

Chapter 2

Research design

2.1 INTRODUCTION

The purpose of the research is to explore and describe the experiences of student nurses during their placement in the clinical learning environment. In order to achieve this, an appropriate research design needs to be chosen. In this chapter, the research process and design which include the data collection method and instrument, data analysis, target population and sample, pilot interview and methods to ensure trustworthiness, are discussed. According to Botes (1995:17), these are collectively referred to as research design. Justification is also given for the particular methods or strategies employed in this study.

2.2 RESEARCH METHODOLOGY

Research methodology is defined as the total strategy, from the identification of the problem, to the final plans for data gathering and analysis (Burns & Grove 2001:223).

2.2.1 Research design

Research design is defined as the clearly defined structures within which the study is implemented (Burns & Grove 2001:223). A qualitative, exploratory, descriptive and contextual design was followed using the phenomenological method to explore the lived experiences of student nurses during clinical practice (Streubert & Carpenter 1999:18). The richness and depth of the description gained from a qualitative approach, provides a unique appreciation of the reality of the experience (Munhall 2001:106).

Qualitative research emphasises the dynamic, holistic and individual aspects of the human experience, and attempts to capture those experiences in their entirety, within the context of those experiencing them (Polit & Beck 2004:16; Streubert & Carpenter 1999:15). The researcher chose to follow a qualitative research process to explore the experiences of student nurses during their placement in a clinical learning environment.

Chapter 2 Research Design Unisa

Karen Wendt



Chapter 2 Research Design Unisa:

Activating Academia for an Era of Colliding Crises Alison Julia Katherine Green, Adam R. Aron, James Dyke, 2025-10-28

While there has been discussion for decades about the need to rethink the core purpose of academia to enable all to live well on a planet of finite resources humanity's present predicaments point to a paradox at the heart of the academic enterprise. Although academic institutions have originated research and innovations that underpin much of what we view as development and progress these same advances are also responsible for the global crises we now face. Indeed many voices are now arguing that academia can and must do more to drive the transformative change that is needed if we are to avert the imminent catastrophe that is almost upon us. The Alliance for Sustainability leadership in Education EAUC in conjunction with Second Nature and the United Nations Environment's Youth and Education Alliance announced in 2019 that over 7 000 higher and further education institutions across six continents were declaring a climate emergency with a three point plan for action as part of the Race to Zero. This enshrined a bolder commitment from academia to play its part in achieving net zero greenhouse gas emissions. While there has been success over several decades in fostering Education for Sustainable Development ESD and in embedding sustainability in curricula the efficacy of this has arguably been limited by the disciplinary silos in which academics find themselves. Similarly the research and scholarly work that is needed to fully understand planetary limits transcends the traditional silos of academic disciplines. This Research Topic then will examine what needs to change to optimise ESD and transdisciplinary approaches to research and teaching. It will explore ways in which theories of change can be brought to bear on these issues. Our Research Topic also centres on the responsibility acknowledged increasingly by academics for academic institutions and sectors and for academics themselves to do more. As trusted educators communicators and policy influencers academia has unique potential and responsibility to guide students and society through this transition to a better future. In the case of many academics this means embracing advocacy and activism as their moral responsibility at this point in humanity's history. To this end the Research Topic will consider ways in which climate justice principles may be used to explore the responsibilities of academic institutions as one example of an actor with the capacity to influence the drivers of climate breakdown to act. In some nations academic institutions have fallen prey to a set of neoliberal assumptions that have arguably diminished the agency of individual academics. The marketisation of higher education is rife in some nations e.g. UK and US and while some academics have documented rising inequality a deepening climate and ecological crisis socio economic breakdown and the deteriorating psychological and physical well being these engender they have so far proven mostly powerless to reorient their fields to confront these challenges at the institutional level. Consequently they remain unable to pursue an agenda for change that benefits their students and wider society. This Research Topic welcomes research that explores actions available to academics from diverse perspectives including models of behavioural change. Decades of research have shown that warnings do not work and that evidence based

recommendations do not necessarily translate into policy or institutional change Academics increasingly refer to a broken science society contract suggesting that calls to listen to the science and expectations that warnings issued by scientists will be heeded reflect a depoliticized view of the relationships between science and society This failure to recognise the intricate ways in which science and policy are connected raises questions about the neutrality of research and the academic enterprise Our Research Topic invites articles that explore how we might re make the science society contract Questions about the independence and interdependence of research and teaching inevitably arise when academic institutions are in receipt of funds from corporations charities foundations and individuals Institutions can be compromised by vested interests often in the form of corporate interests that can influence research curriculum and staff appointments and the will of senior management to address this problem is poor While there are laudable initiatives aimed at resolving intersecting challenges and promoting transdisciplinary approaches in higher education it is fair to say that increasing numbers of academics globally realise that we are not set up to ready society for an era of colliding environmental and social crises Many fear that academia is guilty of perpetuating the problems that have created this crisis And while growing numbers hold this view few have ready answers as to what more academics and academic institutions can do In spite of this some academics have chosen to step outside of their conventional roles embracing advocacy and activism either taking individual action outside of their role or seeking to drive change within their institutions One problem is that action is fragmented often reliant upon the energies and tenacity of one or more individuals who have sought to re define their roles to embrace the responsibility they feel to act The Research Topic will serve to aggregate work on academic activism and to raise awareness of ways in which academics can act It will also examine the notion that we need to remake the science society contract and will explore what that entails The Research Topic will explore the interrelations between science and society and highlight the need to examine political dimensions of decision making and knowledge production To begin to provide answers to the questions of what it is that academics can do to drive transformational change this Research Topic brings together voices from diverse disciplines and nations Their voices have in common one thing each has reflected on or re imagined their role and purpose as an academic and each has embraced advocacy or activism The articles will be organised around three broad themes i In what ways are our academic institutions either failing or succeeding We invite articles that expose the overt and covert influences on academia such as neoliberal structures and fossil fueled research agendas We also invite articles centred on examples of good practice such as initiatives to foster transdisciplinary approaches to research and education ii Trailblazers for transformative change We invite case studies and critiques from the front lines from academics exploring and putting into practice their own take on What can I do Evaluations of what has and has not worked to drive change at the institutional and individual levels are welcomed iii The disruptors that are already initiating transformations in HE The growth of for profit private providers open access teaching resources and other online approaches that threaten the business models of existing

public and nonprofit institutions who struggle to compete with the relevance and just in time education that is becoming available via novel actors We welcome articles exploring the potential for disruption

Green and Social Economy Finance Karen Wendt, 2021-07-21 Green and Social Economy Finance is a compilation of chapters by experts linking research and practice This anthology provides a new thinking on social economy green finance showing emerging themes and trends It spans from stock markets green finance innovations digitalization to social finance governance and theories of change It concentrates on impact opportunity recognition and development of financial products designed to finance the green and social economy Without the attraction of capital social entrepreneurship and innovations green finance can face difficulty in addressing business solutions Green and social economy is a nascent field The authors address the conceptualization of green and social solutions and identify new trends in the finance industry products and approaches The book demonstrates that aligning finance and investment with the Paris Agreement sustainable development goals and needs and interests of society are feasible

Handbook of Open Universities Around the World Sanjaya Mishra, Santosh Panda, 2025-06-27 The Handbook of Open Universities Around the World is the first collection to provide a comprehensive and critical overview of open universities internationally Over 80 open universities have been established across five continents to provide a distance orientated class inclusive and high quality education for learners left behind by existing formal systems for higher and continuing education and lifelong learning This mission has been continually reshaped by major developments in open education learning technologies and online social networking as well as by the evolution of specific concerns such as the massification of education employability financial trends artificial intelligence and development agendas on the regional national and global levels This landmark volume analyzes and reflects on the planning organization management pedagogic skilling and employability and accreditation dimensions of 47 open universities in relation to their national and institutional contexts the internationalization of education and the integration of advanced learning technologies Featuring contributions by internationally recognized scholars practitioners and educational administrators this authoritative resource provides insights into the business model finances operations instructional systems enrollment patterns learner supports quality assurance professional development and more of today's open universities Through historical trajectories institutional profiles case studies lessons learned and best practices this book provides rich analytical perspectives on the status and challenges of single mode distance learning universities as an educational phenomenon while unpacking the premise of openness itself This Handbook is primarily written for planners managers administrators instructional designers and teaching faculty at single mode distance teaching universities who are seeking to sustain their institutions in a period of rapid change government policymakers training organizations technology providers and education think tanks who are in need of authentic and research based information on technology enabled learning modeled by open universities around the world and graduate students teaching faculty and scholars who are affiliated with online and distance education learning

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Navorsingsverslag, 1991 **Human-Computer Interaction - INTERACT 2005** Maria Francesca Costabile, Fabio Paternò, 2005-09-05 We will be sooner or later not only handling personal computers but also multi-purpose cellular phones complex personal digital assistants devices that will be context aware and even wearable computers stitched to our clothes we would like these personal systems to become transparent to the tasks they will be performing In fact the best interface is an invisible one one giving the user natural and fast access to the application he or she intends to be executed The working group that organized this conference the last of a long row tried to combine a powerful scientific program with drastic refereeing with an entertaining cultural program so as to make your stay in Rome the most pleasant one all round I do hope that this expectation becomes true July 2005 Stefano Levialdi IEEE Life Fellow INTERACT 2005 General Chairman 1 Peter J Denning ACM Communications April 2005 vol 48 N 4 pp 27-31 Editors Preface INTERACT is one of the most important conferences in the area of Human Computer Interaction at the world wide level We believe that this edition which for the first time takes place in a Southern European country will strengthen this role and that Rome with its history and beautiful setting provides a very congenial atmosphere for this conference The theme of INTERACT 2005 is Communicating Naturally with Computers *Transformative Approaches to Sustainable Development at Universities* Walter Leal Filho, 2014-10-06 This book documents and disseminates experiences from a wide range of universities across the five continents which showcase how the principles of sustainable development may be incorporated as part of university programmes and present transformatory projects and programmes showing how sustainability can be implemented across disciplines Sustainability in a higher education context is a fast growing field Thousands of universities across the world have signed declarations or have committed themselves to integrate the principles of sustainable development in their activities teaching research and extension and many more will follow **Psychosocial Safety Climate** Maureen F. Dollard, Christian Dormann, Mohd Awang Idris, 2019-08-24 This book is a valuable comprehensive and unique reference text on Psychosocial Safety Climate PSC a new work stress theory It proposes a new PSC theory concerning the corporate climate for workers psychological health its origins and implications for work stress and provides a critique of current research and theories It provides a comprehensive review of all PSC studies to date The chapters discuss state of the art empirical evidence testing PSC theory in relation to management roles organisational resilience corruption organisational status cultural perspectives illegitimate tasks high PSC work groups PSC variability in work groups etc They investigate outcomes such as psychological distress emotional exhaustion depression worry engagement health cognitive decline personal initiative boredom cynicism sickness absence and

productivity loss in various workplace settings across many countries This unique book allows practitioners to rapidly update practical measures benchmarks and processes and provides students and trainees with an introduction to PSC and important concepts and methods quantitative and qualitative in occupational health with leads to further sources Students as well as experts on occupational health and safety human resource management occupational health psychology organisational psychology and practitioners unions and policy makers will find this book highly informative It covers relevant materials for undergraduate and postgraduate education drawing upon the concepts topics and methods diary multilevel longitudinal qualitative data linkage within the multidisciplinary occupational health area

ECEL 2019 18th European Conference on e-Learning Rikke Ørngreen,Bente Meyer,Mie Buhl ,2019-11-07 **CSIR Publications** South African Council for Scientific and Industrial Research,1988 **Research Report** University of South Africa. Bureau of Market Research,2005

Advanced Designs and Researches for Manufacturing Peng Cheng Wang,Xiang Dong Liu,Yong Quan Han,2012-12-13 Selected papers from the 2nd International Conference on Materials and Products Manufacturing Technology ICMPMT 2012 September 22 23 2012 Guangzhou China **Worker Representation in Practice in South Africa** Piet S. Nel,1985

Resources in Education ,1984 *Evaluating Impact* Veronica McKay,Carew Treffgarne,1999 Papers in this collection address issues related to participatory approaches to assessing impact The first section What Is an Impact Study and How Should We Do It contains 1 Participatory Impact Assessment John Shotton 2 Participatory Action Research as an Approach to Impact Assessment Victoria McKay 3 Participatory Approaches to Impact Studies Sasidhara Rao and 4 Evaluation vs Impact Studies N V Varghese The second section The Role of Baseline Studies in Impact Assessment contains 5 School Focused Baseline Assessments as a Catalyst for Change Carol Moloney 6 A General Framework for Evaluating Educational Programmes Samir Guha Roy and 7 Issues To Consider When Planning a Baseline Study Tony Luxon Section 3 Stakeholder Perspectives contains 8 Identifying Stakeholders Dermot F Murphy and Pauline Rea Dickins 9 Considering the Audience an Important Phase in Project Evaluations Dermot F Murphy and Clara Ines Rubiano and 10 Impact Studies and Their Audiences Coco Brenes and Tony Luxon Section 4 Relationship between National and External Researchers contains 11 A Note on a Participatory Impact Study in Eritrea Exploring the Relations between National and External Researchers Tefsai Bariaghaber 12 The Relationship between National Researchers and External Researchers Harvey Smith with Paul Bernell 13 Impact Studies The Role of an Insider Outsider Mohammed Melouk and 14 Impact Assessment in Educational Projects Some Perspectives on the Insider Outsider Debate Dave Allan Section 5 Training Teachers as Researchers contains 15 Helping Teachers To Develop Competence Criteria for Evaluating Their Professional Development Alan Peacock and 16 Combining the Teaching of Research Methods with an Assessment of Project Impact Elijah Sekgobela Section 6 Topicality vs Sustainability contains 17 A Consideration of Project Assessment Topicality vs Sustainability Jeff Samuelson and Sarah Harrity and 18 Topicality vs Sustainability in the Evaluation of the South African Book Aid Project Cleaver Ota Section 7

Impact Assessment and Sustainability considers 19 Background to the MAPP Evaluation Carew Treffgarne 20 Sustaining Impact The Mexican Advanced Professionalisation Project Keith Morrow 21 Assessing the Impact of Sector Wide Institutional and Policy Outcomes Kora Basich and 22 Determining the Unanticipated Outcomes and Using These as Benchmarks for Future Projects Jorge Anguilar Rodrigues The final section Anticipated Unanticipated Outcomes contains 23 Anticipated and Unanticipated Project Benefits Mfanwekensi Malaza 24 The PROSPER Impact Study A Consideration of Sector Wide Outcomes Mirela Bardi and Roy Cross 25 Research and Evaluation in DPEP A Review of Current Practices and Future Strategies in Impact Assessment Roopa Joshi and 16 Concluding Comments from the DFID Education Division Carew B W Treffgarne Contains 126 references SLD Business Research Methods William G. Zikmund,1997 This best selling text continues in its seventh edition to provide the most current and comprehensive coverage of business research Its student friendly design contains numerous examples illustrating real world research in management marketing finance accounting and other business areas Business Research Methods 7e is the ideal text for undergraduate and first year MBA courses in marketing management or quantitative studies Supplement to Economic Indicators Philip Mohr,1999 *Culture in Retrospect* A. P. J. Roux,Pieter Hendrik Coetzee,2001 In the past African philosophy did not really form part of the philosophical scene in South Africa It had no place on the programmes of South African Philosophical Society and no articles on it were published in South African Journal of Philosophy **Commonwealth Universities Yearbook** ,1996

Philosophical Inquiry with Children Gilbert Burgh,Simone Thornton,2018-12-07 Philosophy in schools in Australia dates back to the 1980s and is rooted in the Philosophy for Children curriculum and pedagogy Seeing potential for educational change Australian advocates were quick to develop new classroom resources and innovative programs that have proved influential in educational practice throughout Australia and internationally Behind their contributions lie key philosophical and educational discussions and controversies which have shaped attempts to introduce philosophy in schools and embed it in state and national curricula Drawing together a wide range of eminent scholars and practitioners in the field of educational philosophy this anthology the first of its kind provides not only a historical narrative but an opportunity to reflect on the insights and experiences of the authors that have made history The collection is divided into three parts The overarching theme of Part I is the early years of Philosophy for Children in Australia and how they informed the course that the philosophy in schools movement would take Part II focuses on the events and debates surrounding the development and production of new materials including arguments for and against the suitability of the original Philosophy for Children curriculum In Part III key developments relating to teaching philosophy in schools are analysed This collection of diverse views critical appraisals and different perspectives of historical currents is intended to stimulate thought provoking questions about theory and practice and to increase general awareness both nationally and internationally of the maturation of philosophy in schools in Australia It is also intended to encourage readers to identify emerging ideas and develop strategies

for their implementation

South African Human Sciences Research Networking Directory ,1996

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