On qualitative differences in learning: I—Outcome and process
Qualitative Research is primarily exploratory research. It is used to gain an understanding of underlying reasons, opinions, and motivations. It provides insights into the problem or helps to develop ideas or hypotheses for potential quantitative research. Qualitative Research is also used to uncover trends in thought and opinions, and dive deeper into the problem. Qualitative data collection methods vary using unstructured or semi-structured techniques. Some common methods include focus groups (group discussions), individual interviews, and participation/observations. On qualitative differences in learning: i—outcome and process. Summary. This paper describes an attempt to identify different levels of processing of information among groups of Swedish university students who were asked to read substantial passages of prose. Students NCBI. Access Denied. Your access to the NCBI website at www.ncbi.nlm.nih.gov has been temporarily blocked due to a possible misuse/abuse situation involving your site. This is not an indication of a security issue such as a virus or attack. Levels of Outcome in Student Learning. The very earliest research to be described as "phenomenographic" was a program of investigations carried out by Marton and his colleagues that was concerned with qualitative differences between individual students in the outcome and process of learning. The focus of this research was on "nonverbatim" learning: that is, students' memory for the content of academic texts. Students were instructed to read texts within rough time limits. The broad aim of Marton's (1975) investigation was not merely to describe qualitative differences amongst individual students in terms of different levels of learning outcome, but also to derive a commensurable description of the levels of processing employed in student learning.