

Grounded Theory and the Constant Comparative Method: Valid Research Strategies for Educators

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Grounded theory was developed by Glaser and Strauss who believed that theory could emerge through qualitative data analysis. In grounded theory, the researcher uses multiple stages of collecting, refining, and categorizing the data. The researcher uses the strategies of the making constant comparisons and applying theoretical sampling to obtain a theory grounded in the data. The justification of this paper is to provide discussion on the validity of grounded theory and the constant comparative method as effective research strategies for educators. The qualitative design of grounded theory will be the focus of this paper, along with a discussion of the constant comparative method, issues related to trustworthiness, and limitations inherent in grounded theory methodology.

Keywords: qualitative research, grounded theory, constant comparative method, education research, qualitative methodology

INTRODUCTION

Grounded theory is one of four qualitative designs frequently used in the human and social sciences; the other designs are ethnographies, case studies, and phenomenological studies. The major difference between grounded theory and the other designs is the emphasis on theory development (Denzin & Lincoln, 2005). The qualitative design of grounded theory will be the focus of this paper, along with a discussion of the constant comparative method, issues related to trustworthiness, and limitations inherent in grounded theory methodology.

Grounded theory was developed by Barney Glaser and Anselm Strauss who believed that theory could emerge through qualitative data analysis (Strauss & Corbin, 1990). In grounded theory the researcher uses multiple stages of collecting, refining, and categorizing the data (Strauss & Corbin). As identified in the literature, making constant comparisons and applying theoretical sampling are necessary strategies used for developing grounded theory (Creswell, 2007; Locke, 1996; Strauss & Corbin; Taylor & Bogdan, 1998).

Constant Comparative Method

The constant comparative method is used by the researcher to develop concepts from the data by coding and analyzing at the same time (Taylor & Bogdan, 1998). The constant comparative method "combines systematic data collection, coding, and analysis with theoretical sampling in order to generate theory that is integrated, close to the data, and expressed in a form clear enough for further testing" (Conrad, Neumann, Haworth, & Scott, 1995, p. 280). Constant comparative methodology incorporates four stages: "(1) comparing incidents

applicable to each category, (2) integrating categories and their properties, (3) delimiting the theory, and (4) writing the theory" (Glaser & Strauss, 1967, p. 105). Throughout the four stages of the constant comparative method, the researcher continually sorts through the data collection, analyzes and codes the information, and reinforces theory generation through the process of theoretical sampling. The benefit of using this method is that the research begins with raw data; through constant comparisons a substantive theory will emerge (Glaser & Strauss). Grounded theory is a labor-intensive task that requires the researcher to invest time in the processes of analysis and data collection.

DATA COLLECTION

Data can be collected from observations, interviews or other research sessions (Bogdan & Biklen, 2006). During the process of gathering data the researcher can employ a variety of methods to elicit information pertaining to the study. The techniques commonly identified in the literature for collecting data are document collecting, participant observing, and interviewing (Glesne & Peshkin, 1992).

Document Collecting

Collecting written documents provide a source of information such as meeting dates or events as well as in-depth descriptions of how individuals think about their world. The research examines written documents to gain a deeper understanding and description of the participant's convictions, conduct, and experiences (Bogdan & Biklen, 2006). Glesne and Peshkin stress the value of document collecting in corroborating observations and interviews and generating further trustworthiness among data (1992).

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Camilla Rothe



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The Oxford Handbook of Identities in Organizations Andrew D. Brown, 2020-01-09 Conceived as the meanings that individuals attach to their selves a substantial stockpile of theory related to identities accumulated across the arts social sciences and humanities over many decades continues to nourish contemporary research on self identities in organizations In times which are more reflexive narcissistic and fluid the identities of participants in organizations are increasingly less fixed and less certain making identity issues both more salient and more interesting Particular attention has been given to processes of identity construction often styled identity work Research has focused on how why and when such processes occur and their implications for organizing and individual group and organizational outcomes This has resulted in a burgeoning stream of research from discursive dramaturgical symbolic socio cognitive and psychodynamic perspectives that most often casts individuals efforts to fabricate identities as intentional relational and consequential Seemingly intractable debates centred on the nature of identities their relative stability or fluidity whether they are best regarded as coherent or fractured positive or not and how they are fabricated within relations of power combined with other conceptual issues continue to invigorate the field However these debates have also led to some scepticism regarding the future potential of identities research Yet as the chapters in this Handbook demonstrate there are considerable grounds for optimism that identity as root metaphor nexus concept and means to bridge levels of analysis has significant potential to generate multiple compelling streams of theorizing in organization and management studies

Promoting Qualitative Research Methods for Critical Reflection and Change Wang, Viktor, 2021-04-16 The philosophical foundation of emancipatory knowledge lies in critical theory In this paradigm instrumental and communicative knowledge are not rejected but are limited If we do not question current scientific and social theories and accepted truths we may never realize how we are constrained by their inevitable distortions and errors Without the possibility of critical questioning of ourselves and our beliefs such constraining knowledge can be accepted by entire cultures The research paradigm that is relevant for constructing this kind of knowledge is the critical paradigm Data are always qualitative and have specific methods of research Quantitative research unquestionably has a place and is fundamental to scientific advances but qualitative research delves into what it is to be human Through qualitative research we gain insight into communicative knowledge its rich nature and the mechanisms by which communicative knowledge is formed and interpreted Qualitative research enables the necessary exploration and critical analysis of social systems and uncovers and facilitates critical reflections on the inevitable assumptions which shape social behavior and interaction thereby stimulating and empowering change Promoting Qualitative Research Methods for Critical Reflection and Change provides readers with a comprehensive array of qualitative research methods which can be implemented in a variety of contexts for a variety of purposes The chapters explore the impact uses and methodologies for qualitative research across various fields of research This book is ideal for practitioners researchers academicians and

students interested in the use of qualitative research methods Proceedings of TEEM 2023 José Alexandre de Carvalho Gonçalves, José Luís Sousa de Magalhães Lima, João Paulo Coelho, Francisco José García-Peñalvo, Alicia García-Holgado, 2024-08-04 This proceedings volume presents outstanding advances with a multidisciplinary perspective in the technological ecosystems that support Knowledge Society building and development With its learning technology based focus using a transversal approach TEEM is divided into thematic and highly cohesive tracks each of which is oriented to a specific community of interest including researchers professionals and students Informatics and Education are the central issues in the conference tracks including broad scope research areas such as Educational Assessment and Orientation Human Computer Interaction eLearning Computers in Education Communication Media and Education Medicine and Education Learning Analytics Engineering Education Robotics in Education Mechatronics Diversity in Education Gamification and Games for Learning **Research Anthology on Child and Domestic Abuse and Its Prevention** Management Association, Information Resources, 2022-03-11 Every day both adults and children are victimized in unhealthy relationships Domestic and child abuse have surged during the COVID 19 pandemic as potential escapes from abuse at home were stripped away Abuse is a raging global issue however with enough research policy and social activism society can aid in the prevention of child and domestic abuse The Research Anthology on Child and Domestic Abuse and Its Prevention discusses the prevalence of domestic abuse as well as the exploitation of children both at home and beyond It further presents emerging practices in technology social work and criminology to prevent the further exploitation and victimization of adults and children in abusive situations Covering topics such as foster children gender based violence and trauma analysis this major reference work is an indispensable resource for social workers lawmakers government organizations non profit organizations psychologists therapists sociologists libraries students and educators of higher education criminologists leaders in law enforcement researchers and academicians *Information Systems Foundations: Constructing and Criticising* Shirley Gregor, Dennis N. Hart, 2005-06-01 Papers presented at the second biennial Information Systems Foundations Constructing and Criticising Workshop held at The Australian National University in Canberra from 16 17 July 2004 The focus of the workshop was as for the first in the series the foundations of Information Systems as an academic discipline The particular emphasis was on the adequacy and completeness of theoretical underpinnings and the research methods employed **A Grounded Theory of High-quality Distance Education Programs** Salvador L. Carranza, 2008 **Companion to Qualitative Analysis** Jeanine Evers, 2025-10-01 Qualitative analysis resembles a puzzle you are confronted with a heap of data and you find yourself wondering what should I do next Ideally you have already started the analysis before the amount of data becomes overwhelming However realistically qualitative research inevitably generates a large amount of data that requires thorough organization interpretation combination and manipulation A Companion to Qualitative Analysis introduces the concept of Thick analysis a triangulation strategy that enables you to systematically examine your data from a broad

perspective to get the most out of your research Part I of the book provides a theoretical overview of different analysis methods the use of QDAS qualitative data analysis software ethical considerations and quality demands Part II illustrates what the combination of different analyses of the same dataset by several researchers yields And this is what Thick analysis is about Jeanine Evers wants to challenge you to think and grow while reading and rereading to understand what Thick analysis might mean for your own research The book is appropriate for PhD Master and Bachelor students and researchers in different phases of their career

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Mexican-American Women with Type II Diabetes Mellitus Maria Del Carmen Eribes,1997

[The Imagination in Education](#) Sean Blenkinsop,2009 This collection of essays from scholars in eleven countries centres upon the theory and practice of the use of imagination in education By bringing together studies covering a wide range of subject matter we trust that the reader will have the opportunity to appreciate both the diversity within the field and the significance of the topics discussed We hope too that readers will find connections to their own areas of study The 13 essays present distinct yet converging points of view whether it be a discussion of the imagination as a virtue the use of imagination as a means to improve aboriginal education in Northern Canada or the description of a museum in Brazil in which the imagination of the child is central to the project Separately each of the papers identifies and explores a distinct aspect of Imaginative Education together they begin to define the breadth and richness of the field These essays have been selected from papers presented over a period of several years to research symposiums in imagination and education held every summer in Vancouver Canada under the auspices of the Imaginative Education Research Group in the Faculty of Education at Simon Fraser University *Toward a Grounded Theory of Curriculum Integration* Mary Colby Schlais,1992

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