

# Contents

## **Introduction: An Intensive Study of Case Study Research Methods xi**

*Orientation, Assignment to read Harper report, note to instructors,  
suggestions for reading assignments, acknowledgments xii*

### **1. The Unique Case 1**

*Intrinsic and instrumental study, Nature of the case,  
collective case study 3*

*Selection of cases, Choosing Harper, representativeness 4*

*Producing generalizations, Petite and grand, particularity 7*

*Emphasis on interpretation, Foreshadowing questions, observations,  
assertions 8*

**Workshop: Criteria for selection of cases 13**

### **2. Research Questions 15**

*Conceptual structure, Problems within contexts 16*

*Stating issues, Facilitating organizations and reporting 18*

- Evolution of issue questions, *Progressive focussing, etic and emic issues* 20
- Topical information questions, *Issues for NCTM Standards* 25
- Questions calling for coded data, *Flanders, interaction analysis, computer coding* 29
- Workshop: Observe “Examination”** 33

### **3. The Nature of Qualitative Research** 35

- Experiential understanding, *History, Dilthey, explanation and understanding, thick description* 37
- Interpretation as method, *Assertions* 40
- Other characteristics of qualitative research, *Scales and episodes, patterns, narratives* 43
- Recognition of faults, *Subjectivity, cost* 45
- Workshop: More or less special characteristics** 47

### **4. Data Gathering** 49

- Organizing the data gathering, *CSSE observation guide, checklists, data sources* 51
- Access and permissions, *Confidentiality, terminating fieldwork, ethics* 57
- Observation, *Bill Love’s class, logs, taping* 60
- Description of contexts, *Vicarious experience* 63
- Interview, *Surrogate observers, piloting, immediate write-up* 64
- Document review, *Search for issue-related data* 68
- Workshop: Interview observers of an interview** 69

## 5. Analysis and Interpretation 71

- Categorical aggregation or direct interpretation, *The Thought Fox, protocols* 74
- Correspondence and patterns, *Coding and issue identification, Larry Ecker's art class, winnowing* 78
- Naturalistic generalizations, *Reader population of cases as basis for generalization, vicarious experience* 85
- Workshop: Analyze Mexico City classroom observation** 88

## 6. Case Researcher Roles 91

- The case researcher as teacher, *Anticipating reader needs* 91
- The case researcher as advocate, *Jonathan Kozol, researcher values* 93
- The case researcher as evaluator, *Quality and effectiveness* 95
- The case researcher as biographer, *Life histories* 96
- The case researcher as interpreter, *René Magritte* 97
- Constructivism, *Three realities, the rationalist-constructivist view* 99
- Relativity, *Contextuality, other role choices, ethics* 102
- Workshop: Fieldwork implication of roles** 104

## 7. Triangulation 107

- Validation, *Consequential validity, navigation* 108
- Targets for triangulation, *Uncontestable description, need for triangulation* 110
- Triangulation protocols, *Norman Denzin, Campbell & Fiske* 112
- Member checking, *Mr. Free* 115
- Workshop: Role play school board members** 116

## **8. Writing the Report 121**

- Organizing the report early on, *Outlining, page allocation* 122  
Readers, *Empirical and model readers, vicarious experience* 125  
Storytelling, *Sequences, Van Maanen's tales* 127  
Vignettes, *Narrative fraud, Burbank fieldtrip* 128  
Workshop: *Checklist for evaluating a manuscript* 130

## **9. Reflections 133**

## **10. Harper School 137**

- School and Community 138  
School Improvement 143  
The Local School Council 148  
Shadow Study of a Sixth Grader 150  
Other Issues 154  
Implementation of Reform 158

## **Bibliography 161**

## **Glossary-Index 169**

## **About the Author 175**