

## Study Questions for Esterberg's Chapter 2: Strategies for Beginning Research

1. Mandy has a research topic that interests her – why some students are more successful than others – but is unclear where to go to from there. She comes to you, and you say, “Well, my Crim 321 text says that the next step is to take that **general topic** and turn it into a **research question**.” “OK,” she says, “but how do I do that? And what does a research question look like?” How do you respond?
2. How might the way you proceed with defining your research question differ depending on whether you were taking a more **social constructionist** or **critical** approach? Are the two mutually exclusive, i.e., must you choose one or the other?
3. What **practical/feasibility issues** does Esterberg encourage you to consider when deciding what research you will do for this course?
4. I guarantee that as the time for your proposals draws nearer, at least one student will ask, “Do I need to state a **hypothesis** in my proposal?” According to Esterberg, what should I tell them? Is that the sort of thing qualitative researchers normally do?
5. What is **triangulation** and why might you want to triangulate?
6. According to Esterberg, to what extent should you be concerned about connecting with the existing research literature on your topic prior to actually undertaking the research?