area to research question/hypothesis: one MP diagram (adapt for Masters Project)**
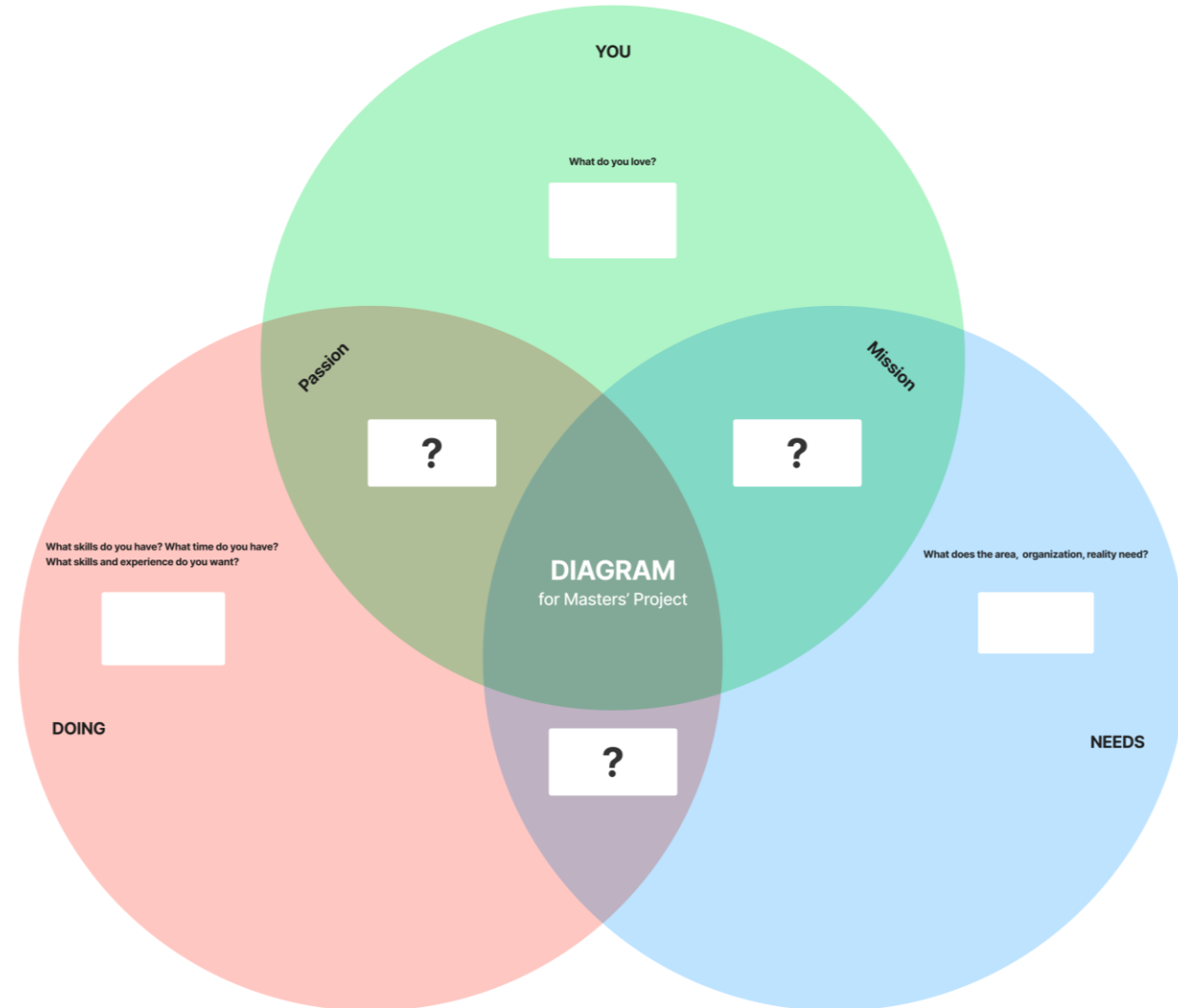
From area to research question/hypothesis: the Objective Tree
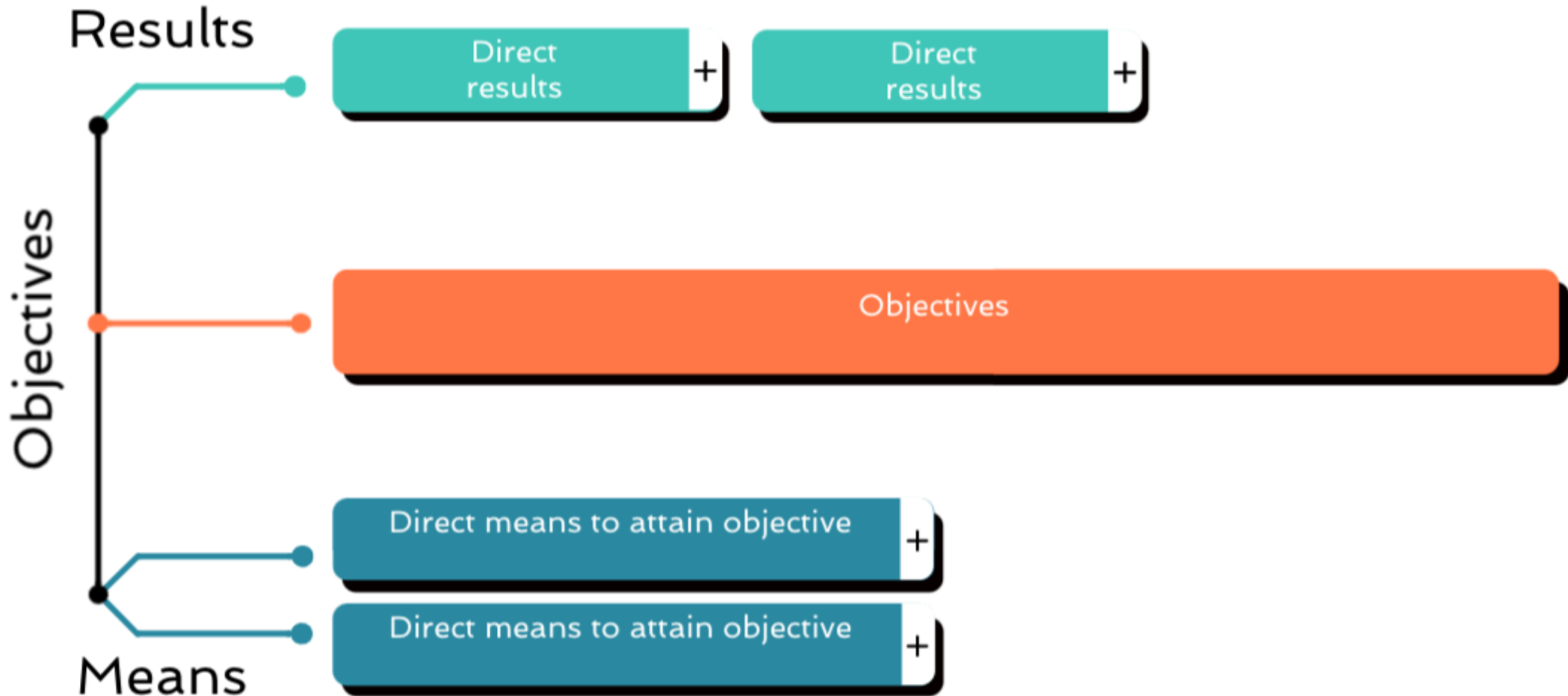
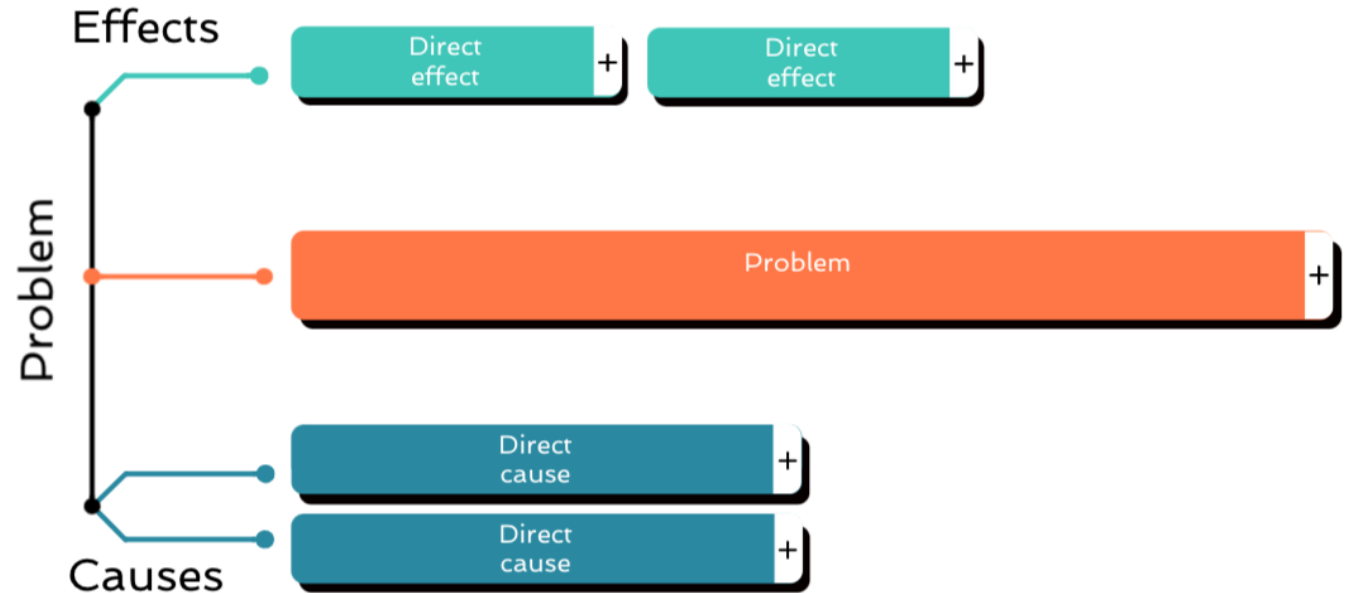**From area to research question/hypothesis: the Problem Tree**

Genially exercise: fill in a problem tree
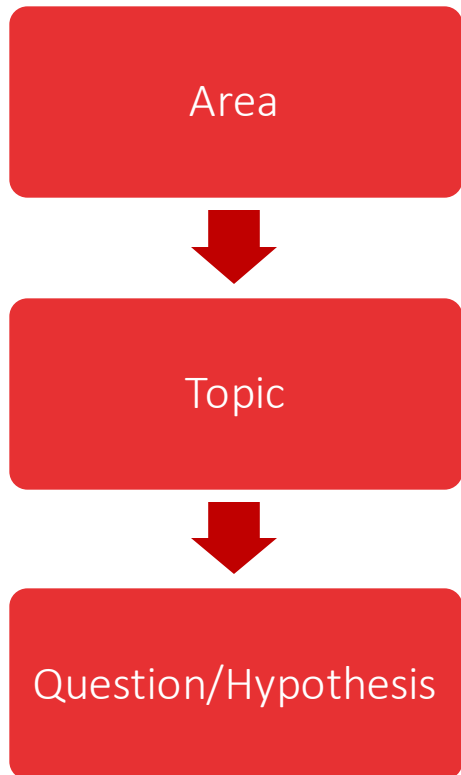
From area to research question/hypothesis: exercise

<u>Genially exercise: fill in a problem</u>

<u>and objectivee tree</u>

15 minutes

From area to research question/hypothesis.

Area

↓

Topic

↓

Question/Hypothesis

Beyond thinking and brainstorming and prioritizing processes and visuals, the literature review is essential to take you to the research question/hypothesis or to the core of your project/solution based on other situations.

Share you question/hypothesis and get feedback and discuss with key people (too many people may be more confusing).

Quantitative, qualitative or mixed methods?

- **After narrowing down your area and topic, it is useful to decide the data collection methos you want/need to use.**

- **This reflection is very important to decide the kind of project you will develop and its feasibility.**

Quantitative, qualitative or mixed methods?

- **Each approach is:**

    Supported by
    specific principles/epistemological
    perspectives on how to study
    social reality

Tends to or Typically	Qualitative Approaches	Quantitative Approaches	Mixed Methods Approaches
Uses these philosophical assumptions	Constructivist/ transformative knowledge claims	Postpositivist knowledge claims	Pragmatic knowledge claims
Employs these designs	Phenomenology, grounded theory, ethnography, case study, and narrative	Surveys and experiments (true, quasi-experimental, single-subject)	Sequential, convergent, and complex designs
Employs these methods	Open-ended questions, emerging approaches, text or image data	Closed-ended questions, predetermined approaches, numeric data (may include some open-ended questions)	Both open- and closed-ended questions, both emerging and predetermined approaches, and both quantitative and qualitative data and analysis

Creswell & Creswell, 2022

Quantitative, qualitative or mixed methods?

- **Each approach is:**

  Supported by specific principles/epistemological perspectives on how to study social reality

  Implies the adoption of a research design connected to such principles

Tends to or Typically	Qualitative Approaches	Quantitative Approaches	Mixed Methods Approaches
Uses these philosophical assumptions	Constructivist/ transformative knowledge claims	Postpositivist knowledge claims	Pragmatic knowledge claims
Employs these designs	Phenomenology, grounded theory, ethnography, case study, and narrative	Surveys and experiments (true, quasi-experimental, single-subject)	Sequential, convergent, and complex designs
Employs these methods	Open-ended questions, emerging approaches, text or image data	Closed-ended questions, predetermined approaches, numeric data (may include some open-ended questions)	Both open- and closed-ended questions, both emerging and predetermined approaches, and both quantitative and qualitative data and analysis

Creswell & Creswell, 2022

Quantitative, qualitative or mixed methods?

- **Each approach is:**

Supported by specific principles/epistemological perspectives on how to study social reality

Implies the adoption of a research design connected to such principles

Applies methods that match such designs and that were selected thinking about the issues at stake in the project and the needed information

Tends to or Typically	Qualitative Approaches	Quantitative Approaches	Mixed Methods Approaches
Uses these philosophical assumptions	Constructivist/ transformative knowledge claims	Postpositivist knowledge claims	Pragmatic knowledge claims
Employs these designs	Phenomenology, grounded theory, ethnography, case study, and narrative	Surveys and experiments (true, quasi-experimental, single-subject)	Sequential, convergent, and complex designs
Employs these methods	Open-ended questions, emerging approaches, text or image data	Closed-ended questions, predetermined approaches, numeric data (may include some open-ended questions)	Both open- and closed-ended questions, both emerging and predetermined approaches, and both quantitative and qualitative data and analysis

Creswell & Creswell, 2022

Now gaining more information

- **Exploratory Bibliographic search**

- **Annotated Bibliography**

- **Next week: You can continue these more systematically after you have your research question defined**

Now gaining more information : Exploratory Bibliographic search

Databases, media, social media, etc.

==Select your sources of information carefully and always cross check.==

Scientific **databases** are more reliable sources of material.

In the beginning you can check broader subjects and narrow things down progressively.

Social media to check trends in communication about topics.

Careful use, can be really misleading.

Media useful to check 'hot topics'

Not for information per se but for selecting areas that may interest you.

Now gaining more information : Exploratory Bibliographic search

Identify keywords

Know what to ask for, how to ask for it

Crosscheck results

Log interesting materials with notes

- **You can use Google scholar for a really broad search, and more accurate databases such as WebOfScience (interdisciplinary), and other field specific databases specific to your areas on research/work;**

- **AND or NOT;**

- **University databases;**

- **Reference section of the articles you read;**

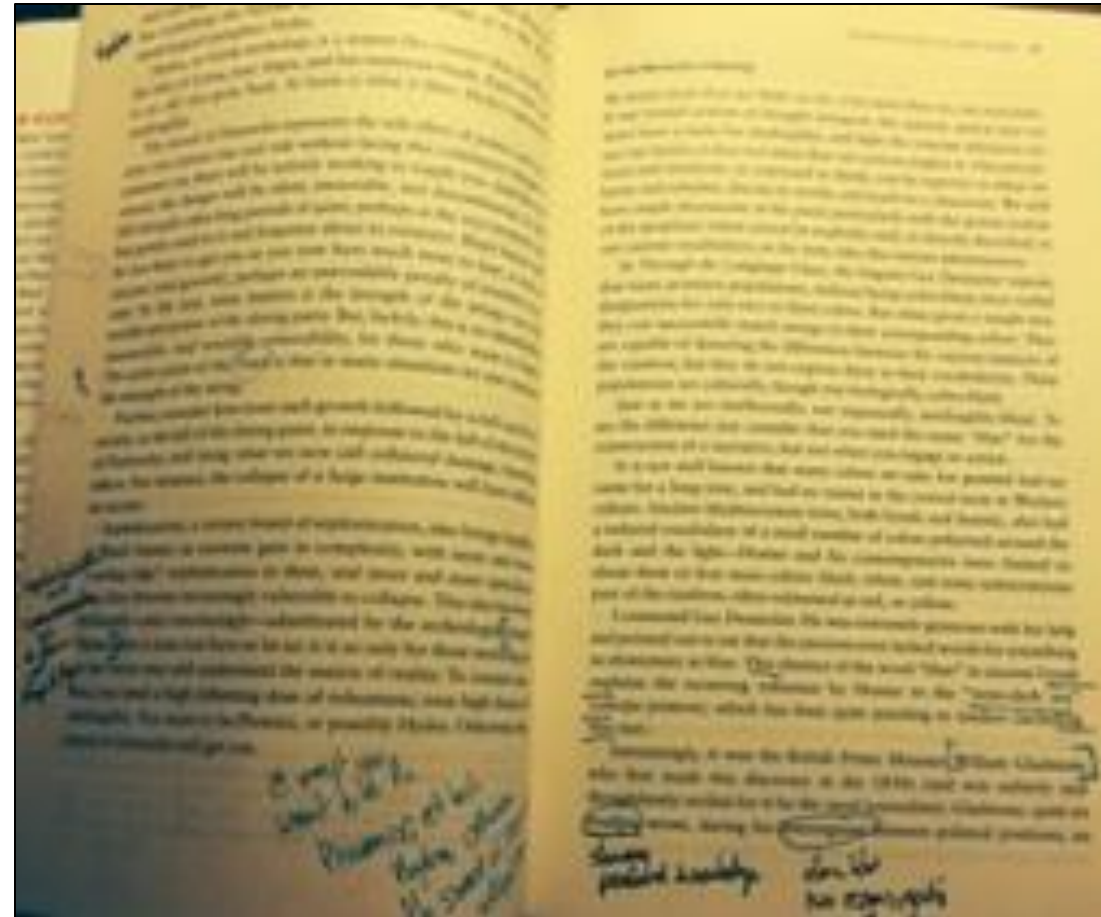**Now gaining more information:** Exploratory Bibliographic search

Examples and pros/cons/strategies:

- **Web of Science**

- **EBSCO (intro.)**

- **Chat GPT**

- **Library website**

- **Google**

- **References**

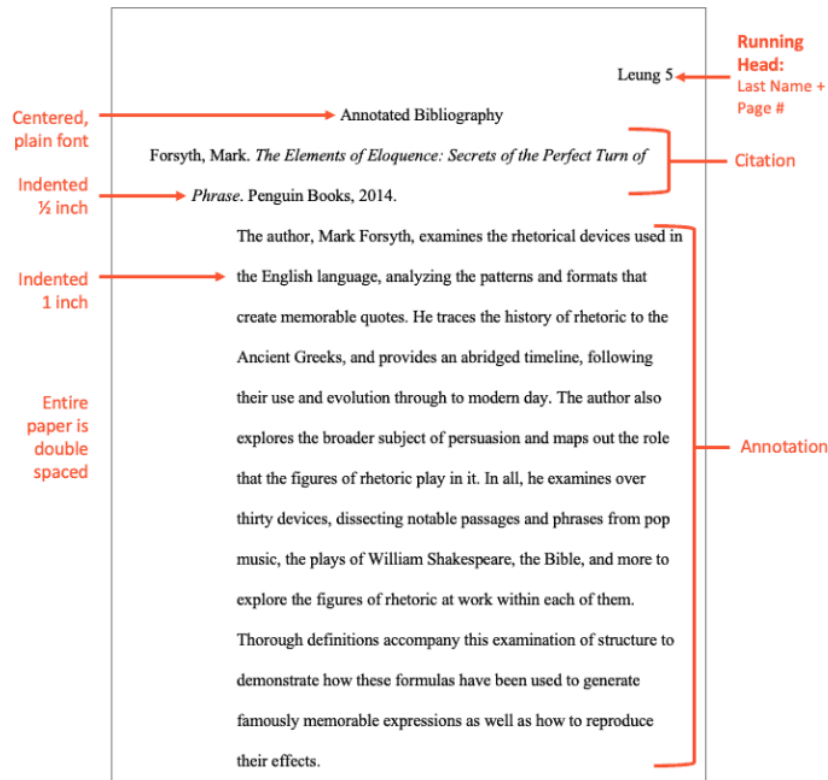## Now gaining more information: asking questions to what you read

Reading Actively and Critically

- **How does data in this piece relate to others I read?**
- **What methods do the authors use?**
- **What concepts were developed or used?**
- **What were the objectives of the research?**
- **Do conclusions look solid?**

Now gaining more information: Annotated Bibliography*

- **Entry example:**

- **Sections example:**

- **Author (Last name, First name).**
- **Title of source.**
- **Title of the container,**
- **Other contributors (names and roles),**
- **Version,**
- **Number,**
- **Publisher,**
- **Publication Date,**
- **Location of the source (such as URL or page range).**
- **Summary or Analysis.**

* More info and source

Now gaining more information: Annotated Bibliography*

- **Matrix example:**

	PART OF THE ANNOTATION	EXAMPLE
1	**Reference** Citation information in same format as required in Reference List	Griffiths, T. (1996). Hunters and collectors: The antiquarian imagination in Australia. Cambridge University Press.
2	**Statement** Short statement of author's viewpoint.	• The authors describe... • The author's purpose is to challenge...
3	**Describe** Short summary of theory, research findings or argument.	• The main ideas expressed are... • The author's research focuses on...
4	**Comment** Comment on usefulness/limitations of article/text for your research.	• The writing style considers a range of audiences... • There is a lack of supporting evidence... • The main limitation of the website...
5	**Evaluate** Evaluate the article/text, taking into account how it will fit into your research on a topic.	• This article is useful for the research topic... • It is relevant to the thesis because...

* [More and source](#)

Now presenting sources: referencing rules

APA

MLA

HARVARD

CHICAGO

Now presenting sources: referencing rules

Citation Style	In-text Citation	Reference List / Works Cited Entry
APA	(Cassel, Cunliffe, & Grandy, 2018)	Cassel, C., Cunliffe, A., & Grandy, G. (2018). *Qualitative Business and Management Research Methods: History and Traditions*. London: Sage.
MLA	(Cassel et al. PageNumber)	Cassel, C., et al. *Qualitative Business and Management Research Methods: History and Traditions*. London: Sage, 2018.
Harvard	(Cassel, Cunliffe & Grandy 2018)	Cassel, C., Cunliffe, A., & Grandy, G. 2018, *Qualitative Business and Management Research Methods: History and Traditions*, London: Sage.
Chicago (Notes)	(Cassel, Cunliffe, and Grandy 2018)	Cassel, Cassel, C., Cunliffe, A., and Grandy, G. 2018. *Qualitative Business and Management Research Methods: History and Traditions*. London: Sage.
Chicago (Author-Date)	(Cassel, Cunliffe, and Grandy 2018)	Cassel, Cassel, C., Cunliffe, A., and Grandy, G. 2018. *Qualitative Business and Management Research Methods: History and Traditions*. London: Sage.

Now presenting sources: referencing rules at ISEG

For detailed information on the styles at ISEG see:

HARVARD AND APA AT ISEG