КАЗАНСКИЙ ГОСУДАРСТВЕННЫЙ МЕДИЦИНСКИЙ УНИВЕРСИТЕТ

APPLIED SOCIOLOGY Part 2

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Observation

- Observation is a method of sociological research that involves collecting data by directly observing individuals or groups in their natural settings.

There are two main types of observation:

- Participant Observation: In participant observation, the researcher actively participates in the social setting being studied while also observing and recording data. The researcher may blend in with the group being studied or may reveal their identity as a researcher. *Examples of participant observation include a sociologist joining a religious group to observe and document their rituals or a researcher participating in a protest march to study the behavior and motivations of the participants.*

- Non-Participant Observation: In non-participant observation, the researcher does not actively participate in the social setting but instead observes and records data from a distance. *Examples of non-participant observation include a sociologist observing people in a public space like a park or a researcher observing the interactions between students in a classroom through a one-way mirror.*

Observation

- Observation can also be classified based on the level of involvement and the degree of structure:

- Structured Observation: In structured observation, the researcher observes the behavior of the subjects in a structured and controlled manner, usually using a pre-designed checklist or rating scale. For example, a researcher may use a checklist to record how many times a child in a classroom interrupts the teacher during a lesson.

- Unstructured Observation: In unstructured observation, the researcher observes the behavior of the subjects in a natural setting without any pre-designed checklist or rating scale. The researcher records data on the subjects' behavior as it naturally occurs. For example, a sociologist may observe the interactions between couples in a public place like a restaurant and record their behavior and conversations.

Observation

- field and laboratory;
- short-term and long-term;
- controlled (standardized, formalized, structured) and uncontrolled (non-standardized, non-formalized, structureless);
- systematic, episodic and random;
- hidden and explicit non-included (simple);
- participating, included and stimulating.

Elements of controlled surveillance

1. Setting: The researcher selects a specific setting for the observation to take place. It could be a laboratory, a classroom, a workplace, or any other controlled environment.
2. Participants: The researcher identifies the participants who will be observed. These participants could be individuals, groups, or organizations, depending on the research question.
3. Observation instrument: The researcher designs an observation instrument, which is a tool used to record the observations made during the study. It could be a checklist, a rating scale, or a coding scheme.
4. Sampling: The researcher decides on the sampling technique to use when selecting the participants. The sampling could be random, stratified, or purposive, depending on the research question.
5. Training: The researcher trains the observers on how to use the observation instrument and how to conduct the observation in a standardized manner.
6. Data collection: The observers collect data based on the observation instrument. They record the behaviors or events of interest, as well as any relevant contextual information.
7. Data analysis: The researcher analyzes the data collected to identify patterns, themes, or trends in the behaviors or events observed. This analysis could be qualitative or quantitative, depending on the research question.
8. Reporting: The researcher writes a report on the findings of the study, which includes a summary of the observations made, the analysis of the data, and the conclusions drawn from the study.

Employee Observation Register

Sr. No.	Date	Observation Received from	Received by	Details of Observation	Action Details	Action Taken by / Responsible	Details of Feedback	Status	Note

Checklist for recording field observations (Spreadley)

- 1) area: physical location or locations
  2) actor (doer): people involved in what is happening
  3) activity: a set of interrelated actions performed by people
  4) object: existing physical objects
  5) act: individual actions performed by people
  6) event: a set of interrelated activities conducted by people
  7) time: temporary ordering of what is happening
  8) goal: what people strive to achieve
  9) feelings: felt and expressed emotions

The degree of activity of the researcher in the observation process refers to how involved the researcher is in the situation being observed.

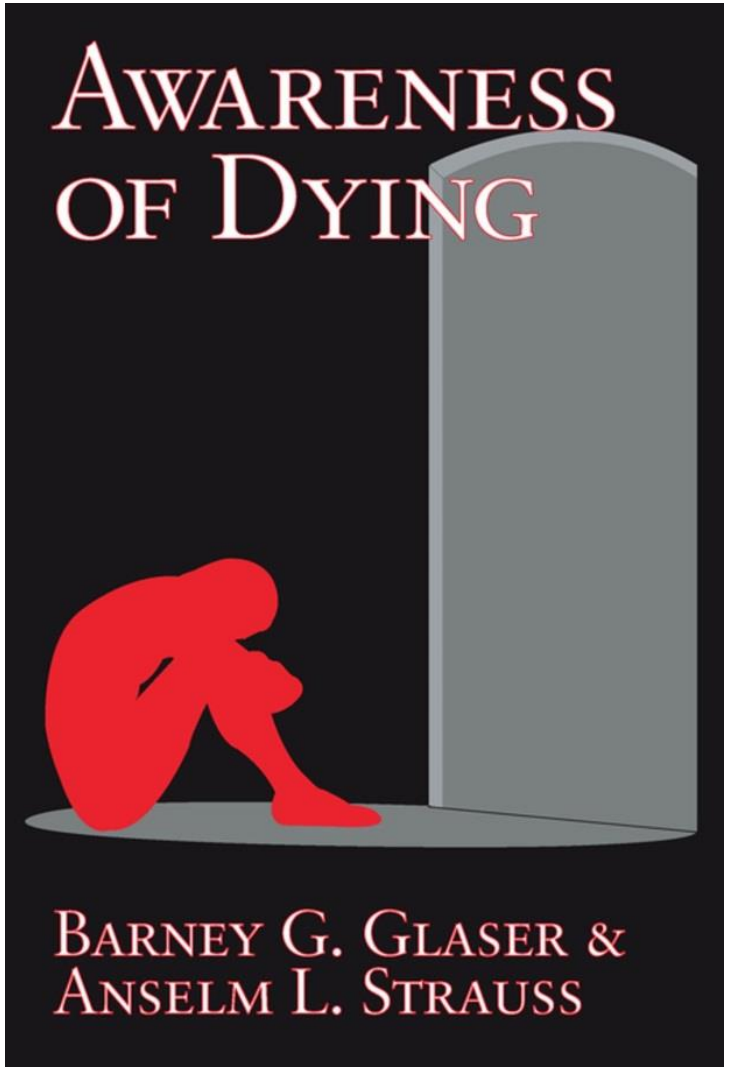
- Complete observer: In this degree of activity, the researcher does not participate in the situation being observed at all. They simply observe and record what they see and hear.
- Observer as participant: In this degree of activity, the researcher takes a passive role in the situation being observed. They may interact with the participants but do not actively participate.
- Participant as observer: In this degree of activity, the researcher takes an active role in the situation being observed. They may participate in activities and interact with the participants while observing.
- Complete participant: In this degree of activity, the researcher is fully immersed in the situation being observed and may not be seen as a researcher by the participants.

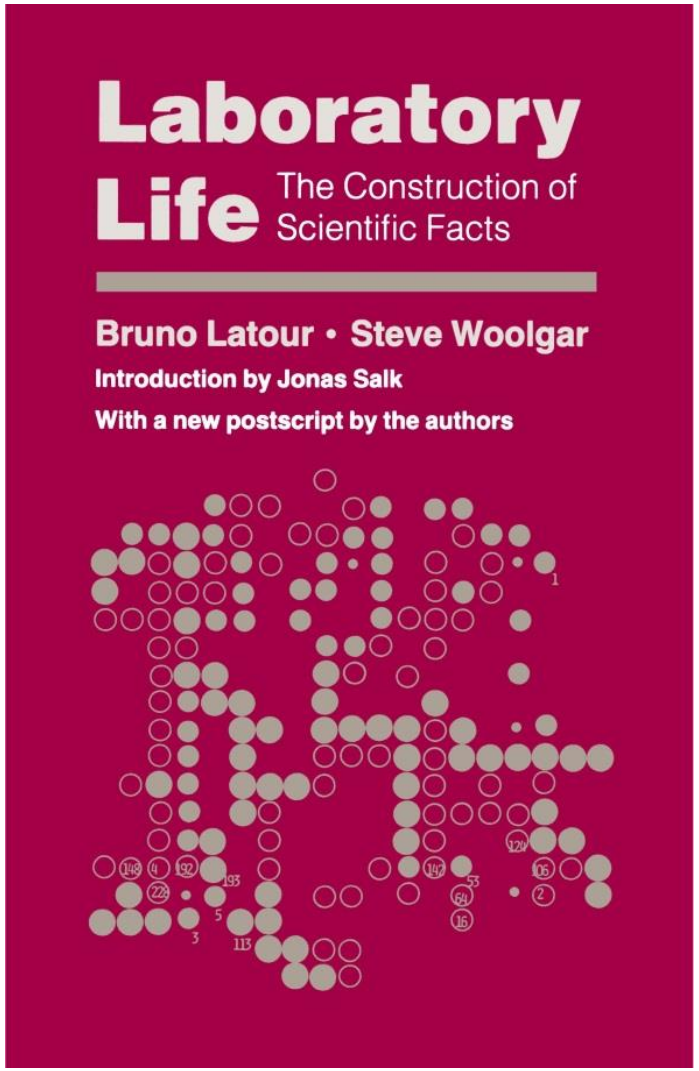
Classification of the roles of the researcher who conducts the included Gould observation

- Complete participant: The researcher fully participates in the group or situation being observed, without disclosing their research role. The researcher's goal is to blend in and become a part of the group to gain a deeper understanding of the group's behavior and norms.
- Participant-as-observer: The researcher participates in the group or situation being observed, but also maintains an observer role. The researcher's goal is to remain as unobtrusive as possible while still gaining a deeper understanding of the group's behavior and norms.
- Observer-as-participant: The researcher takes on an observer role, but also participates in the group or situation being observed. The researcher's goal is to gain a deeper understanding of the group's behavior and norms while remaining as unobtrusive as possible.
- Complete observer: The researcher takes on a completely detached observer role, not participating in the group or situation being observed. The researcher's goal is to remain as unobtrusive as possible while gaining a comprehensive understanding of the group's behavior and norms

The main types of samples when using observation

- Random sampling: This involves randomly selecting participants or events to observe from a larger population. For example, a researcher may randomly select 10 stores out of a list of all stores in a particular city to observe customer behavior.
- Purposive sampling: This involves selecting specific participants or events to observe based on predetermined criteria. For example, a researcher may select only high-performing employees to observe in a workplace setting.
- Snowball sampling: This involves starting with one participant or event and then using referrals or connections to find additional participants or events to observe.
- Convenience sampling: This involves selecting participants or events that are easy or convenient to observe. For example, a researcher may observe the behavior of students in a classroom because they are readily available.
- Quota sampling: This involves selecting a predetermined number of participants or events from different categories or subgroups. For example, a researcher may observe the behavior of employees in a company by selecting a certain number from each department.


AWARENESS OF DYING
BARNEY G. GLASER &
ANSELM L. STRAUSS


Laboratory Life
The Construction of Scientific Facts
Bruno Latour • Steve Woolgar
Introduction by Jonas Salk
With a new postscript by the authors

research in medicine that used the sociological method of observation

- "The Social Construction of Illness: Key Insights and Policy Implications" by Liana Fraenkel and colleague.
- "The Social Construction of Cancer: Medical Discourse and Everyday Life" by Gayle Sulik.

Social experiment

- An experiment is a method of scientific inquiry that involves manipulating one or more independent variables to observe the effect on a dependent variable while controlling for other possible influences. The aim of an experiment is to test hypotheses and determine cause-and-effect relationships between variables.

- A social experiment, also known as a sociological experiment, is a type of experiment conducted in the field of sociology that focuses on human behavior in social contexts. It involves the manipulation of social variables to observe their effect on social outcomes. The main difference between a social experiment and an ordinary one is that social experiments are conducted with human subjects in a social context, while ordinary experiments may be conducted with non-human subjects or in a non-social context.

A social experiment typically consists of several key elements that make up its structure:

- **Independent variable**: This is the variable that the researcher manipulates in order to observe its effects on the dependent variable.
- **Dependent variable**: This is the variable that is being observed to see how it is affected by the independent variable.
- **Control group:** This is a group of participants who are treated in exactly the same way as the experimental group, except for the manipulation of the independent variable. The purpose of the control group is to provide a baseline against which to compare the experimental group.
- **Experimental group**: This is the group of participants who are exposed to the manipulation of the independent variable.
- **Random assignment**: Participants are randomly assigned to either the control or experimental group in order to eliminate any biases in the selection process.
- **Pre-test and post-test**: Participants are tested before and after the experiment in order to measure any changes in the dependent variable.
- **Manipulation check**: This is a measure taken to ensure that the manipulation of the independent variable was successful and had the intended effect.
- **Ethical considerations**: Researchers must ensure that the experiment is conducted in an ethical manner, with informed consent obtained from participants and their safety and well-being ensured.

The types of experiments can be classified in various ways, including:

1. **According to the situation of the event:**
- *Laboratory experiments:* These are experiments that are conducted in a controlled environment, usually a laboratory, where the researcher can manipulate the independent variable and control for other variables that might affect the dependent variable.
- *Field experiments:* These are experiments that are conducted in a natural setting, outside of a laboratory or controlled environment, where the researcher can still manipulate the independent variable but with less control over other variables.
2. **According to the terms of the organization:**
- *Controlled experiments*: These are experiments where the researcher has full control over the experimental conditions and can manipulate the independent variable.
- *Natural experiments*: These are experiments where the researcher observes naturally occurring variations in the independent variable.
3. **By venue***:*
- *Online experiments:* These are experiments conducted on digital platforms or online environments.
- *Offline experiments*: These are experiments conducted in a physical setting or environment.
4. **By the method of organization**:
- *Single-subject experiments*: These are experiments conducted on a single individual, group or system, where the researcher manipulates the independent variable and observes its effect on the dependent variable.
- *Group experiments*: These are experiments conducted on a group of individuals or subjects, where the researcher manipulates the independent variable and observes its effect on the dependent variable.
5. **By the nature of the structure**:
- *Randomized experiments:* These are experiments where the participants are randomly assigned to either the control or experimental group.
- *Non-randomized experiments:* These are experiments where the participants are not randomly assigned to either the control or experimental group.
6. **By type:**
- *Quasi-experiments*: These are experiments that are similar to randomized experiments, but the participants are not randomly assigned to either the control or experimental group.
- *Natural experiments:* These are experiments that are similar to non-randomized experiments, but the researcher observes naturally occurring variations in the independent variable.

Disadvantages of experement

Disadvantages of laboratory experiments:

•The laboratory environment is artificial, and the findings may not be representative of real-world situations.

•Participants may behave differently in a laboratory setting than they would in their natural environment, which may affect the validity of the results.

•There may be demand characteristics, where participants modify their behavior to conform to what they think the researcher expects of them.

•Laboratory experiments may lack ecological validity, as they may not reflect the complexity of real-life situations.

Disadvantages of field experiments:

•There may be less control over extraneous variables that could affect the dependent variable.

•It may be more challenging to obtain informed consent from participants in a natural setting.

•There may be ethical concerns with regard to deception or manipulating variables without participants' knowledge.

•It may be more difficult to replicate the study or generalize the findings to other settings or populations.

Disadvantages of experiment 2

- The disadvantages of controlled experiments include the potential for the artificiality of the experimental conditions and the lack of generalizability to real-world settings.
  The disadvantages of natural experiments include the lack of control over the independent variable and the potential for confounding variables to affect the dependent variable. Additionally, natural experiments may be rare or difficult to find, which can limit the scope and applicability of the research findings.

Disadvantages of experiment 2

Disadvantages of online experiments:
- Limited control over the experimental conditions and environment
- Limited sample representativeness
- Participants may not be fully engaged or committed to the experiment

Disadvantages of offline experiments:
- Limited generalizability to real-world situations
- May not accurately reflect the complexity of social interactions and dynamics
- Ethical concerns with some experimental manipulations

Disadvantages of single-subject experiments:
- Limited generalizability to other individuals or groups
- May be affected by individual differences or subject biases
- Limited control over extraneous variables

Disadvantages of group experiments:

- Difficult to establish causality between independent and dependent variables
- May be affected by group dynamics and interactions
- Limited control over extraneous variables.

Social psychologist Elliot Aronson has outlined several rules for conducting a social experiment, including

- Clearly define the research question and hypothesis: The research question should be clearly defined, and the hypothesis should be testable and specific.
- Select a representative sample: The sample should be representative of the population being studied and should be selected randomly to avoid bias.
- Randomly assign participants to experimental groups: Participants should be randomly assigned to the experimental groups to ensure that any differences observed between the groups are due to the manipulation of the independent variable.
- Control for extraneous variables: Extraneous variables that might influence the outcome of the experiment should be controlled or eliminated.
- Use a double-blind procedure: A double-blind procedure ensures that neither the participants nor the researcher administering the treatment knows which group is receiving the treatment and which is not.
- Minimize demand characteristics: Demand characteristics are cues in the experiment that might suggest to the participants what is expected of them. These should be minimized to avoid altering the results of the experiment.
- Use appropriate measures: Appropriate measures should be used to ensure that the data collected is accurate and reliable.
- Analyze the data using appropriate statistical tests

What is autoethnography?

- Autoethnography is a form of qualitative research that combines autobiography and ethnography. It involves the researcher using self-reflection and personal experiences to understand a cultural phenomenon or social issue. Autoethnography can include a range of methods, including storytelling, journaling, and participant observation. It is often used in fields such as sociology, anthropology, and cultural studies to explore the intersection of personal and social identities, power structures, and cultural experiences. Autoethnography aims to provide a deep and nuanced understanding of a phenomenon, while also highlighting the researcher's personal perspective and subjectivity.

Autoethnography as:

1. Analytical description
2. Therapeutic practice (creating a motivating narrative)
3. Postmodern Writing

Methods of conducting an autoethnographic interview

1. Self-interview: The researcher conducts a self-interview, where they ask themselves questions about their experience and respond as if they were being interviewed by someone else.
2. Interactive interview: The researcher conducts an interview with someone who was part of their experience. The interview can be conducted in-person or virtually, and the interviewer can ask questions to elicit the interviewee's perspective and insights.
3. Group interview: The researcher conducts an interview with a group of people who were part of their experience. The group interview can provide a range of perspectives on the experience and facilitate a dialogue among participants.
4. Life history interview: The researcher conducts an interview with someone who has been a significant part of their life. The interview can explore the person's life history and how it has intersected with the researcher's experience.
5. Focus group interview: The researcher conducts an interview with a group of people who have shared experiences or identities. The focus group interview can provide insights into how a particular experience is understood and experienced by a group of people.

Tony Adams and Stesi Holman Jones identify three features of autoethnographic research

1. Self-reflection and introspection: Autoethnography involves the researcher's personal experiences, reflections, and introspection. This means that the researcher uses their own experiences and emotions to inform their research and analysis.
2. Narrative: Autoethnography is often told in a narrative form, where the researcher tells their story in a way that is engaging and meaningful to the reader.
3. Reflexivity: Autoethnographic research is reflexive, which means that the researcher is constantly reflecting on their own role in the research process. This includes acknowledging their own biases and assumptions, as well as their positionality in relation to the research participants and the broader social context.

Deborah Reed-Danahey distinguishes several main types of research in autoethnography

- Deborah Reed-Danahay distinguishes four types of autoethnographic research:

1. Autobiographical autoethnography: This type of research focuses on the researcher's personal experiences and memories. The researcher uses their own life as a primary source of data, interpreting and analyzing their experiences in the context of broader social and cultural issues.
2. Personal autoethnography: In this type of research, the researcher examines a particular aspect of their own life, such as their identity, relationships, or experiences, in order to explore broader social and cultural issues.
3. Reflexive autoethnography: This type of research involves a more explicit focus on the researcher's role in the research process. The researcher examines their own assumptions, biases, and experiences in order to explore how they shape the research process and the findings that emerge.
4. Collaborative autoethnography: This type of research involves multiple researchers who engage in a collaborative process of data collection and analysis. The researchers may use their own personal experiences as a starting point, but the focus is on exploring broader social and cultural issues through a collective lens.

K. Ellis, T. Adams, and A. Bochner proposed a typology for autoethnographic research, which includes six different types of autoethnography:

1. Autobiography - a personal narrative that explores the author's life experiences, memories, and reflections.
2. Personal essay - a self-reflective essay that explores a particular topic or theme in the author's life.
3. Autoethnography as method - an approach that involves the author studying and analyzing their own experiences in relation to a larger social context.
4. Poetic autoethnography - a creative form of autoethnography that uses poetry and other literary devices to explore personal experiences.
5. Performative autoethnography - a type of autoethnography that involves the author performing or presenting their personal experiences in a public setting.
6. Critical autoethnography - an approach that critically examines power relations and social structures through the lens of the author's personal experiences.

Thank you for your attention!